

2011

## 2011-2012 Catalog

College of the Holy Cross

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Holy Cross

Holy Cross Catalog 2011-2012

Catalog 2011-2012



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## **About this Catalog**

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The College Catalog is a document of record issued in August 2011. The Catalog contains current information regarding the College calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be, and should not be relied upon, as a statement of the College's contractual undertakings.

The College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, canceling of scheduled courses and other academic activities, and requiring or affording alternatives for scheduled courses or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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# Contents

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Academic Calendar .....	3
College of the Holy Cross: Profile.....	4
Goals of a Liberal Arts Education/Assessment.....	5
The Campus .....	6
Center for Religion, Ethics and Culture.....	10
The Academic Program .....	11
Special Academic Programs .....	34
Center for Interdisciplinary and Special Studies .....	39
Biology .....	55
Chemistry.....	61
Classics .....	67
Economics .....	73
Education .....	81
English .....	85
History .....	94
Mathematics and Computer Science.....	106
Modern Languages and Literatures .....	115
Music.....	132
Naval Science .....	138
Philosophy.....	141
Physics.....	150
Political Science.....	154
Psychology.....	163
Religious Studies .....	169
Sociology and Anthropology.....	179
Spanish.....	188
Theatre.....	196
Visual Arts.....	201
Admissions .....	207
Expenses.....	210
Financial Aid.....	212
Holy Cross Scholarships.....	218
Office of the College Chaplains .....	236
Student Affairs .....	237
Student Life .....	239
Student Development Services.....	241
Career Services .....	243
Public Safety.....	244
Athletics and Recreation .....	245
Board of Trustees.....	247
Advisory Board to Trustees and Administration .....	249
Alumni Marketing Advisory Group.....	252
Officers of the College.....	253
Officers of Administration.....	254
College Chaplains .....	263
College Medical Staff.....	263
Department Chairs and Program Directors .....	264
Officers of Instruction .....	266
Professors Emeriti .....	281
College Councils and Committees.....	283
Incorporation/Accreditation.....	287
Office of the General Counsel.....	288
Policy on Nondiscrimination.....	288
Policy on Harassment.....	288
Clery Act Statement.....	291
Bequests.....	291
Index.....	292

# Academic Calendar 2011-2012

## Fall 2011 Semester

Saturday	August 27	First-year students arrive Mass of the Holy Spirit
Sunday	August 28	Orientation
Monday	August 29	First-Year Student Advising
Tuesday	August 30	Registration
Wednesday	August 31	<b>CLASSES BEGIN</b>
Monday	September 5	Labor Day; classes will be held
Friday	October 7	Fall break begins after last class
Monday	October 17	Classes resume
Monday	October 24	Advising for spring 2012 begins
Tuesday	November 1	Advising for spring 2012 ends
Friday	November 4	Change of major should be completed
Monday & Tuesday	November 7 & 8	Fourth-year students enroll
Thursday & Friday	November 10 & 11	Third-year students enroll
Monday & Tuesday	November 14 & 15	Second-year students enroll
Wednesday	November 16	Last day to withdraw with a W
Thursday & Friday	November 17 & 18	First-year students enroll
Tuesday	November 22	Thanksgiving recess begins after last class
Monday	November 28	Classes resume; open enrollment begins
Saturday	December 10	Study period begins
Tuesday	December 13	<b>Final examinations begin</b>
Saturday	December 17	<b>Final examinations end</b>

## Spring 2012 Semester

Monday	January 16	Martin Luther King Holiday
Monday	January 23	Advising
Tuesday	January 24	<b>CLASSES BEGIN</b>
Friday	March 2	Spring break begins after last class
Monday	March 12	Classes Resume
Monday	March 26	Advising for fall 2012 begins
Tuesday	April 3	Advising for fall 2012 ends
Wednesday	April 4	Easter recess begins after last class
Tuesday	April 10	Classes Resume
Thursday	April 12	Last day to withdraw with a W
Thursday & Friday	April 12 & 13	Rising fourth-year students enroll
Monday & Tuesday	April 16 & 17	Rising third-year students enroll
Thursday & Friday	April 19 & 20	Rising second-year students enroll
Tuesday	May 8	Study period begins
Thursday	May 10	<b>Final examinations begin</b>
Wednesday	May 16	<b>Final examinations end</b>
Thursday	May 24	<b>BACCALAUREATE EXERCISES</b>
Friday	May 25	<b>COMMENCEMENT</b>

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# College of the Holy Cross: Profile

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One of the best liberal arts colleges in the United States, Holy Cross is highly respected for its superior undergraduate academic programs, accomplished faculty, and the intelligence, imagination, and achievements of its students. It is also renowned for its enthusiastic and well-supported commitment to the principle of educating men and women for others, in a community that generates a strong feeling of belonging and a vital sense of loyalty.

As a Jesuit college, Holy Cross takes its place in a 450-year tradition of Catholic education that has distinguished itself for intellectual rigor, high academic standards, and religious and moral sensitivity. Academic life at Holy Cross is serious and challenging; it is also exciting. This excitement is one of discovery: students discovering new things in literature, science, the arts, mathematics, and religion; professors discovering new things through their research, in their laboratories, and in the libraries. Student-professor exchanges in the classroom, as well as in countless informal settings, are at the center of academic life at Holy Cross. Because the student body is 100 percent undergraduate and relatively small, the opportunity for individual attention is readily available. Students know their professors. Professors know and take a genuine interest in their students.

The College recognizes that its professional and talented faculty members constitute the particular ingredient that ultimately shapes the educational experience. They are widely respected in their academic specialties. Many have national reputations for their research and publications, creative performances, recordings, and exhibitions. Almost all of the nearly 300 full- and part-time faculty members hold doctoral degrees from some of the finest universities here and abroad. They conduct research supported by grants from foundations, government agencies, and private sources.

Holy Cross faculty members also are dedicated to excellence in teaching and to service. They strike an appropriate balance between the transmission of knowledge and the investigation of new ideas. This ensures that the classroom is vital and that scholarly research is meaningful. It is the faculty that leavens the whole and is largely responsible for the reputation of Holy Cross as an excellent liberal arts college.

Holy Cross is a place to learn how to learn, and not a place to seek job training. The fundamental purpose of the College is not to train students for specific occupations, but to inform the mind and to foster clear thought and expression through the balanced study of the arts and the sciences.

A distinguishing and all-important characteristic of education at Holy Cross is the emphasis placed upon the service of faith and the promotion of justice. As a Jesuit college, the cultivation of intellectual, social, religious, and ethical refinement is not an end in itself. Rather, this means educating young people to be truly concerned about human welfare, about making our economies more just, and about placing men and women in public office who are honest and honorable. It has as its purpose the education of men and women who in their family life will be examples of Catholic ideals and practice and who will be leaders in their parishes and in their communities.

## Founding

The oldest Catholic college in New England, Holy Cross was founded in 1843 by the second bishop of Boston, Benedict Joseph Fenwick, S.J., who gave it the name of his cathedral, the Cathedral of the Holy Cross, along with the seal and motto of the Diocese of Boston.

From the start, the Bishop entrusted the direction of the College to the Fathers of the Society of Jesus. The beginnings were very modest: one wooden building, a half-finished brick structure, and 52 acres of land.



Today the College is a large educational complex, complete with chapel, libraries, a modern science center, classrooms, residence halls, football stadium, baseball stadium, hockey rink, and campus activity center, spread over 174 sloping acres. It is a community of 2,800 students, roughly half of them men and half women. Few classes exceed an enrollment of 40, and most average 18–20. The atmosphere this community of scholars creates is frequently described as welcoming and friendly, where students receive encouragement and support from classmates and professors.

Coeducational since 1972, Holy Cross enrolls a student body of young men and women of proven accomplishment. Almost all of them have been graduated in the top 20 percent of their high school classes. Most live in 10 residence halls on campus. These are run by the Dean of Students Office with the help of students who organize the many activities through their House Councils. Students, elected by their peers, represent their classmates at faculty meetings, on major College committees, and in a consultative capacity on the appointment and promotion of faculty.

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## Goals of a Liberal Arts Education

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Holy Cross seeks to prepare students for a lifetime of learning and moral citizenship. They must therefore develop skills, acquire knowledge, and cultivate intellectual and moral habits that prepare them to live meaningful, purposeful lives and to assume informed, responsible roles in their families, communities, and the world. Accordingly, we intend that our students:

- I. Develop those basic skills and competencies foundational to a liberal arts education. These include the ability to think critically, write and speak clearly, read closely, evaluate and present evidence, and use information resources and technology.
- II. Achieve depth competency in a major, as determined by individual departments, and attain a measure of intellectual breadth by exploring the various modes of inquiry and expression that comprise the liberal arts. These include those modes of inquiry and expression tied to the arts and humanities, the social sciences, and the natural and mathematical sciences.
- III. Develop those habits of mind and life that exemplify the intellectual and moral values central to the distinctive mission and identity of Holy Cross as a Jesuit and Catholic liberal arts college. These include a commitment to the well-being of the human community and the natural world; the pursuit of a more just society; reflective engagement with matters of moral, spiritual, and religious life; and, for those who choose, an appreciation of the intellectual heritage of Catholicism.

## Assessment

The College is committed to engaging the whole campus community in the assessment of these goals. The College administers a variety of national survey instruments to students and alumni and analyzes samples of students' work at key points in their years at Holy Cross. Academic and non-academic departments also assess student learning at the classroom and departmental level. For more information about the College's assessment and research projects, visit the Web site of the Office of Assessment and Research (<http://offices.holycross.edu/assessment/>).

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# The Campus

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Located in central Massachusetts, Holy Cross is nestled on a picturesque hillside within the City of Worcester. The 174-acre campus has won several national and international awards for excellence in architecture and landscaping. Holy Cross students enjoy some of the most sophisticated, attractive and well maintained facilities in higher education. Campus facilities include 11 residence halls; 11 academic buildings; four libraries; a dining hall; a campus center with coffee bar, pub, ballroom, hair styling shop, dry cleaning service, post office, and a bookstore; a sports complex with a six-lane swimming pool, basketball and hockey arenas, rowing tank, and a fitness center; a play theatre; movie theater; dance studio; art gallery; and a music concert hall.

## Libraries

At Holy Cross, libraries are considered central to the educational mission of the College. Thus, the libraries place great emphasis on instruction with the goal of helping students become information-literate during their four years at Holy Cross. First-year students receive specialized instruction sessions for Montserrat seminars within the clusters which tailor resources to corresponding course needs. The system includes six libraries: the main library, Dinand; the O'Callahan Science Library; the Fenwick Music Library; the Worcester Art Museum Library; the Visual Resources Library; and, the Rehm Library of the Center for Religion, Ethics and Culture. The libraries presently house a combined collection of over 650,000 volumes and subscribe to more than 4,500 professional and scholarly print and electronic journals. More than 40 newspapers are received. *The New York Times* (1851-present) and the *London Times Digital Archive* (1785-1985) are available online. The library has access to an additional 30,000 full-text journals in online aggregator databases.

The Holy Cross Libraries offer a vast array of research tools in print and electronic format covering art, music, humanities, social sciences, theology/philosophy, science and economics. Scholarly online databases such as EBSCOhost Academic Premier, Lexis-Nexis, Expanded Academic ASAP, ARTstor, SciFinder Scholar, and the MLA Modern Language Association International Bibliography, provide researchers with access to peer reviewed references. These and all other library holdings are fully accessible via the Holy Cross Library Web catalog. The campus network extends into every faculty office and all residence hall rooms, providing 24/7 access. These databases and collections are also available remotely to the Holy Cross community wherever they may reside.

Reference Services include scheduled, course-specific bibliographic instruction, as well as customary on-demand reference interactions. The Reference Desk in the Dinand Library is staffed Sunday from 2 p.m. to 10 p.m., Monday through Thursday, from 9:30 a.m. to 10 p.m. and Friday, 9 a.m. to 4:30 p.m., during the academic year. In an effort to reach out to students and faculty at the point of need, the libraries offer a 24/7 Virtual Reference service (with participating libraries of Jesuit institutions throughout the nation), which can be accessed from the library Web page. The library also hosts an Electronic Reserves program in order to provide students with 24/7 access to reserve materials.

The Holy Cross Libraries are a member of a group of 22 area (academic, private, and public) libraries known as the Academic and Research Collaborative (ARC). This organization sponsors library projects and workshops, operates a twice-daily shuttle service for interlibrary loans and affords its members a collection of more than 3.8 million volumes and more than 23,000 serial subscriptions. The Libraries have recently joined the Oberlin Group, a consortium of the libraries of 80 selective liberal arts colleges. The Libraries also participate in LYRASIS and the Massachusetts Library System (MLS) which provide conferences, workshops and consulting services to participating libraries, as well as operates a shuttle service for interlibrary loans across the state.

**Dinand Library**, with a shelving capacity of over 500,000 volumes, has seating for more than 525 readers, and serves as the libraries' central information and processing facility. Dinand is open 149 hours per week, 24/5 during the academic year. Two wings to Dinand were dedicated in 1978 to the memory of Joshua and Leah Hiatt and all the victims of the Holocaust. A special Holocaust Collection of books



and other materials is under constant development and now numbers over 6,000 volumes. Dinand's Main Reading/Reference room contains public PCs that access the library's Web catalog and a wide variety of other informational databases. It also contains major reference works, and facilities for research and study. On the second floor of the Dinand Library are the Scalia electronic classroom, the microform area, video and DVD viewing facilities, and the Interlibrary Loan Department. There are more than 100 data ports located throughout the library and stacks area for laptop connectivity. Wireless connectivity is also available in the Main Reading Room and in many other areas of the library.

**The College's Archives and Special Collections Department** are located on the third floor of Dinand Library. The Archives and Special Collections' facility was redesigned to provide a state-of-the-art, climate-controlled and secure environment for the College's collections. Permanent display areas are located throughout the Library where collection material is exhibited. The Archives' reading room has Internet connections for scholars working with laptops.

The Archives Department holds the records of the college including its publications, department files, photographs and early records of the school. The Special Collections include six incunabula (printed prior to 1500), 15th- to 19th-century Jesuitana; Americana (books published in America prior to 1850); John Henry Cardinal Newman letters and first editions; and the collections of James Michael Curley, David I. Walsh, and Louise Imogene Guiney. Of special interest are the recently acquired papers of Edward B. Hanify, Esq. relating to Admiral Husband Kimmel, the U.S. Pacific Fleet Commander at Pearl Harbor in 1941. The Archives also houses the Richard Green '49 collection of NASA memorabilia.

The Archives of the New England Province of the Society of Jesus are located in the College Archives. The collection includes records of the Provincial, treasurer, formation director, personnel, and the various apostolates in which New England Jesuits have been engaged. House, community, parish records, foreign mission records, personal papers, and publications are also represented. A large audiovisual collection contains videos, cassettes, films, slides and photographs. In addition, the Archives maintain a collection of books authored by members of the New England Province since its founding.

**The O'Callahan Science Library**, located in Swords Hall, contains nearly 100,000 volumes of biology, chemistry, computer science, mathematics, neuroscience, and physics, as well as the history, biography, and ethical concerns of science, medicine, and technology. This facility seats 100, and offers an ever-expanding menu of electronic access to scientific databases and Web sites, and more than 2,000 subscriptions to the core publications in science. It ranks as one of the strongest special libraries dedicated to the development of future researchers and clinicians among liberal arts colleges in the United States.

**The Fenwick Music Library**, located in the east end of Fenwick Hall, has a collection of 25,000 sound recordings, 10,000 books, 11,000 music scores, and 1,000 videos. Since 1997, it has also been home to the library of the Worcester Chapter of the American Guild of Organists. The Music Library is equipped for both course-related and pleasure listening and viewing, and offers two commercial audio streaming services for unlimited, on-demand access to classical, popular, and world music.

**Rehm Library**, associated with the Center for Religion, Ethics and Culture, is located in Smith Hall, and contains a growing non-circulating collection in support of the Center's mission and programs. Rehm Library provides students with an area for quiet study and reflection.

**The Visual Resources Library** and its staff support the teaching and learning image needs of the Visual Arts Department, its students, and all members of the wider campus academic community. Located in O'Kane 497, the library offers optimized Mac and PC computers for access to all image resources available through Holy Cross. Personalized help is available to instructors and students by appointment.

**The Worcester Art Museum Library**, located at the museum on Salisbury Street in Worcester, is managed by the Holy Cross Library and houses a collection of 45,000 art volumes that are available to the Holy Cross community. The holdings are fully accessible via the Library's website. This collection, as well as the Museum itself, is a rich addition to the resources available to scholars in the field of art history.

Students find in all of these facilities a warm and friendly environment that encourages study, reflections and intellectual growth. A highly competent, friendly and accessible library staff is available and ever willing to provide a vast array of services and assistance to students and faculty.

## **Integrated Science Complex**

The most ambitious construction project in the history of Holy Cross is the new \$64 million Integrated Science Complex. Innovations in teaching science have long been a hallmark of the College's undergraduate curriculum. The new complex is taking those innovations further: uniting student and faculty researchers from across scientific disciplines, as well as stimulating more collaboration and sharing of sophisticated equipment. The 142,000 gross square feet of new and renovated classroom, lecture, meeting, research and laboratory space links the departments of biology, chemistry, mathematics/computer science, physics, psychology, and sociology/anthropology; and thus integrates classrooms, labs, private offices, and lecture halls across disciplines.

### **Smith Laboratories**

The construction of the Park B. and Linda Smith Laboratories, connecting the existing science and social science buildings (Beaven, O'Neil, Haberman and Swords halls), allows students in chemistry and physics to be fully engaged in the scientific process. The four-story building contains state-of-the-art laboratories that are specially designed to encourage hands-on, discovery-based exploration.

### **Haberman, O'Neil and Swords Halls**

Facilities contained in these three connected science buildings include laboratories; classrooms and offices for biology, chemistry, mathematics and physics; the O'Callahan Science Library; greenhouses and facilities for aquatic research; and, a large atrium with a coffee shop, food service and lounges for faculty and students. As part of the Integrated Science Complex, Haberman Hall has been completely renovated to facilitate "discovery-based" teaching and learning.

### **Beaven Hall**

Located next to Dinand Library and connected to the new Smith Laboratories, Beaven Hall was originally a dormitory until being converted into modernized facilities for the psychology and the sociology and anthropology departments. The building houses offices and classrooms with the latest computer systems for both departments. There also are video-equipped observation units, teaching and physiological labs.

## **Hart Recreation Center**

The sports and recreation complex contains a two-level, state-of-the-art fitness center; a 3,600-seat basketball arena; a 1,050-seat ice hockey rink; a six-lane swimming pool with separate diving area; racquetball courts; a rowing practice tank; and locker rooms.

## **Hogan Campus Center**

The Henry M. Hogan Campus Center offers a wide variety of services and houses numerous facilities providing a broad social, cultural, educational and recreational program for the College community.

The Campus Center includes modern meeting rooms, spacious lounges, a student organization complex, and administrative offices. To serve the College community, the Campus Center houses the Bookstore, Post Office, a coffee lounge and convenience store, cafeteria, and pub. In addition, there are automated teller machines, a hair salon, game room, video rental service, laundry and dry cleaning services, and a duplicating center and fax service. Within the Campus Center is a multi-purpose ballroom and private dining rooms catered by the College's Dining Services Department.

The Campus Center is committed to fostering educational experiences and to complementing formal instruction with meaningful leisure-time activities. Participation in and the development of mature appreciation for social, cultural, intellectual and recreational activities for the entire College community are the primary goals of the Campus Center.

## Residence Halls

Eleven residence halls house the majority of students at the College of the Holy Cross. Six residence halls (Clark, Hanselman, Healy, Lehy, Mulledy, and a new apartment-style hall for seniors) are located on the upper campus along “Easy Street.” Wheeler Hall is adjacent to the Dinand Library and Loyola Hall is beside St. Joseph Memorial Chapel. As an alternative to the Fitness Center in the Hart Recreation Center, Loyola houses a Fitness Studio in its basement that includes cardiovascular equipment (treadmills, stationary bikes and ellipticals), a Nautilus station, and free weights. Alumni and Carlin halls offer suite accommodations and are located at opposite ends of the Kimball Quadrangle. Williams Hall, a second apartment-style hall for seniors, is located on lower campus between Loyola Hall and Alumni halls.

## The Chapels

Midway up Mount Saint James is Saint Joseph Memorial Chapel, the spiritual home of the Holy Cross community. Built in 1924 as a memorial to Holy Cross soldiers and sailors who died in World War I, the chapel now includes additional memorials to those killed in World War II, Korea and Vietnam, and the outdoor chapel plaza is highlighted by a memorial plaque to six Jesuit priests and two women associates who were killed in 1989 at the Central American University of El Salvador.

The upper chapel is home to the 11:30 a.m. and 10 p.m. Sunday Masses and the site of numerous weddings of alumni/ae who return to Holy Cross to celebrate the Sacrament of Marriage. In the rear alcoves of the upper chapel are statues of St. Ignatius Loyola, the founder of the Society of Jesus (Jesuits), and the Jesuit missionary St. Francis Xavier. In 1985, the Taylor and Boody tracker organ, designed in the tradition of the 16th-century Dutch and northern German organs, was installed, and a series of organ concerts is held during the academic year. The office of Sr. Lucille Cormier, SASV, Wedding Coordinator for the College, is located next to the sacristy at the side entrance of the upper chapel.

The lower level of the chapel served the College as an auditorium and Naval ROTC space before being transformed into a chapel in 1955. Through the generosity of a gift in memory of Robert H. McCooey ’52, the lower level was renovated and features a small chapel for daily Masses and the Interdenominational Sunday Service of Praise and Worship (McCooey Chapel), a mid-sized chapel seating up to 250 people that is home to the Saturday 4:30 p.m. and Sunday 7 p.m. Masses and all holy day liturgies (Mary Chapel), a chapel for the Sacrament of Reconciliation, a chapel for the reservation of the Blessed Sacrament, and a gathering space highlighted by a beautiful baptismal font.

## Fenwick and O’Kane Halls

Attached at right angles, Fenwick and O’Kane halls, with their soaring spires, housed the entire College in its early years. Today, they contain administrative and faculty offices, classrooms, and the music library. Named the John E. Brooks, S.J. Center for Music, the music department facilities located in Fenwick Hall include the Brooks Concert Hall, which is acclaimed by performers and acoustical experts as one of the finest medium-sized performance auditoria in the region. The Iris and B. Gerald Cantor Art Gallery, which displays changing exhibits, is located on the first floor of O’Kane Hall.

## Smith Hall

Attached to Fenwick Hall, the Carol and Park B. Smith Hall houses the Center for Religion, Ethics and Culture, the Rehm Library, as well as the philosophy and religious studies departments, the Center for Interdisciplinary and Special Studies, Information Technology Services, Office of Admissions, the Class Deans, Academic Services and Learning Resources, Study Abroad, Graduate Studies, and the Registrar’s Office. A plaza outside Smith Hall, named Memorial Plaza, commemorates seven Holy Cross alumni who perished in the Sept. 11, 2001 terrorist attacks.

## Center for Religion, Ethics and Culture

Located in Smith Hall, the Center for Religion, Ethics and Culture provides a place for interdisciplinary dialogue and exploration about basic human questions. Its programs aim to increase understanding of a variety of religious, ethical and cultural traditions, and to examine how they relate to Catholic traditions and current issues. The Center fosters dialogue that respects differences, providing a forum for intellectual exchange that is interreligious as well as interdisciplinary, intercultural and international in scope. At the same time, it explores “the whole” which transcends differences and appeals to our common humanity. The Center sponsors public conferences, lectures and forums on a wide range of topics.

## Edith Stein Hall

This five-story academic building contains 35 classrooms and two large lecture halls for the departments of economics, modern languages and literatures. Additional facilities include the audio visual department; a computer instruction laboratory; and a state-of-the-art Multimedia Resource Center.

## Information Technology Services

Information Technology Services (ITS) provides services for desktop and laptop computers, academic systems, business systems, and network access. Support is provided for 12 campus computer labs, a wired and wireless network infrastructure, Internet access, e-mail, and a range of online services. Students and faculty make use of the Moodle course management system, the Millennium library system, and the Student Academic Records system (STAR). In addition, many other web services are available (select “login” from the Holy Cross home page).

ITS supports a high-speed, highly reliable and secure network infrastructure for all its users. Students will find a friendly Help Desk staff to assist in accessing the network and online academic resources. Students may purchase Dell laptop computers and related software at the College Bookstore. Support is available for Windows and Macintosh operating systems, Office applications, e-mail, residence hall networks, Internet connectivity, and online services. Training courses are offered throughout the year and individual consultations are available anytime. Students provide the support in our residence halls as Residential Computing Consultants (RCCs). Each residence hall has at least one RCC. In addition, ITS hires many work-study students as computer lab supervisors and Help Desk assistants.

For more information, visit [offices.holycross.edu/helpdesk](http://offices.holycross.edu/helpdesk), email the ITS Help Desk at [helpdesk@holycross.edu](mailto:helpdesk@holycross.edu), or call (508) 793-3548.

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# The Academic Program

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The Vice President for Academic Affairs and Dean of the College oversees the academic program at Holy Cross. The Dean is assisted by the Associate Deans of the College, the Class Deans, the Registrar, the Director of Academic Services & Learning Resources, and advisors from special academic programs.

The Class Deans are responsible for monitoring the academic progress of students in their respective classes and for coordinating the College's academic advising program.

The Registrar's office maintains student records. Services include enrollment, processing transcript requests, and classroom management. The office also verifies student enrollment for insurance companies, veterans' benefits, and loan deferments.

The Office of Academic Services & Learning Resources offers academic advising and academic support services, including assistance in learning skills and planning for a major.

## General Requirements

Holy Cross offers a curriculum leading to the Bachelor of Arts (A.B.) degree, which some students earn with College honors. To meet the requirements for graduation, all students must both complete 32 semester courses successfully and record a minimum of eight semesters of full-time study.

To qualify for a degree from the College, at least one half of a student's courses, including the two full semesters of the fourth year, must be completed at the College of the Holy Cross. Students are permitted, however, to participate in Holy Cross programs, such as the Washington Semester, Semester Away and Study Abroad, in the first semester of their fourth year.

Each student's curriculum consists of common requirements, a major, and freely elected courses. In designing their curriculum, students are limited to a total of three programs combining majors, minors, and concentrations, only two of which can be majors.

## Common Requirements

All students are required to complete courses in the areas of the curriculum described in the following pages. To enter into and engage with these different areas—to see them as parts of a larger whole—is essential to becoming a liberally educated person. These requirements provide students with the opportunity to explore basic modes of inquiry and to encourage them to develop a reflective attitude with regard to different ways of knowing and the bodies of knowledge associated with them. Taken together, these areas of study reflect the College's understanding of the foundation of a liberal arts education.

Students are able to select from a range of courses that fulfill each of the requirements. These courses offer an enriching and exemplary introduction to the methods and content of a broad area of inquiry, giving students a sense of what is distinctive about each area, the kinds of questions it asks and the kinds of answers it provides. Such courses lead to an awareness of both the possibilities an area of study presents and the limitations it confronts. Guided by these requirements, Holy Cross students come to appreciate the complexity of what it means to know as well as the interrelatedness of different ways of knowing, thereby acquiring the basis for an integrated academic and intellectual experience. Students are therefore encouraged to think carefully, in consultation with their advisors, about the courses they take to fulfill these common requirements.

The requirements include one course each in Arts, Literature, Studies in Religion, Philosophical Studies, Historical Studies, and Cross-Cultural Studies; and two courses each in Language Studies, Social Science, and Natural and Mathematical Sciences.

### *The Arts and Literature*

The Arts and Literature are concerned with the study of aesthetic forms as expressions of meaning, as vehicles for exploring the nature of reality, as sources of beauty, and as objects of knowledge and critical scrutiny.

In studying the arts—the visual arts, music, theatre, dance, and film—there is the opportunity to explore ways of knowing and universes of expression beyond the essentially cognitive or discursive. A

distinctive feature of the arts is the relationship between form and content: meaning is conveyed by both the medium and the subject matter of the work. Central to the study of the arts is the development of one's understanding, appreciation, and critical capacity in encountering particular works and genres as well as one's awareness of both the limits and possibilities of the creative imagination. Courses in this area, whether historical or contemporary in approach, interpretive or oriented toward practice, seek to foster a recognition of the distinctive role of the arts in culture, in liberal education, and in the enrichment of the human condition.

In studying literature, there is an opportunity to explore the multiple ways in which the spoken or written word may disclose features of life that might otherwise remain unarticulated and thus unknown. Critical reading and writing are fundamental to literary study. Specific features of literary study include analysis of literary form and technique, examination of the relationship between literary works and social/historical context, and exploration of methodological and theoretical perspectives on literary inquiry. More generally, the study of literature highlights the communicative, expressive, and revelatory power of language itself. Courses in this area therefore have as their main focus those works that, through their special attention to language, serve both to inform and to transform readers.

*Students are required to complete one course in the Arts and one course in Literature.*

## ***Studies in Religion and Philosophical Studies***

As indicated in the College's Mission Statement, "critical examination of fundamental religious and philosophical questions" is essential to a liberal arts education in the Jesuit tradition. As areas of common inquiry, studies in religion and philosophical studies provide an invitation to dialogue about such questions, furthering the search for meaning and value at the heart of intellectual life at Holy Cross.

Studies in Religion address the search for ultimate meaning by exploring such themes as the nature of the sacred, the relationship between the human and the divine, and the spiritual dimension of human existence. Against the backdrop of this search, studies in religion also address questions about the responsibilities human beings owe to each other and to their communities, the cultural significance of religious beliefs and practices, as well as the personal and social nature of religious experience. Courses in this area include the study of indigenous religions as well as major religious traditions of the world—i.e., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Daoism; religious ethics; the analysis and interpretation of sacred texts; and the study of Catholic theology and spirituality.

Philosophical Studies explore fundamental questions about the nature of reality and what it means to be human, truth and knowledge, ethical values, aesthetic experience, and religious belief. The aim of philosophical inquiry is to wonder about what is taken for granted by the theoretical and practical frameworks upon which we ordinarily rely. Such inquiry seeks, in a variety of ways, to arrive at a comprehensive understanding of the world and our place in it. By reflecting on matters essential to all disciplines, philosophical studies can help students to see their education as forming an integrated whole. Since it is a vital feature of philosophical inquiry that it wonders about its own goals and methods, courses in this area should allow for this kind of reflection as well. Such courses may be either topical or historical in approach, focusing on fundamental questions or the different ways of thinking about those questions that have emerged over time.

*Students are required to complete one course in Studies in Religion and one course in Philosophical Studies.*

## ***Historical Studies***

Historical Studies involve systematic inquiry into the human past. Historians use primary and secondary sources to analyze and reconstruct the past and to explore the relevance of the past to the present. Historical studies may focus on the interpretation of broad changes over time as well as particular moments, events or social conditions in their wider historical context. Studying history also involves the study of historians, their writings and their influence on our current understanding of the past. Courses in this area provide students with historical perspective by introducing them to a significant segment of human history and by teaching them to locate and use evidence in evaluating the historical interpretations of others.

*Students are required to complete one course in Historical Studies.*



## ***Cross-Cultural Studies***

Cross-Cultural Studies seek to stimulate critical reflection on the theoretical, methodological, and ethical issues involved in encountering other cultures and to help students to think systematically about the fundamental assumptions underlying cultural differences. In light of this task, courses in this area often explore non-Western structures of social organization, artistic expression, meaning, and belief. Given the complexity of the Western tradition, however, courses that explore deep cultural differences within this tradition can also serve to raise significant issues of cross-cultural analysis. By challenging one to understand different world-views, cross-cultural inquiry provides an opportunity to understand more fully—and perhaps to transcend—one's own cultural presuppositions.

*Students are required to complete one course in Cross-Cultural Studies.*

## ***Language Studies***

Language Studies involve the study of languages other than one's own. Such study contributes to an awareness of cultural differences that are shaped by and reflected in language. The study of modern languages allows students to develop the ability to communicate with people of different cultures through speech or writing. The study of classical languages also enhances students' general understanding of different cultures through the medium of written texts. In all cases, the study of another language contributes to a greater understanding of one's own language, and to a fuller appreciation of the role of language and literature in human experience and thought.

*Students are required to complete two courses in the study of a language other than one in which they possess native speaker fluency.*

Students continuing the study of a language begun prior to college will pursue their study of that language at a level commensurate with their language skills. Placement into the appropriate level will be determined by the appropriate language department, based on their evaluation of prior coursework, tests, and consultation with the student. Students choosing to begin the study of a new language at Holy Cross must complete both semesters of an introductory language course.

## ***Social Science***

Social Science investigates human behavior and the structures, institutions, and norms operative in social life. The main objectives are to identify, through empirical and systematic observations, both universal and particular patterns of human behavior and to explain or interpret human relationships, cultures, and social phenomena. Courses in this area provide a broad and substantial introduction to basic concepts of social scientific inquiry. These courses are designed to offer an opportunity to reflect on the methodological assumptions and theoretical foundations of social science in its various forms, including anthropology, economics, political science, psychology and sociology.

*Students are required to complete two courses in Social Science.*

## ***Natural and Mathematical Sciences***

Natural Science is the systematic investigation of living and nonliving aspects of the physical universe. Its methods of investigation involve the observation, description and classification of broad patterns in nature and the testing of hypotheses that provide tentative explanations of the processes underlying these patterns. The traditional goal of natural scientific inquiry is to explain a large array of natural phenomena using a small number of theories valued in many cases for their predictive power. The measurement and demonstration of quantitative relationships and the development of abstract models is often fundamental to this enterprise. Courses in this area provide the opportunity to explore natural science, focusing on the process of scientific discovery through the use of experimental and theoretical methods of investigation.

Mathematical Science gives structure to and explores abstractions of the human mind. In addition, it often provides natural science with models on which to build theories about the physical world. Computer science, the study of algorithms, data structures, and their realizations in hardware and

software systems, is also included in this area. Computer science addresses the fundamental questions: What is computable in principle, and what tasks are algorithmically feasible? Courses in this area encourage the development of logical thinking, quantitative reasoning, and general problem-solving skills. Such courses also seek to foster an appreciation for mathematical thought as a fundamental mode of inquiry in its own right.

*Students are required to complete two courses in Natural and Mathematical Sciences, at least one of which must be in Natural Science.*

## Montserrat

Montserrat, an innovative program for first-year students, cultivates life-long approaches to learning through a rigorous, multi-disciplinary academic experience. The seminar, a small, discussion-based class, in which students work intensively with professors on a broad variety of topics, lies at the heart of the program. Students will master a body of material and learn methodological approaches; in the process, they will develop the critical faculties and the writing and speaking skills necessary for success in meeting significant challenges during their education at Holy Cross and in their lives after Holy Cross.

The seminars are grouped into five different thematic clusters (Self, Divine, Natural World, Global Society and Core Human Questions), each of which contains seminars examining the theme from a variety of perspectives. All the students in a particular cluster live together in the residence halls to facilitate discussion of ideas from multiple perspectives, in informal settings, outside of class. Reinforcing and enhancing the seminar and cluster experiences are exciting cocurricular events and activities organized by professors, the Holy Cross Library, Chaplain's office and Student Affairs. These may include a foreign film series, athletic events, spiritual retreats, trips to museums, theatrical performances and concerts, and environmental initiatives in the residence halls. All of these experiences will foster lasting relationships and a sense of belonging in the Holy Cross community; encourage a passionate commitment to local and global community; and fuel an enduring quest for intellectual, personal and spiritual challenges.

## Majors

Students must fulfill the requirements of a major, which must be declared before the enrollment period preceding the third year. A major normally consists of a minimum of 10 and a maximum of 14 courses selected from a group of courses within a department. Certain courses, however, may not count toward the minimum or maximum number of courses in a given department, and some departments require additional courses in allied fields. More details about the requirements of individual majors are found in later sections of this catalog under the corresponding departmental descriptions.

Students who exceed the maximum number of courses in a major incur a deficiency for every course above the maximum. Deficiencies may be satisfied by AP credit, courses transferred to Holy Cross from other institutions, and fifth courses taken for letter grades.

The following majors qualify for the Bachelor of Arts degree: anthropology, biology, chemistry, Chinese, classics, computer science, economics, economics-accounting, English, French, German, history, Italian, mathematics, music, philosophy, physics, political science, psychology, religious studies, Russian, sociology, Spanish, studies in world literatures, theatre, visual arts: history, and visual arts: studio. Information on student-designed Multidisciplinary Majors appears in the section of the Catalog on the Center for Interdisciplinary and Special Studies. Students are expected to confirm their plans for the fulfillment of major and degree requirements with the designated faculty advisor.

## Electives

In addition to the common requirements and a major, students pursue free electives. There are several curriculum options available at the College to assist students in organizing their elective program. In addition to double majors and minors, described here, students are encouraged to familiarize themselves with the academic options listed under Special Academic Programs and the Center for Inter-

disciplinary and Special Studies. Students are limited to three program options, only two of which may be majors.

## **Double Major**

A double major is one of the curriculum options available at the College. Students desiring double-major status must receive the approval of the Chairs of the departments the student is entering, the academic advisor, and the Class Dean. An application for double-major status must receive approval in time to allow completion of all requirements for both majors with the normal eight semesters of enrollment. Students must complete a minimum of 18 letter-graded courses outside each major. Those who do not complete 18 courses outside a major incur a deficiency for every course below this minimum. Deficiencies may be satisfied with AP credit, courses transferred to Holy Cross from other institutions, or fifth courses taken for letter grades.

## **Minors**

Minors are available in anthropology, chemistry, computer science, education, French, German, history, Italian, philosophy, physics, Russian, visual arts: history, and visual arts: studio. Students are not required to have a minor field of study but are invited to consider such an option in designing their undergraduate curriculum. Typically, the minor consists of six courses, some of which are required and some of which are selected by students in consultation with an advisor. For information on the requirements for completion of minors, see the departmental descriptions later in the Catalog. Information on student-designed Multidisciplinary Minors appears in the section of the Catalog on the Center for Interdisciplinary and Special Studies.

## **Advanced Placement**

Holy Cross participates in the College Board Advanced Placement Program and the International Baccalaureate Program. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination, again in a liberal arts subject. AP and IB credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. See departmental descriptions for further information.

## **Granting College Credit**

Holy Cross will grant college credit for courses taken in high school provided: 1) they are taken at an accredited college or university (i.e., on the campus), or 2) they are taught at the high school by a full-time faculty member of an accredited college or university, and 3) they are worth at least three-semester hours of credit. College courses taken during high school may be used to remove deficiencies incurred during the student's enrollment at Holy Cross.

A final grade of B or better is required and the courses must be similar in rigor and content to those normally offered at Holy Cross. Complete descriptions of each course for which the student is requesting credit must be forwarded to the Class Dean. Approval for credit rests with the Class Dean in consultation with the appropriate Department Chair at Holy Cross.

## **Early Graduation**

Incoming first-year students who have received credit for four (or eight) college-level courses may request early graduation. These credits may be a combination of transfer, Advanced Placement, and International Baccalaureate credit, but must include at least one college course. A request for early graduation should be based on the following supportive grounds:

1. Evidence of serious consideration as to the desirability of an accelerated degree program and the

counsel and encouragement of a faculty advisor and the Class Dean in planning the scope and the sequence of future coursework;

2. A distinguished record of academic achievement during the first year.

Requests for an accelerated-degree program must be submitted during the first year. Final approval will not be granted until after the completion of the first year. Students should submit requests to the Class Dean. A final decision in the matter of early graduation rests with the Dean of the College.

## Transfer Courses

Courses taken by current Holy Cross students at other colleges and universities may be accepted in transfer: 1) if they satisfy degree requirements, that is, if they are used to remove deficiencies or to fulfill major or common requirements; or 2) if they satisfy requirements for College-sponsored academic programs, that is, if they satisfy requirements for minors, concentrations, or the premedical program. Distance learning courses (correspondence and internet courses) are not transferable.

In addition, College policy stipulates the following:

1. Courses taken at other institutions by students currently matriculating at Holy Cross may not be used to advance class standing.
2. Transfer courses must be approved by the Class Dean. The appropriate Department Chair must approve courses to satisfy requirements for majors, minors, and concentrations.
3. Only grades of C or better, earned in courses taken at an accredited institution, will be accepted by the College.
4. Transfer courses must carry the equivalent of at least three semester hours of credit.

Students who anticipate taking courses elsewhere for credit must obtain a Permit to Attend another Institution from the Registrar or Class Dean.

## Transfer Students

Holy Cross will accept a maximum of four full semesters of credit for students who transfer to Holy Cross from other colleges or universities. To earn a Holy Cross degree, students are expected to complete a minimum of four full semesters (and 16 letter-graded courses) at Holy Cross or in a Holy Cross program. These four semesters must include the two of senior year.

Students who transfer to Holy Cross with fewer than three full-time semesters but who have received credit for four (or eight) college-level courses taken prior to matriculation as a college student may request early graduation. These credits may be a combination of transfer, Advanced Placement, and International Baccalaureate credit, but must include at least one college course. A request for early graduation should be based on the following supportive grounds:

1. Evidence of serious consideration as to the desirability of an accelerated degree program and the counsel and encouragement of a faculty advisor and the Class Dean in planning the scope and the sequence of future coursework;
2. A distinguished record of academic achievement during the first year at Holy Cross.

Requests for an accelerated-degree program must be submitted during that first year. Final approval will not be granted until after the completion of the first year. Students should submit requests to the Class Dean. A final decision in the matter of early graduation rests with the Dean of the College.

## The Advisory Program

The Class Deans are responsible for coordinating the College's academic advising program. Holy Cross provides each student with a faculty advisor who assists the student with curriculum planning and course selection. The assignment of the advisor is made in the summer prior to enrollment. During the first three semesters, students may be advised by faculty outside their major department. Students entering the third year will have faculty advisors in their major department. The Office of Academic Services & Learning Resources provides additional academic advising for students across the College.

## **Enrollment**

Information and instructions concerning enrollment are distributed by the Office of the Registrar to all students approximately one month in advance of the beginning of each semester.

Enrollment in courses takes place beginning in the preceding semester. Students are not permitted to make changes in their course schedules after the first week of classes. Withdrawal from a course will be permitted during the first 10 weeks of the semester with the grade of W. The W grade is not included in the calculation of the GPA.

Failure to comply with the procedures specified by the Registrar for enrollment, changes of course schedule, and withdrawal from a course may result in either denial of credit or failure in the course.

## **Student Attendance at Class**

Students enrolled in a course are expected to attend class regularly and to fulfill all obligations of the course as outlined by the professor. During the first week of the semester, professors generally announce, orally or by distributed outlines, the course requirements and methods of evaluation, including their policy on attendance and class participation. If this information is not given, students should request it.

In cases of unforeseen absence (e.g., because of illness), students should contact the professor as soon as they are able. Arrangements for foreseen absences (e.g., participation in college-sponsored athletic events) should be made with the professor well in advance of the anticipated absence. Most faculty will make accommodations for students who miss class for compelling reasons. All faculty have full authority to make whatever arrangements they think reasonable.

Some professors may require an excused absence from the Class Dean. Deans can excuse a student's absence for compelling and verifiable reasons, including extended illness, a death or medical emergency in the family, a wedding in the immediate family, and participation in a college-sponsored athletic event. To obtain an excused absence, students should notify the appropriate Class Dean and provide verification of the grounds for the excused absence. Verification can be provided by the Department of Athletics, Chaplain's Office, Counseling Center, Office of the Dean of Students, Health Services, a private physician, or the student's family.

Unless excused by the faculty member or the Class Dean, absences may result in an academic penalty. Although students may not be failed in a course exclusively on the basis of unexcused absence from class, their attendance and participation obviously have bearing on the professor's assessment of their academic progress. Attendance and class participation may be used, therefore, in the calculation of final grades.

Students who are unable, because of religious beliefs, to attend classes or participate in any examination, study, or work requirement on a particular day shall be excused and provided with an opportunity to make up such examination, study, or work requirement, provided this does not create an unreasonable burden upon the College. No fees of any kind shall be charged for making available to students such opportunity. No adverse or prejudicial effects shall result to students because they availed themselves of these provisions. Students are asked to contact the appropriate Class Dean in advance of an absence due to religious belief.

Students should remember that it is always their responsibility to make up any material they may have missed during an absence from class.

## **Academic Honesty Policy**

All education is a cooperative enterprise between teachers and students. This cooperation requires trust and mutual respect, which are only possible in an environment governed by the principles of academic honesty. As an institution devoted to teaching, learning, and intellectual inquiry, Holy Cross expects all members of the College community to abide by the highest standards of academic integrity. Any violation of academic honesty undermines the student-teacher relationship, thereby wounding the whole community. The principal violations of academic honesty are plagiarism, cheating, and collusion.

**Plagiarism** is the act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own.

**Cheating** is the use of improper means or subterfuge to gain credit or advantage. Forms of cheating include the use, attempted use, or improper possession of unauthorized aids in any examination or other academic exercise submitted for evaluation; the fabrication or falsification of data; misrepresentation of academic or extracurricular credentials; and deceitful performance on placement examinations. It is also cheating to submit the same work for credit in more than one course, except as authorized in advance by the course instructors.

**Collusion** is assisting or attempting to assist another student in an act of academic dishonesty.

At the beginning of each course, the teacher should address the students on academic integrity and how it applies to the assignments for the course. The teacher should also make every effort, through vigilance and through the nature of the assignments, to discourage and prevent dishonesty in any form.

It is the responsibility of students, independent of the teacher's responsibility, to understand the proper methods of using and quoting from source materials (as explained in standard handbooks such as *The Little Brown Handbook* and the *Harbrace College Handbook*), and to take credit only for work they have completed through their own individual efforts within the guidelines established by the teacher.

The faculty member who observes or suspects academic dishonesty should first discuss the incident with the student. The very nature of the faculty-student relationship requires both that the faculty member treat the student fairly and that the student responds honestly to the teacher's questions concerning the integrity of his or her work.

If the teacher is convinced that the student is guilty of academic dishonesty, he or she shall impose an appropriate sanction in the form of a grade reduction or failing grade on the assignment in question and/or shall assign compensatory course work. The sanction may reflect the seriousness of the dishonesty and the teacher's assessment of the student's intent. In all instances where a teacher does impose a grade penalty because of academic dishonesty, he or she must submit a written report to the Chair or Director of the department and the Class Dean. This written report must be submitted within a week of the faculty member's determination that the policy on academic honesty has been violated. This report shall include a description of the assignment (and any related materials, such as guidelines, syllabus entries, written instructions, and the like that are relevant to the assignment), the evidence used to support the complaint, and a summary of the conversation between the student and the faculty member regarding the complaint. The Class Dean will then inform the student in writing that a charge of dishonesty has been made and of his or her right to have the charge reviewed. A copy of this letter will be sent to the student's parents or guardians. The student will also receive a copy of the complaint and all supporting materials submitted by the professor.

The student's request for a formal review must be made in writing to the Class Dean within one week of the notification of the charge. The written statement must include a description of the student's position concerning the charge by the teacher. A review panel consisting of a Class Dean, the Chair or Director of the department of the faculty member involved (or a senior member of the same department if the Chair or Director is the complainant), and an additional faculty member selected by the Chair or Director from the same department, shall convene within two weeks to investigate the charge and review the student's statement, meeting separately with the student and the faculty member involved. The Chair or Director of the complainant's department (or the alternate) shall chair the panel and communicate the panel's decision to the student's Class Dean. If the panel finds by majority vote that the charge of dishonesty is supported, the faculty member's initial written report to the Class Dean shall be placed in the student's file until graduation, at which time it shall be removed and destroyed unless a second offense occurs. If a majority of the panel finds that the charge of dishonesty is not supported, the faculty member's initial complaint shall be destroyed, and the assignment in question shall be graded on its merits by the faculty member. The Class Dean shall inform the student promptly of the decision made. This information will be sent to the student's parents/guardians.

The Class Dean may extend all notification deadlines above for compelling reasons. He or she will notify all parties in writing of any extensions. Each instance of academic dishonesty reported to the



Class Dean (provided that the charge of dishonesty is upheld following a possible review, as described above) shall result in an administrative penalty in addition to the penalty imposed by the faculty member. For a first instance of academic dishonesty, the penalty shall be academic probation effective immediately and continuing for the next two consecutive semesters. For a second instance, the penalty shall be academic suspension for two consecutive semesters. For a third instance, the penalty shall be dismissal from the College. Dismissal from the College shall also be the penalty for any instance of academic dishonesty that occurs while a student is on probation because of a prior instance of dishonesty. Multiple charges of academic dishonesty filed at or about the same time shall result in a one-year suspension if the student is not and has not been on probation for a prior instance of dishonesty. Multiple charges of academic dishonesty filed at or about the same time shall result in a dismissal if the student has ever been on probation for a prior instance of dishonesty. Suspension and dismissal are effective at the conclusion of the semester in which the violation of the policy occurred. Students may appeal a suspension or dismissal for reasons of academic dishonesty to the Committee on Academic Standing, which may uphold the penalty, overturn it, or substitute a lesser penalty. A penalty of dismissal, if upheld by the Committee, may be appealed to the President of the College.

## Written Expression

Students and faculty alike share responsibility for promoting the effective and wise use of language. Language is central to education since it is the chief means by which the transmission and exchange of ideas take place. Nowhere are clarity and precision of language so important or so difficult to achieve as in writing. Therefore, students and faculty ought to take special care to encourage excellence in writing.

To achieve this end, students should:

1. Recognize that they are expected to write well at all times;
2. Realize that the way they say something affects what they say;
3. Write, revise, and rewrite each paper so that it represents the best work they are able to do.

Similarly, faculty members should:

1. Set high standards for their own use of language;
2. Provide appropriate occasions for students to exercise their writing skills;
3. Set minimum standards of written expression for all courses;
4. Acquaint the students with those standards and inform them of their responsibility to meet them and the consequences if they do not;
5. Evaluate written work in light of effectiveness of expression as well as content;
6. Aid students in their development by pointing out deficiencies in their written work and assist them with special writing problems arising from the demands of a particular field of study.

## Examinations

**In-Course Examinations.** The number of exams a student takes in a single day should not exceed a total of two. The word exam here refers to mid-term exams and to those major in-course tests that cover several weeks' material and take a whole period or major portion of a period to administer. It does not include routine quizzes based on day-to-day assignments and lasting only part of the period.

Students with more than two in-course exams on a single day may obtain permission from the appropriate Class Dean to make up the exam or exams in excess of two. This permission must be requested in advance of the scheduled examinations.

Students who have missed an in-course test for a serious and verifiable reason (such as personal illness, death in the family, or family emergency) have the right either to a make-up test or an exemption without penalty from the original test; the choice is left to the discretion of the professor. Exemption without penalty requires the re-weighting of other tests and assignments in the course of the semester.

Faculty may require an excused absence from an in-class examination from the Class Dean. The Class Dean will authorize in writing a student's absence from an in-course exam only for serious and verifiable reasons and only for those who have presented their cause within a reasonable time. Only the professor can provide exemption without penalty from the original test.

**Final Examinations.** Final examinations are administered during the final examination period at the end of each semester. The schedule of final examinations is established by the Registrar and published during the second week of classes. Students should consult this schedule before making end-of-the-semester travel plans.

Students who, for serious and verifiable reasons, are not able to take the scheduled final must make arrangements for a make-up examination. These arrangements may be made directly with the faculty member; the date, time and place of the make-up exam are determined by mutual agreement. Alternatively, students may request an absentee examination. An absentee examination is approved both by the professor and the Class Dean. Ordinarily, the absentee examination is administered on the last day of the examination period. Students unable to take a scheduled final must notify the professor at the earliest possible time. If the professor requires an excused absence, the student must contact the Class Dean.

If a severe storm occurs on a Saturday of the examination period and a faculty member finds it impossible to reach campus to administer a final examination, the examination will be rescheduled on Sunday at the time originally scheduled. If a severe storm occurs on any day Monday through Thursday, the examination is rescheduled to the next day at 6:30 p.m. If a severe storm occurs on Friday, the examination is rescheduled to Saturday at 2:30 p.m. In all cases, the examination will be held in the originally scheduled room. If an examination must be scheduled to another room, you will be notified by the Registrar's Office.

Please note that the College *will not* close or postpone scheduled examinations unless the President elects to close the College. Students *are expected* to be present for their final examinations. In the event, however, that a severe storm prevents a student from reaching campus to take an examination which the faculty member is present to administer, the student must make arrangements with the faculty member for a makeup or take the missed examination on the regularly scheduled absentee examination day which is the last Saturday of the examination period. It is the absent student's responsibility to find out whether or not the examination was held at the scheduled time so that he or she will know when and where to take the missed examination.

## Grading System

A student's standing will be determined by the results of examinations, classroom work, and assignments. Each semester, one grade will be submitted for each course for each student; this will be a composite grade for oral presentations, reading assignments, classroom discussions, tests, the final examination, etc.

There is no official College translation of percentage scores into letter grades. Reports of academic grades are made available to students and sent to their parents or guardians at the end of each semester.

The following symbols are used to indicate the quality of the student's work in each course:

Grade Point Multiplier	Symbol	Description
4.00	A	Excellent
3.70	A-	
3.30	B+	
3.00	B	
2.70	B-	Good
2.30	C+	
2.00	C	
1.70	C-	
1.30	D+	Satisfactory
1.00	D	
0.00	F	
IP	In Progress	
W	Withdrawal without Prejudice	Low Pass
AU	Audit	
I	Incomplete	

P	Pass
NP	No Pass (Failure)
NG	Not Graded (Overload)
J	Grade not submitted

The grade of I is changed to F unless a subsequent grade is submitted to the Registrar within one week of the last day of final examinations. The grade of I may be changed to extended incompletes by the appropriate Class Dean upon petition by the faculty member or, after consultation with the faculty member, at the initiative of the Class Deans. Withdrawal from a course, with the approval of the Class Dean, after the add/drop period will be graded W during the first 10 weeks of the semester. Ordinarily students are not permitted to withdraw from a course after the 10th week. The deadline for withdrawal from a course is published by the Registrar at the beginning of each semester.

A student who, during a given semester, has not earned passing letter grades (other than P) in four courses which count toward the 32-course graduation requirement incurs a deficiency.

**Grade Points.** Each of the grades from A to F is assigned a multiplier, as indicated, which weights the grade in computing averages. Multiplying this weighting factor by the number of semester units assigned to the course gives the grade points earned in it.

None of the other grades in the above list carries grade-point multipliers; units associated with such grades are not used in calculating grades.

**Grade Point Average.** Dividing the total number of grade points achieved in all courses by the sum of the units assigned to these courses determines the grade point average (GPA). The semester GPA is calculated using units and grade points earned in a single semester; when all the student's units and grade points to date are used, the calculation yields the cumulative GPA.

Only those grades earned in courses taught at Holy Cross (including the courses associated with the Washington Semester Program) and those earned in academic year courses offered through the Colleges of Worcester Consortium agreement are calculated into a student's grade point average. Grades earned in college sponsored programs abroad or in a Study Away Program appear on the Holy Cross transcript but are not calculated into the GPA.

## Retention and Return of Graded Materials

Unless the nature of the examination precludes returning it to the student, all non-final examinations are to be returned with corrections. Students have the right to review any non-final examination that is retained by the professor. Such a review must take place at the time of an appointment made by the student to confer with the professor and should occur shortly after the time when the student receives the grade for the examination.

Final examinations may be returned to the student if the professor is willing and if return is feasible. However, when the final examination is not returned, it shall be retained by the professor for three full semesters, so that a student may see and review the examination and discuss any questions concerning its evaluation.

Faculty who will not be at the College in the subsequent semester (because of separation or leave) will deposit, with the Department Chair, final examinations along with the record of evaluations used to determine students' final grades. The Chair will make the arrangements necessary to allow students to review their final examinations. Any papers or other graded materials not returned to the student are subject to the same provisions as are indicated for final examinations.

## Change of Grade

Faculty may change a final grade submitted to the Registrar. A grade can be changed if the original grade was inaccurately calculated or recorded. However, a grade may not be changed based on additional work by the student after the original grade has been submitted.

Faculty wishing to change a grade should complete a Change of Grade Form, available from the Class Dean or the Registrar. The form requires the signatures of the faculty member, the Chair of the department, and the Class Dean.

## Final Grade Review Policy

Every student has the right to a formal review of a disputed final grade. The initial attempt by a student to resolve a disputed final course grade must be made with the faculty member involved. If a student believes a satisfactory grade explanation has not been obtained from the faculty member, who is at the time teaching at the College, then the student may request a formal grade review through the Class Dean. This request for a formal review of a final course grade must be written and submitted to the appropriate Class Dean no later than the conclusion of the fifth full week of classes in the semester subsequent to the issuance of the grade.

The written statement must include a description of all attempts made by the student to resolve the disputed grade with the faculty member involved and the reason(s) for requesting a formal grade review. The Chair of the department of the faculty member involved shall receive a copy of the student's written request from the Class Dean and review it with the faculty member.

If, after this review, the faculty member believes that the grade should not be changed, within three weeks of receipt of the request for a formal grade review a written statement will be submitted to the student, to the Department Chair, and to the appropriate Class Dean that explains the final course grade as issued and responds to the specific reason(s) for which the student has requested a review.

A request for a formal review of a grade given by a Chair in that individual's own course shall be forwarded by the Class Dean to a tenured faculty member of the Chair's department, if available, or, if not available, to a tenured faculty member in a related field, and the same review procedure will pertain.

A request for a formal review shall be forwarded to the Department Chair if the faculty member is no longer teaching at the College.

A student request for a formal review of a final course grade issued by a faculty member who, because of leave, is not teaching at the College in the semester subsequent to the issuance of the grade must be filed in writing with the appropriate Class Dean no later than the fifth week of the following semester. If possible, the review procedure should be concluded by the end of that semester. If the nature of the faculty member's leave makes this impossible, the review procedure should be concluded no later than the third full week of classes after the faculty member has resumed teaching responsibilities.

## Honor Grades

The following criteria determine honor grades:

### *Dean's List*

Dean's List status requires the passing of four or more letter-graded courses with no failing grades during the semester and the following GPAs: First Honors: a semester GPA of 3.70 or above; and Second Honors: a semester GPA of 3.50 to 3.69.

### *Graduation Honors*

Summa Cum Laude: a cumulative GPA of 3.87 or above; Magna Cum Laude: a cumulative GPA of 3.70 to 3.86; and Cum Laude: a cumulative GPA of 3.50 to 3.69.

In calculations of the GPA for the Dean's List or for graduation honors, only those units and quality points earned at Holy Cross and the Colleges of Worcester Consortium are included.

## Fifth Course

Students, after consulting with their faculty advisor, may take a fifth course without charge.

The following policies are in effect with regard to the fifth course:

1. Enrollment in a fifth course takes place during the first week of classes, each semester.
2. A fifth course may be used by students for enrichment purposes, to satisfy a common area or academic program requirement, or for the removal of a course deficiency. In the latter case, the fifth course must be taken for a letter grade.

3. Students must have a cumulative GPA of at least 2.00 in order to register for a fifth course.
4. First-year students must obtain permission from the appropriate Class Dean before registering for a fifth course.
5. A fifth course taken for a letter grade will be included in the calculation of the cumulative average.

## **Pass/No Pass Grading**

The grades of P and NP are the Pass/No Pass grades. The option of Pass/No Pass grading is available only for those students taking five courses in a semester.

Following are the qualifications for the Pass/No Pass Option:

1. Students who wish to take a course on a Pass/No Pass basis shall have until the third Friday of the semester to decide which of the five courses chosen during the enrollment period is to be taken on the Pass/No Pass basis. A Pass/No Pass form, available in the Offices of the Class Dean and the Registrar, must be completed and filed with the Registrar during the period designated for the declaration of the Pass/No Pass option.
2. Pass/No Pass courses do not count toward the 32 courses required for graduation.
3. Pass/No Pass courses cannot be used to remove deficiencies.
4. Courses taken on a Pass/No Pass basis may be used to satisfy common requirements.
5. Pass/No Pass courses may be taken within the student's major, minor, or concentration but cannot be used to fulfill the requirements of these programs.
6. Pass/No Pass grades will not be averaged into a student's GPA but will be placed on the student's record.
7. If, during the first 10 weeks of the semester, a student withdraws from any of the four courses taken for a letter grade, he or she may convert a Pass/No Pass course to a letter-graded course.

## **Auditing Courses**

Students may elect to audit a course if they are enrolled in four other courses for credit in a semester. They must complete an audit form obtained from the Class Dean or the Registrar's office. This form must be signed by the student, the faculty member teaching the course, and the Class Dean and returned to the Registrar by the end of the add/drop period at the beginning of each semester. If approved, the audited course will appear on the student's transcript but no academic credit will be given nor may the audit be converted later into a letter-graded or Pass/No Pass course. An audited course cannot fulfill common requirements.

In order to receive an audit, students must fulfill attendance requirements and all other conditions set forth by the instructor at the beginning of the semester.

Degree students are not charged for auditing a course. Special students are charged the same tuition as they are when registering for credit.

## **Transcript of College Record**

An official transcript of the College record will be issued by the Registrar's office, only with the written consent of the student. Transcript requests will not be accepted by telephone. A transcript is official when it bears the impression of the Seal of the College and the signature of the Registrar of the College. The transcript fee for current students is two dollars per copy; for former students the fee is three dollars. An official transcript may be withheld by appropriate college officials in cases where a financial obligation remains.

## **Academic Probation**

There are two forms of academic probation. Students may be placed on academic probation for a first instance of academic dishonesty and for failure to achieve the required grade point average.

## ***Probation and Violation of the Academic Honesty Policy***

Students are placed on probation for a first instance of academic dishonesty. Probation continues for two full semesters following the violation. As soon as students are placed on or removed from probation, they will be notified in writing by the Class Dean. When placed on probation, a copy of the notice will be sent to their parents or guardians.

## ***Probation and Academic Performance***

Academic Probation is determined by a student's low cumulative average (GPA) at the end of the preceding semester. It is not a penalty but a warning and an opportunity for improvement.

The following rules delineate the GPA limits of academic probationary status:

A first-year student having a cumulative average of less than 2.00 at the end of first semester will be on probation the second semester.

A first-year student having a cumulative average of at least 1.75 but less than 2.00 at the end of the first year will be on probation for the first semester of the second year.

A second-year student with a cumulative average of at least 1.85 but less than 2.00 at the end of the first semester will be on probation for the second semester of the second year.

A transfer student with a GPA of 1.75 but less than 2.00 at the end of the first semester at Holy Cross will be on probation for the second semester. Thereafter, transfer students must achieve the cumulative average required of their class year.

A student who fails to maintain a cumulative 2.00 GPA at the end of all semesters after the third will be suspended in the first instance and dismissed in a subsequent instance.

Students who are eligible for suspension or dismissal because of a low cumulative GPA, but whose appeal has been granted by the Committee on Academic Standing, are automatically placed on probationary status.

Probationary status is removed the next semester, by the achievement of the cumulative average required for that semester.

As soon as students are placed on or removed from probation, they will be notified in writing by the Registrar. Copies of the notice will be sent to their parents or guardians, advisors, and Class Deans.

## **Removal of Deficiency**

Students are expected to complete four courses with a passing letter grade each semester. Each of these courses must be worth at least one unit of credit. Students who withdraw from a course, fail a course, or enroll in fewer than four courses incur a deficiency.

A deficiency may be removed by Advanced Placement credit, by enrollment in a fifth course for a letter grade, or by the transfer of an approved course taken at another institution. Courses taken on a Pass/No Pass or Audit basis may not be used to remove deficiencies.

Students should consult with a class dean to determine the best way to make up the deficiency in a timely manner. Students with multiple deficiencies may jeopardize class standing and financial aid eligibility.

The units attempted in a course in which a student incurs a deficiency will remain on the student's transcript; if the deficiency is a result of course failure, the F will continue to be used in calculating the GPA.

## **Academic Suspension and Dismissal**

A student will be suspended from the College for any of the following reasons:

1. Two course failures (any combination of F or NP in courses taught at Holy Cross, including the Washington Semester Program, through the Colleges of Worcester Consortium, and in Study Abroad or Study Away Programs) in any single semester;
2. A total of six course failures (any combination of F or NP) on one's Holy Cross transcript;
3. A cumulative GPA of less than 1.75 after the second semester (end of first year), of less than 1.85 after the third semester, and of less than 2.00 after the fourth semester (end of second year)



or any subsequent semester. A transfer student will be suspended after the first semester at Holy Cross if the GPA is less than 1.75; thereafter, transfer students are subject to the limits of suspension stipulated for their class year.

4. A second violation of the academic honesty policy by a student who is not currently on probation for violation of the policy.

A first suspension is for one academic year. After the one-year suspension, readmission is unconditional if the student is in good financial and disciplinary standing with the College. Students who wish to return to the College should notify the Class Dean well in advance of the semester they wish to return. A second suspension, whether for academic reasons or because of violation of the policy on academic honesty, results in academic dismissal, which is ordinarily considered final separation from the College. A student will also be dismissed for a second violation of the academic honesty policy while on probation for a first violation or for a third violation overall. A student who is suspended or dismissed must leave the campus community and ceases to be entitled to campus activities.

Appeals of suspensions or dismissals for academic reasons may be made to the Committee on Academic Standing. The letter of suspension or dismissal from the Class Dean will provide students and parents with the necessary details of appeal. The Class Deans are available for consultation regarding appeal procedures and will also inform the student of the final Committee decision. Dismissals upheld by the Committee on Academic Standing may be appealed to the President of the College.

## **Voluntary Withdrawal from the College**

Students who withdraw voluntarily from the College are entitled to separation in good standing under the following conditions:

1. They must not be liable to dismissal for disciplinary reasons.
2. They must not be liable to dismissal for academic reasons.
3. They must return all College property.
4. They must settle all financial indebtedness with the College.
5. They must properly notify the Class Dean of their intention to withdraw.

Students who withdraw from the College must leave the campus community and are no longer entitled to campus activities.

## **Readmission to the College**

Students who have withdrawn in good standing and who wish to be readmitted to the College must apply to the appropriate Class Dean. Any materials for readmission required by the Class Dean (a letter requesting readmission, letters of recommendation, transcripts of all intervening work, statements of good standing, and other substantiating documents) must be received by the Class Dean by July 20 for fall readmission and by December 1 for spring readmission.

Even when a withdrawal from the College is voluntary, readmission is not automatic.

## **Leave of Absence Policy**

A student at the College may request permission to be absent from the campus for a period of one or two semesters. In exceptional circumstances (e.g., military service, health) the leave may be granted for a longer period of time. A leave must be renewed prior to its expiration before it can be extended; otherwise the student will be withdrawn from the College when it expires. Students may not advance in class standing by taking courses at other institutions while on Leave, nor may students recover their original class standing once they return to Holy Cross. Students anticipating a Leave of Absence should consult with the Office of Financial Aid regarding the status of loans during the period they are on leave.

A Leave of Absence is granted with the following conditions:

1. The request for a Leave of Absence ordinarily is made during the semester prior to the proposed Leave, and usually begins at the end of a regular semester.

2. A Leave of Absence for health-related reasons may be requested at any time.
3. A Leave of Absence that is requested to begin during a semester is considered an academic exception and is subject to the **Academic Exceptions Policy** (see below). In particular, the Class Dean makes a decision about the request and, in granting the Leave, may include conditions that must be met in order for the student to return to the College. These conditions are communicated to the students in writing. The Class Dean may consult with family members, health professionals, or professional staff in appropriate campus offices (e.g. Residence Life, Counseling Center, Health Services) in determining these conditions and monitoring the student's compliance with these conditions before readmission.
4. A student must be in good academic standing at the end of the last semester before the Leave is to begin.
5. A student is required to file in writing, with the appropriate Class Dean, his or her reason for requesting or renewing a Leave of Absence.
6. A student on Leave of Absence must leave the campus community and ceases to be entitled to campus activities.
7. Students on Leave must notify the Class Dean of their intent to return to campus. Any materials for readmission required by the Class Dean ordinarily must be submitted by July 20 for fall readmission and by December 2 for spring readmission.
8. A student will be required to pay a fee of thirty dollars (\$30).

## Academic Exceptions Policy

Students may ask for a postponement of academic responsibilities (incompletes, extensions, or late withdrawals from one or more courses) for personal and health reasons. Students request academic exceptions from the Class Dean. The Class Dean makes a decision about the request, which may include conditions that must be met in order for the student to complete courses or register for courses in a subsequent semester. These conditions are communicated to the student in writing. The Class Dean may consult with family members, health professionals, faculty members or professional staff in appropriate campus offices (e.g., Residence Life, Counseling Center, Health Services) in designating conditions and monitoring the student's compliance.

Academic accommodations are also possible under the provisions of the Americans with Disabilities Act (1990). Students requesting such accommodations are to contact the Office of Disability Services.

## Involuntary Leave of Absence

Students who the College has reason to believe may harm or threaten to harm themselves or others, and who do not seek a Voluntary Leave of Absence, may be asked to leave the College involuntarily. Circumstances leading to an Involuntary Leave of Absence include but are not limited to:

1. Actions that result or might potentially result in injury to the student or others, or serious destruction of property.
2. Statements that threaten the safety of that student or that threaten the safety of others.

Before making a decision to place a student on Involuntary Leave, the Vice President for Student Affairs or a designee will investigate the incident(s), interviewing the student and/or other individuals deemed appropriate (e.g., other students, family members, health professionals).

When the Vice President for Student Affairs decides to place a student on Involuntary Leave of Absence, the reasons for the decision, the length of time for the leave, and the conditions for re-enrollment will be communicated in writing to the student and the student's Class Dean, who will notify the Registrar.

An Involuntary Leave of Absence is effective immediately and the student may be required to leave the campus immediately, even if he or she appeals the action. A student placed on Involuntary Leave of Absence is subject to all provisions of the Leave of Absence policy of the College.

To satisfy the conditions of an Involuntary Leave of Absence, the student must present evidence to the Vice President for Student Affairs that the problem no longer precludes safe attendance at the

College and that he or she is ready to resume studies. If the student is to be re-enrolled, the Vice President for Student Affairs communicates this decision to the Class Dean who notifies the Registrar.

If a campus office has been involved in recommending conditions for re-enrollment, the Vice President for Student Affairs shall consult that office in evaluating the student's request for re-enrollment. The Vice President for Student Affairs may also consult with one or more other professionals regarding the student's request and the evidence presented and may require that the student be interviewed by a professional associated with the College.

## **Appeal of Involuntary Leave of Absence**

A student placed on an Involuntary Leave of Absence has 10 business days to appeal the decision.

Appeals are directed to the President of the College or a designee and must be in writing, stating the reasons for the appeal and the desired resolution. The appeal will be considered within five business days of the request.

The decision of the President of the College is final.

## **Directory Information and Release of Information**

The items listed below are designated as Directory Information and may be released at the discretion of the institution. Under the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, students have the right to withhold the disclosure of any or all of the categories of Directory Information. Written notification to withhold any or all of Directory Information must be received by the Registrar by the second Friday in August of the academic year.

Directory information includes: the student's name, address, telephone listing, e-mail address, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution attended by the student.

A request to withhold any or all of the above data in no way restricts internal use of the material by the College such as the release of academic information to college officials whose positions justify such release of information to them, or to college committees charged with the selection of students for College and National Honor Societies.

The College assumes that all students attending the College are "dependent students," as that term is defined in the Internal Revenue Code. As such, the College may release information contained in a student's record to the parents or guardians of a dependent student without the student's written consent. Any student who is not a dependent must notify the College in writing of that fact; contact the Registrar's Office for further information.

## **Privacy of Student Records**

The Family Educational Rights and Privacy Act of 1974, as amended, gives students certain rights to review records, files, and data about them held on an official basis by the College. The Act also gives students and former students a right to challenge the content of those records, files, and data which they believe are inaccurate, misleading, or otherwise in violation of their privacy and other rights.

Individuals may request review of the records maintained about them from the appropriate offices. Any challenges to the content of the records, files, and data that cannot be resolved directly should be made in writing to the Office of the Registrar. Information about students and former students assembled prior to January 1, 1975, under promises of confidentiality, explicit or implicit, will not be made available for review by the concerned students without the written consent of the authors.

Students who believe their rights under the Family Educational Rights and Privacy Act have been violated may file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, D.C. 20202-4605. Further information about this issue may be obtained by contacting the Office of the Registrar.

# Honor Societies

## *National Honor Societies*

**Alpha Sigma Nu** — the honor society of the Jesuit institutions of higher education, is unique among honor societies in that it seeks to identify the most promising students who demonstrate an intelligent appreciation of and commitment to the intellectual, social, moral, and religious ideals of Jesuit higher education through active service to the college and wider community. Students who rank in the top 15 percent of their class may be considered for membership. Each chapter can nominate no more than four percent of a particular class. Selection is based on scholarship, loyalty, and service.

**Phi Beta Kappa** — founded in 1776, Phi Beta Kappa is the oldest and most prestigious national honor society of the liberal arts and sciences. Election to Phi Beta Kappa is recognition of academic achievement and is intended for students who have demonstrated particular breadth in their undergraduate program. Each year, the Holy Cross Chapter of Phi Beta Kappa nominates for membership fourth-year students from the top 10 percent of their class who have demonstrated excellence in the liberal arts, completed one course in mathematics, demonstrated language competence equivalent to the second semester of an intermediate-level language course, and satisfied all common requirements. In addition, the Chapter nominates third-year students who have completed at least 20 semester courses, satisfied the above requirements, and demonstrated an exceptional level of academic achievement.

## *Disciplinary Honor Societies*

**Alpha Kappa Delta** — the international sociology honor society is an affiliate of the American Sociological Association and awards recognition to high scholarship in sociology.

**Delta Phi Alpha** — the national German honor society, devoted to recognizing excellence in the study of German, to providing an incentive for higher scholarship, to promoting the study of the German language, literature, and civilization and to emphasizing those aspects of German life and culture which are of universal value and which contribute to the search for peace and truth.

**Dobro Slovo** — the National Slavic Honor Society recognizes academic excellence in the study of languages, literature, art and culture.

**Eta Sigma Phi** — the national collegiate honorary society for students of Latin and/or ancient Greek. The society seeks to develop and promote interest in classical studies among the students of colleges and universities; to promote closer fraternal relationships among students who are interested in classical study, including inter-campus relationship; to engage generally in an effort to stimulate interest in classical studies, and in the history, art, and literature of ancient Greece and Rome. Holy Cross is home to the Delta Lambda Chapter.

**Gamma Kappa Alpha** — the national Italian honor society, dedicated to promoting and sustaining excellence in the study of Italian language, literature and culture, honors students who complete the Italian major program with distinction.

**Lambda Alpha** — the national honor society for anthropology serves to recognize exceptional performance, is affiliated with the American Anthropological Association and awards recognition to high scholarship in anthropology.

**Omicron Delta Epsilon** — the national society in economics, which selects as members students who have distinguished themselves in the study of economics.

**Phi Alpha Theta** — the national honor society in history, devoted to the promotion of the study of history by the encouragement of research, good teaching, publication, and the exchange of learning and thought among historians.

**Phi Sigma Tau** — the international honor society in philosophy, which awards distinction to students having high scholarship and personal interest in philosophy.

**Pi Delta Phi** — the national French honor society, devoted to recognizing outstanding scholarship in French language and literature, to increasing Americans' knowledge of and appreciation for the cultural contributions of the French-speaking world, and to stimulating and encouraging French cultural activities.

**Pi Mu Epsilon** — the national mathematics honor society that promotes scholarship and interest in mathematics. Members are elected based on their proficiency in mathematics.

**Pi Sigma Alpha** — the national honor society in political science, which selects students who have distinguished themselves in the study of the discipline.

**Psi Chi** — the national honor society in psychology affiliated with the American Psychological Association, seeks to honor excellent scholarship and nurture student involvement in psychology.

**Sigma Delta Pi** — the National Collegiate Hispanic Honor Society, invites Spanish majors who have achieved excellence in Hispanic studies to be inducted into the Holy Cross chapter.

**Sigma Phi Omega** — the national society seeks to recognize the excellence of those who study gerontology and aging. The society is an affiliate of the Association for Gerontology in Higher Education and the Gerontological Society of America, and it seeks to promote scholarship, professionalism, and services to older persons.

**Sigma Pi Sigma** — the national physics honor society, which seeks to recognize outstanding scholarship in physics.

**Sigma Tau Delta** — the national English honor society, was established at Holy Cross in 1987. Eligible English majors are elected to membership and actively engage in the promotion of English studies.

**Theta Alpha Kappa** — the national honor society in religious studies and theology embraces three areas of primary concern to students of religion: God, humanity, and community. Its aims are to further the study of religion and theology at the graduate and undergraduate level; encourage excellence in research, learning, teaching and publication; and to foster the exchange of ideas among scholars.

## Annual Awards

### *Fourth-Year Competition*

**The George J. Allen, Ph.D., '65 Psychology Award** is given to a fourth-year psychology major who best exemplifies the integration of empirical scientific research and community service.

**The American Institute of Chemists Foundation Award** goes to an outstanding, fourth-year chemistry major for a demonstrated record of ability, leadership, and professional promise.

**The Pedro Arrupe Medal for Outstanding Service** is awarded to a graduating man and woman whose faith in the gospel is made visible through their work for justice, both at Holy Cross and beyond.

**The Asian Studies Program Award** is presented to a fourth-year Asian Studies major or concentrator who has submitted the most outstanding piece of scholarly or artistic work as judged by a committee of Asian Studies faculty. The award also recognizes distinctive academic achievement in the Asian Studies curriculum and contribution to the Asian Studies Program.

**The Beethoven Prize** is awarded to a fourth-year student for the best historical or analytical essay on music or an original composition.

**The Nellie M. Bransfield Award** is given to a fourth-year outstanding actor/actress.

**The Joseph C. Cahill Prize** is awarded to a graduating chemistry major for excellence in chemistry.

**The Frank D. Comerford Award** is given to a fourth-year student for superior ability in public speaking.

**The Philip A. Conniff, S.J., Prize** is awarded by the Classics Department to a fourth-year Classics major for excellence in the study of the Latin language.

**The Father Flatley Medal** is awarded to a fourth-year student who displays the greatest degree of talent for (and love of) Philosophy.

**The Rev. John W. Flavin, S.J., Award in Biology** is given to a fourth-year biology major who has shown excellence in scientific achievement, humanitarian service, or contribution to the vitality of the Biology Department and the College.

**The Dr. Marianthi Georgoudi Memorial Award** is given to the outstanding graduating psychology major as judged by the faculty of the Psychology Department. This award is in memory of Dr. Georgoudi who had been a member of the Holy Cross Psychology Department.

**The George H. Hampsch Award** is for outstanding contribution to the Cause of Peace. This award is in memory of Dr. Hampsch, who had been a member of the Philosophy Department.

**The Rev. William F. Hartigan Medal** is awarded for the best essay on a subject of religion.

**The Rev. Robert F. Healey, S.J., Greek Prize** is awarded by the Classics Department to a fourth-year Classics major who has attained a high degree of proficiency in the study of Ancient Greek.

**The Holy Cross Club of Worcester Prize** is awarded for outstanding scholastic achievement by a fourth-year student from the Worcester area.

**The Hypercube Inc. Award** is awarded annually by the Chemistry faculty to a graduating chemistry major for excellence in chemistry, who will be going to graduate school.

**The Thomas P. Imse Alpha Kappa Award** is given to a fourth-year sociology major who is a member of Alpha Kappa Delta. This award is in recognition of scholarly excellence and demonstrated commitment to learning for the service of humankind.

**The Robert Edmond Jones Award** is awarded by the Theatre Department for achievement in the areas of design and technical theatre.

**The Edward V. Killeen, Jr., Prize** is awarded for general excellence in chemistry throughout the pre-medical course.

**The Lambda Alpha Anthropology Award** honors the one anthropology student who has demonstrated superior achievement in the discipline while an undergraduate at Holy Cross.

**The Latin American and Latino Studies Award** is presented to a fourth-year Latin American and Latino Studies concentrator who has demonstrated academic excellence in the program as well as in the quality and diversity of program courses. The award also recognizes outstanding participation in events and special programs sponsored by the concentration.

**The John C. Lawlor Medal** is awarded to the outstanding student and athlete throughout the college course.

**The Leonard Award** is given for proficiency in oratory, debating or like competition. This award is given to the Valedictorian of the graduating class.

**The Heather C. Lochmuller '98 Award** was established in 1999 in memory of Heather. It is awarded to a fourth-year chemistry major for outstanding service to the Chemistry Department.

**The Rev. John J. MacDonnell, S.J. Computer Science Award** is awarded for proficiency in computer science.

**The Gertrude McBrien Mathematics Prize** is awarded for proficiency in mathematics.

**The George B. Moran Award** goes to a fourth-year student who has given evidence of scholarship and leadership in College activities.

**The Nugent Gold Medal** is awarded for general excellence in physics.

**The John L. Philip Memorial American Sign Language Award** is given to a graduating student who has demonstrated an interest in, and motivation to learn, American Sign Language (ASL) and to bring that learning to life. This student has integrated his/her classroom knowledge of ASL and Deaf culture with respect for, and interaction with, members of the Deaf Community.

**The Political Science Award for Academic Excellence** is given to a fourth-year political science major for outstanding academic achievement in political science.

**The John Paul Reardon Medal and Award** was established in 1985 by John Paul Reardon, a former faculty member, in memory of the late Rev. J. Gerard Mears, S.J. The medal and award are given annually to a graduating student for excellence in studio art.

**The George Bernard Shaw Award** is given for the best essay in dramatic literature or film.

**The Study Abroad Independent Project Prize** is given for initiative, seriousness of purpose, and excellence in a Study Abroad Independent Project.

**The Andrew Vanhook–George Vidulich Award** is given to a fourth-year student for an excellent research thesis and presentation in chemistry.

**The Vannicelli Washington Semester Program Award** is given for the best thesis in the Washington Semester Program.

**The Varsity Club Norton Prize** is given to an outstanding student athlete.

**The Shirley Verrett French Prize in Memory of the Rev. Lionel P. Honoré, S.J.** is awarded to the top French major in the graduating class as determined by the French faculty.

**The Vin Forde Memorial Award** is awarded annually by the faculty of the Department of Religious Studies to the graduating senior who best exemplifies the values of Vin Forde: dedication to the academic study of religion alongside a manifest commitment to both the Catholic and civic communities, represented in the individual's service to the College, Church, and broader community.

**The Edward F. Wall, Jr., Prize** is awarded annually to a fourth-year student whose research essay in any field of history is judged by the Department of History to be exemplary. The prize is in memory of Edward F. Wall, Jr., a former Chair of the Department and Class Dean, who was a member of the faculty for 34 years.

**The Wall Street Journal Student Achievement Award** honors the student who has contributed most significantly in scholarship, enthusiasm and/or service to the economics department.

**The Rosalie S. Wolf Gerontology Consortium Award** is given to a fourth-year Gerontology Studies concentrator for outstanding scholarly achievement and demonstrated commitment to aging studies.

**The Women's and Gender Studies Award** was established in 1993 in recognition of academic excellence in Women's Studies, the development and articulation of a feminist critical consciousness, and for the ability to integrate and reflect on issues of pressing concern to women.

**The Carter G. Woodson Prize** is given to a fourth-year student for outstanding scholarly or artistic achievement in African American Studies.

### ***Third- and Fourth-Year Competition***

**The Undergraduate Award in Analytical Chemistry** is given for excellence in analytical chemistry.

### ***Third-Year Competition***

**The Markham Memorial Scholarship Award** is given to a third-year student majoring in philosophy who demonstrates the highest aptitude for philosophical inquiry and whose commitment to his or her studies best exemplifies the belief that "critical examination of fundamental religious and philosophical questions is integral to a liberal arts education."

**The John D. O'Connell Prize for Accounting Excellence** was established in 1994, to honor the distinguished services of the College's senior accounting professor. Given to a third-year accounting major for academic achievement, service and leadership. The awardee, selected by the accounting faculty, is honored for continuing the traditions associated with Professor O'Connell—pursuit of academic excellence, demonstrated leadership in service to the community and demonstrated interest in and commitment to the profession of public accounting.

**The Rev. John F. Redican Medal** is given for general excellence to a third-year student who has made a unique contribution to the College's intellectual life.

### ***Third-, Second-, and First-Year Competition***

**The Undergraduate Award for Achievement in Organic Chemistry** is for excellence in organic chemistry.

### ***Second-Year Competition***

**The Teresa A. Churilla Second-Year Book Award in Biology** is given in memory of Teresa A. Churilla, a Biology major, to a second-year student of biology who best exemplifies the ideals of intellectual curiosity, academic excellence, and scientific promise that characterized Teresa.

**The Mrs. Kate C. Power Award** is given to the highest-ranking student in the second-year class.

### ***First- and Second-Year Competition***

**The Joseph J. O'Connor Purse** is for excellent debating by a first-year or second-year student throughout the debating season.

### ***First-Year Competition***

**The Annual CRC Press Freshman Chemistry Achievement Award** goes to an outstanding student in the first-year chemistry sequence.

**The Ernest A. Golia '34, M.D., Book Award** is given to a first-year student who is a non-Classics major for excellence in any course offered by the Department.

**The Anthony P. Marfuggi Student Award** for academic excellence in the first year of study.

### ***Competition for All Students***

**The Academy of American Poets Prize** is given for the best poem or group of poems submitted to the English Department.

**The Elias Atamian Family Book Award** is given to a student who has excelled in Middle Eastern Studies.

**The Bourgeois French Prize** is awarded for the best essay on a subject relating to the culture and history of the French and their descendants in the United States.

**The Crompton Gold Medal** is awarded for the best scientific essay or research paper submitted during the school year.

**The John J. Crowley Memorial Prize** is awarded for the best essay on a religious, literary, historical, economic or scientific subject.

**The Patrick F. Crowley Memorial Award** is given for proficiency in oratory and debating.

**The John J. Cummings, Jr./BAI Award** is for the best essay or research paper submitted during the academic year on a subject relating to financial institutions.

**The James Fallon Debating Purse** was founded in 1901 by Rev. John J. Fallon, of the class of 1880, for year-long excellence in debating skills.

**The Thomas A. Fulham Environmental Studies Prize** is given to a student in recognition of his or her work in safeguarding our physical environment.

**The Edna Dwyer Grzebien Prize** is awarded for excellence and commitment in the study of modern languages.

**The Walter Gordon Howe Award** is for excellence in percussion performance.

**The Monsignor Kavanagh Medal & Award** are given for the best original essay on some phase of Catholic art or Christian archeology.

**The William E. Leahy Award** is given in memory of William E. Leahy, of the class of 1907, for leadership as a debater.

**The Leonard J. McCarthy, S.J., Memorial Prize** is awarded for the best essay in the criticism of English or American Literature.



**The Purple Prize** is awarded for the best poem submitted to *The Purple*.

**The James H. Reilly Memorial Purse** is given to the student who has contributed the best poem or short story to *The Purple*.

**The Freeman M. Saltus Prize** is awarded for excellence in writing essays on labor or economics.

**The Strain Gold Medal** is given for the best essay submitted during the academic year on a subject taken from the field of philosophy.

**The Maurizio Vannicelli Prize in Italian Studies** is awarded for the best essay on a theme of Italian literature or culture.

## National Scholarships and Fellowships

The Office of Distinguished Fellowships and Graduate Studies advises students applying for various prestigious awards to support post-graduate study (Beinecke, Fulbright, Goldwater, Javits, Marshall, National Science Foundation, Rhodes, Rotary, St. Andrews Society, and Truman Scholarship, among others).

Students should begin preparing for these competitions early in their undergraduate careers. Individuals should seek faculty assistance during the first three years to develop the necessary projects, ideas, credentials, and research initiatives that will serve as the foundations of finished proposals. Individuals who are interested should also meet periodically with the Director of the Office of Distinguished Fellowships and Graduate Studies, who will help them determine which awards would be suitable for their interests and talents and help them develop their proposals and personal statements.

In most cases, students submit preliminary applications to the Committee on Graduate Studies, and members of the Committee review dossiers and conduct personal interviews to select candidates for institutional recommendations. For those independent applications that do not require institutional endorsement, the Office of Distinguished Fellowships and Graduate Studies is happy to provide assistance. Faculty members are encouraged to recommend students to the attention of this Committee.

Some of the awards are directed to students in specific majors. For example, the Goldwater Scholarship is for second- and third-year students of math and science who are nominated by the faculty in the departments of biology, chemistry, physics and math. The Truman Fellowship is for those interested in pursuing studies leading to public service. Students apply for this award in their third year and should consult with the Director of Distinguished Fellowships and Graduate Studies in their second year. The Beinecke Scholarship, also applied for in the third year, is for students planning graduate study in the arts, humanities, or social sciences. Many fellowships require application in the first semester of senior year. Materials concerning these and other awards are available from the Office of Distinguished Fellowships and Graduate Studies and on the Graduate Studies webpage.

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# Special Academic Programs

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## Study Abroad

Qualified students wishing to extend their academic pursuits beyond the College may attend a select foreign university, during their third year, through the Study Abroad Program. Holy Cross strongly advocates year-long programs and currently sponsors 25 such programs in 15 countries throughout the world: Argentina, Australia, Cameroon, China, England, France, Germany, Greece, Ireland, Italy, Japan, Peru, Russia, Scotland, and Spain. In addition, a small number of semester-long programs serve students with particular curricular needs: Environmental Studies programs in Australia, Costa Rica, Kenya, Mexico, South Africa and Turks & Caicos Islands; programs for Classics majors in Italy and Greece; and intensive language and culture programs in China, Indonesia, and Sri Lanka. During the summer, the College also offers four-to-six-week programs in locations such as Jerusalem, Kenya, London, Luxembourg, Moscow, Paris, Rome and South Africa. Summer Study Abroad is intended to augment the academic-year programs, and students can participate in both. All of these programs provide students with an exciting and fully credited complement to the courses available at Holy Cross, and serve as international extensions of the College's curriculum and facilities.

Holy Cross integrates its students into the intellectual and cultural fabric of their host countries and host institutions. For its core programs, Study Abroad establishes ongoing partnerships with premier universities worldwide, where it contracts with local staff to serve as academic mentors, cultural and housing advisors, and foreign language tutors. Students enroll directly in these institutions and enjoy the same rights, privileges and responsibilities as local students. Holy Cross students have the same access to professors as their local peers and, in most cases, take the same number of courses. They can also engage fully in campus life, including membership in student societies and participation in either varsity or intramural athletics.

Second-year students apply for one of the academic-year or semester program in the fall before Thanksgiving. Study abroad ordinarily begins in the fall semester of the third year and lasts for a full academic year. Students planning to study in the southern hemisphere (Argentina, Australia, Peru), where the academic calendar is different, can study second semester of their sophomore (or junior) year and first semester of their junior (or senior) year. Students normally have a minimum B average (3.00 cumulative GPA) or equivalent qualifications.

Students who intend to study in a non-English speaking country are expected to achieve intermediate level competency in that language before going abroad. Beginning language learners entering Holy Cross who are considering study abroad in a foreign-language country should, therefore, pursue foreign language study in their first year and continue in their second. Students should expect to demonstrate competence in understanding and speaking that language during their study abroad application interview. Also, a background of courses that includes the selected country's history, literature, fine arts, and philosophy will be viewed favorably in evaluating a student's candidacy for study abroad. Once in their host country, students receive a minimum of three weeks of intensive language-training before matriculating in the host university. Students continue to receive language-training throughout the year, as well as tutorial support in their courses. Students studying in Romance-language countries and in Japan, in most cases, are placed in home-stays with local families.

Students accepted into the academic-year Study Abroad Program participate in an orientation program in the host country. They also complete an Independent Cultural Immersion Project (ICIP) during their time abroad. Often involving fieldwork, the ICIP can take many forms: an internship; a community service project; or a hobby such as music, dance or sports.

For Summer Study Abroad, there is no minimum GPA requirement. Any first-year, sophomore, junior, or senior student in good academic and disciplinary standing is eligible to participate, but space may be limited. Summer programs usually run for four weeks and are the equivalent of one Holy Cross course. Applications for Summer Study Abroad are due in early December.

With the exception of Alumni Memorial Scholarships, all financial aid (including Holy Cross financial aid) may be applied to Holy Cross Study Abroad Programs during the academic year. Financial aid for summer programs may be available but is not guaranteed.

## **Concurrent Registration in the Colleges of Worcester Consortium**

Admission to Holy Cross means access to the 12 institutions of the Colleges of Worcester Consortium. Participating institutions are: Anna Maria College, Assumption College, Clark University, College of the Holy Cross, Quinsigamond Community College, Tufts University School of Veterinary Medicine, Massachusetts College of Pharmacy, Nichols College, University of Massachusetts Worcester, WPI, and Worcester State College. Through cross-registration, joint faculty appointments and curriculum projects, and other efforts, the Consortium explores ways of broadening academic programs for faculties and students, as well as expanding continuing education opportunities and community service activities. In addition to these institutions, a group of associate organizations participates with the Consortium in providing further enrichment to college curricula. These include the American Anti-quarian Society, International Center, EcoTarium, Old Sturbridge Village, Worcester Art Museum, Dynamy, John Woodman Higgins Armory Museum, Music Worcester, and WICN Public Radio.

Normally, a Holy Cross student may enroll in one course per semester at a Consortium institution provided the course has been approved by the appropriate Department Chair, the Dean of the College, and the Registrar. In special circumstances, a student may be permitted to enroll in two Consortium courses in one semester provided that approval has been granted by the Dean of the College. Application for this approval is through the Office of the Class Dean.

Evening and summer courses at institutions belonging to the Colleges of Worcester Consortium are not part of the concurrent registration program and will be accepted in transfer only if they satisfy degree or college-sponsored program requirements (see Transfer Courses).

A course taken at a Consortium institution must grant a minimum of three semester credits in order to be counted as one of the 32 semester courses required for graduation. Grades from courses taken through the Consortium are calculated into a student's GPA.

The College reserves the right to withhold permission to attend a Consortium institution if the calendar of the institution differs substantially from the calendar of Holy Cross, thus making it impossible for a student to complete graduation and/or course requirements by the date stipulated by the College.

## **For Students Interested in the Health Professions**

The Health Professions Advisory Program at Holy Cross has maintained an excellent record in preparing students for entrance to medical, dental, veterinary, and other professional schools. Students are accepted to the program at the time of admission to the College. A Health Professions Advisory Program student may declare a major in any discipline and fulfill all the requirements for medical, dental and other health professional schools' admission at the same time. A student should select a major which corresponds to his or her qualifications and interests and not assume that a science major is expected of health professional school students. Students admitted to the Health Professions Advisory Program are guaranteed admission to courses that fulfill the basic requirements for medical and dental school, which are listed below. Many science majors will find that these requirements are fulfilled as they complete their major course requirements.

Chemistry - 4 semesters

Biology - 2 semesters

Mathematics - 2 semesters

Physics - 2 semesters

English - 2 semesters

All Health Professions Advisory Program students must have successfully completed a secondary school course in chemistry. Admission to the program is very selective because of the large numbers of

students who are interested in the health professions. A limited number of additional students can be accepted to the program during their first two years at the College. The College has a Health Professions Advisor to assist all students planning careers in the health sciences, whether or not they are in the Health Professions Advisory Program.

## **For Students Interested in Law**

More than 1,000 students from Holy Cross have matriculated to ABA-accredited law schools in the past decade. Students thinking about a career in law are encouraged to choose a major at the College that suits their talents and interests. Lawyers come from a wide range of backgrounds. In choosing courses, students are encouraged to include those that develop the following skills: oral and written expression, reading comprehension, and creative and critical thinking. Courses that require students to observe accurately and to think objectively and logically are also invaluable.

Holy Cross is a member of the American Mock Trial Association and the American Moot Court Association. Prelaw students produce the Holy Cross Journal of Law and Public Policy. Published every year in January and currently in its eleventh edition, the Journal has more than 60 law schools as paid subscribers, in addition to many alumni lawyers and libraries. Our students work primarily with law school student authors by editing and condensing articles selected for publication, as well as performing cite checks and learning to use LEXIS and Westlaw, research tools of practicing lawyers. The Journal staff also does all journal layout work using state of the art desktop publishing software.

## **For Students Interested in Military Science**

Holy Cross offers a program in Naval Science. Students interested in this program should consult the appropriate section of this Catalog. Holy Cross students who are enrolled in Army ROTC Military Science Program or Air Force ROTC Military Science Program do so through the Colleges of Worcester Consortium. Courses for these programs are offered through WPI and appear on a student's transcript although they do not count toward the thirty-two courses required for graduation.

For additional information, visit the website for:

Air Force ROTC (<http://www.wpi.edu/Academics/Depts/AFAS/Index.html>)

or Army ROTC (<http://www.wpi.edu/Academics/Depts/MilSci/Index.html>)

## **For Students Interested in Teacher Education**

Holy Cross has a program to earn a Massachusetts state licensure as a secondary or middle school teacher in the subject areas of biology, chemistry, English, French, history, Latin, mathematics, physics, Spanish and visual arts, when completing a liberal arts degree and taking courses within a major in the same academic area as they wish to teach. A program for the teaching of religion at the secondary level is available for religious studies majors, although this program does not lead to Massachusetts state licensure. The Holy Cross Teacher Education Program has a special focus on urban education.

The program requires a specified sequence of courses in education prior to a semester in the fourth year which is devoted to a practicum (student teaching). These courses are Educational Psychology, Schooling in the United States, a course in urban issues, a course in human development, and Methods of Teaching (for students preparing to teach at the secondary level), or the Middle School (for students preparing to teach at that level). Students are required to complete at least 100 hours of pre-practicum prior to the fourth-year practicum. Both the pre-practicum and practicum occur on site in Worcester-area schools. Students should contact the Director of the Teacher Education Program for further information.

## **For Students Interested in Graduate Study**

More than half of Holy Cross students begin some form of graduate or professional study within two years of graduation. Many pursue degrees in medicine, law, and business, while some enter academic

programs leading to Masters and Ph.D.'s. Advanced degree holders enter careers in academia, scientific research, public policy, and many other fields. The Office of Distinguished Fellowships and Graduate Studies assists students who pursue major international and national awards, such as the Rhodes, the Fulbright, the Beinecke, and the Truman, to help fund their post-baccalaureate plans. The director coordinates the Graduate Studies Advisors in the academic departments; maintains a web page and a library of information about graduate and professional studies; informs students about the Graduate Record Examination; consults with applicants on their personal statements and project proposals; and conducts practice interviews to prepare finalists for their competitions. The director also chairs the Graduate Studies Committee, which nominates Holy Cross' representatives in those competitions that restrict the number of applicants per school. In recent years, Holy Cross students have won grants from all of the major foundations, including the Rhodes, Marshall, Fulbright, Truman, and the Beinecke.

## **For Students Interested in Business and Management**

A rigorous liberal arts program is an excellent preparation for a business career in the long-term. The student may major in virtually any field, but it is strongly recommended that a liberal arts student take, in addition to courses in the major, at least one course in the following disciplines: accounting, finance, and economics — courses which may be taken either at Holy Cross or through the Consortium. The student should also develop an in-depth ability to use the English language in its written and spoken forms, and take an active role in campus activities that involve working with other people. Many of the premier graduate schools of business require applicants to have several years of work experience prior to pursuing an MBA degree. The College has a Prebusiness Advisor who assists students with their academic and career plans.

In addition, the Ciocca Office of Entrepreneurial Studies (see page 52) is responsible for administering such programs as: Executive Leadership Workshop, Summer Business Program, Women in Business Network, Career Workshops, Dinner Speaker Series, Finance Club and the Communications-Advertising-Marketing Club. In addition to offering current programs on an ongoing basis, the Office of Entrepreneurial Studies seeks to provide new and expanded business programs for all students. The Director of Entrepreneurial Studies also serves as the Prebusiness Advisor. For more information, please go to the following websites: (a) Ciocca Office of Entrepreneurial Studies: [www.holycross.edu/entrepreneur/](http://www.holycross.edu/entrepreneur/) (b) Prebusiness Program: [www.holycross.edu/prebusiness/](http://www.holycross.edu/prebusiness/)

## **The 3-2 Program in Engineering**

Holy Cross offers a cooperative, five-year program for students who are interested in combining the liberal arts and sciences with engineering. Students enrolled in this program spend their first three years as full-time students at Holy Cross and the following two years as full-time students at the Fu Foundation School of Engineering and Applied Science at Columbia University in New York City. In addition, students can enroll in a similar six-year program at Columbia's Fu School. This program combines four years at Holy Cross with two years at Columbia leading to bachelor's degrees from each school.

At the conclusion of this program, students receive both a Bachelor of Arts degree from Holy Cross and a bachelor's degree in engineering from Columbia University. Students interested in this program are advised to major in mathematics or physics at Holy Cross since they must complete at least one year of physics, one semester of chemistry, and two years of mathematics before transferring to the engineering program. They must also demonstrate proficiency in one computer language in order to prepare for the engineering courses.

With careful planning, students can qualify for guaranteed admission to the engineering program at Columbia if they complete all of the course requirements with an overall and pre-engineering grade point average of 3.30 or above.

Students pay tuition to Holy Cross for the first three years of enrollment and to Columbia University for the last two years. Students are eligible for financial aid in accordance with the financial aid

policy of the institution at which the student is currently paying tuition. Columbia University has a financial aid policy similar to Holy Cross.

Students who wish to enter this program must contact the 3-2 Program Advisor no later than the end of their first year at the College. However, interested Holy Cross students are urged to consult with the 3-2 Advisor as early as possible in their college career in order to properly plan their courses. In addition, descriptions and admission requirements for the Columbia Combined Plan Program is available at the following website: <http://www.studentaffairs.columbia.edu/admissions/engineering/combined/>. Additional information can be found on the Holy Cross 3-2 Program website.

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# Center for Interdisciplinary and Special Studies

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Richard E. Matlak, Ph.D., *Director*

Gary P. DeAngelis, Ph.D., *Associate Director for Special Programs*

Susan M. Cunningham, Ph.D., *Associate Director for Concentrations*

Ambroise Kom, Dr. d'Etat es lettres, *Africana Studies*

May Sim, Ph.D., *Director, Asian Studies*

Mathew N. Schmalz, Ph.D., *Director, College Honors Program*

William V. Sobczak, *Director, Environmental Studies*

Cynthia L. Stone, Ph.D., *Director, Latin American and Latino Studies*

Predrag Cicovacki, Ph.D., *Director, Peace and Conflict Studies*

Edward H. Thompson, Jr., *Director, Women's and Gender Studies*

David Karmon, Ph.D., *Advisor, Architectural Studies*

Joanne Pierce, Ph.D., *Advisor, Catholic Studies*

Karsten R. Stueber, Ph.D., *Advisor, German Studies*

Susan Amatangelo, Ph.D., *Advisor, Italian Studies*

Andrea Borghini, Ph.D., *Advisor, Medieval-Renaissance Studies*

Sahar Bazzaz, Ph.D., *Advisor, Middle Eastern Studies*

Judith A. Chubb, Ph.D., *Advisor, Russian and Eastern European Studies*

Judy Freedman Fask, M.Ed., *Director, American Sign Language and Deaf Studies*

David K. W. Chu, Ph.D., *Director, Ciocca Office of Entrepreneurial Studies*

Margaret A. Post, Ph.D., *Director, Donelan Office of Community-Based Learning*

The Center for Interdisciplinary and Special Studies (CISS) promotes interdisciplinary and multidisciplinary teaching at the College. It seeks to be a catalyst for innovation and experimentation in the curriculum through a series of academic programs and grant opportunities. The Center's programs fall into three categories: 1) multidisciplinary academic curricular programs, such as the College Honors Program, the student-designed multidisciplinary majors and minors program, and the multidisciplinary concentrations, all of which enable students to address important issues with the methods and perspectives of multiple disciplines; 2) off-campus educational opportunities in Washington, D.C., and the Worcester area, which link learning and living, combining rigorous academic course work with community-based internship and community-based learning opportunities; and 3) student-designed programs, such as the Fenwick Scholar Program, which provide students with independent research opportunities. In support of student research and academic travel, CISS also administers several grant programs, which are described below. CISS also has the mission to bring to the College curriculum innovative courses and courses in support of its programs that are not offered by the disciplinary departments. Many are one-time offerings.

## ***Regular CISS course offerings include:***

### **CISS 191 — Vienna Around 1900**

*Every third year*

The course focuses on the final glory days of Austria. After dominating Europe as imperial city and court of the Holy Roman Empire for centuries until 1806, Austria steadily diminished in geographical size and as a political powerhouse. However, at the turn-of-the-century, intellectual and aesthetic achievements secure Vienna's fame apart from the house of Habsburg. The course strives to convey the awe-inspiring diversity of innovations in art, architecture, design, music, journalism, criticism, literature, philosophy, and science through texts, slides and recordings. At the same time, the course addresses cultural phenomena in the historical, political, and social context of events leading up to and following WWI. One unit.

### **CISS 194 — Introduction to Community Organizing**

*Annually*

Students study the nature and origins of the Community-Building Movement, receive an overview of Community-Building Approaches, and learn neighborhood observation and assessment. One unit.

**CISS 200 — Worcester and Its People**

*Annually*

Through its engagement with the specific environment of Worcester, this course addresses the role of the past and present to the future of the city. Considers Ethnicity and Race, Religion, Culture, Work, Technology, the Built Environment, the Natural Environment, and Politics, all in association with the varied racial and ethnic neighborhoods of the city. The course is often team-taught. One unit.

**CISS 201 — Legal Reasoning and Rhetoric**

*Fall*

A course in reading, writing, and presentation of case law material. Students apply American Trial Association rules of argument and evidence in preparing for mock trial competitions. Working in small groups and working alone on detailed arguments are both required. One unit.

**CISS 392 — The Holocaust**

*Alternate years*

This seminar deals with the historical, social, political and cultural forces, ideas and events leading up to the Holocaust, the attempted annihilation of all Jews and the almost complete destruction of the European Jewish communities. Accounts by historians, primary source documents, and memoirs and literature written by survivors. Using an interdisciplinary approach, the course offers a detailed study of this genocide across victims, perpetrators, bystanders and rescuers drawing upon historical documentation, first-person testimonies, photography, visual arts and music. One unit.

**CISS 400 — Tutorial**

*Fall, spring*

For students who may not be associated with CISS programs, but who choose to do independent interdisciplinary study that might not be permitted under their major department's tutorial option. One unit.

**CISS 490 — American Studies**

*Annually*

Selected students take a seminar at the world-renowned American Antiquarian Society taught by visiting scholars. Seminar topics vary with the fields of the scholars. One unit.

**CISS 496 — Special Project**

*Fall, spring*

For third and fourth year students who wish to do unique independent work that falls outside of disciplinary offerings and more common research assignments. One unit.

**CISS 497 — Interdisciplinary Research**

*Fall, spring*

For students in a CISS program who wish or are required to do an independent interdisciplinary project for their curriculum. One unit.

## Concentrations

Concentrations are the established multidisciplinary minors. They provide students with an opportunity to organize some of their electives around a coherent plan of study related to areas of social and academic significance. Concentrations in Africana Studies, Asian Studies, Environmental Studies, Latin American and Latino Studies, Peace and Conflict Studies, and Women's and Gender Studies enable students to take six or seven courses offered through CISS and a range of departments. Cocurricular events and programming make up an important part of the concentration experience. Students may apply up to two courses from their major to the concentration and it is possible to fulfill some of the Common Area requirements through concentration courses. Concentration courses must be taken for a letter grade. Students are expected to apply to be concentrators before the end of their third year and preferably before junior year. Concentration-related courses are also available through the Worcester Consortium. Each of the concentration programs can be expanded into a multidisciplinary, student-designed major.

### *Africana Studies*

The Africana Studies Concentration examines the historical and contemporary intellectual traditions, cultures, social institutions, and political movements of the peoples of Africa and the African Diasporas within the interconnected global system. The program strives to promote rigorous and sophisticated exploration of experiences and overlapping intellectual and social traditions of African, African American, Afro-Caribbean, and Afro-Latino peoples. The concentration serves to facilitate an understanding of race and race relations historically and within the contemporary world. In addition,



Africana Studies provides a forum for all Holy Cross students, regardless of race, to study together their diverse heritages and common concerns as Americans. The Africana Studies Concentration consists of six courses. A typical program normally begins with the required Introductory course, to be followed by five courses from those offered each year at the College. At least one of the remaining five courses must be Pan-African (i.e., non-African American).

### **AFST 110 — Introduction to Africana Studies**

*Annually*

An overview introduction to the interdisciplinary study of historical, political, cultural, and social aspects of African American, African, and Caribbean peoples. Topics will include contemporary black identities, politics and culture (e.g., blacks in American cities), race relations and 20th-century cultural movements (e.g., civil rights, social protest music, art and literature). The course addresses individual and societal consequences of the dispersal of Africans from their ancestral continent. It also examines oral narratives, music, art, dance, festivals, food, clothing, hair styles, and religious belief systems to understand the impact of the cultures of West and Central Africa on the U.S. and the Caribbean. Finally, the course will familiarize the student with literary and political movements, such as Pan-Africanism, black feminism, Negritude, and the Harlem Renaissance. One unit.

Among the courses that contribute to the Africana Studies Concentration are the following:

<b>AFST110</b>	<b>Introduction to Africana Studies</b>
<b>EDUC 273</b>	<b>Urban Education</b>
<b>EDUC 340</b>	<b>Multicultural Education</b>
<b>ENGL 368</b>	<b>African American Literature</b>
<b>ENGL 372</b>	<b>Contemporary African-American Literature and Culture</b>
<b>FREN 461</b>	<b>Writing Madness in Africa</b>
<b>FREN 462</b>	<b>Detective Story From Francophone Africa and the Caribbean</b>
<b>FREN 463</b>	<b>Immigrant Writers From Francophone Africa and the Caribbean</b>
<b>HIST 137</b>	<b>American Slavery, American Freedom</b>
<b>HIST 219, 220</b>	<b>African American History 1, 2</b>
<b>HIST 225</b>	<b>The Civil Rights Movement</b>
<b>HIST 297</b>	<b>Early Africa to 1800</b>
<b>HIST 298</b>	<b>Modern Africa Since 1800</b>
<b>MUSC 150</b>	<b>American Music</b>
<b>MUSC 151</b>	<b>World Music</b>
<b>MUSC 195</b>	<b>African American Music From Blues to Rap</b>
<b>POLS 205</b>	<b>Race and Ethnic Politics</b>
<b>POLS 263</b>	<b>Black Political and Social Thought</b>
<b>POLS 270</b>	<b>Africa and the World</b>
<b>POLS 300</b>	<b>Law, Politics, and Society</b>
<b>RELS 207</b>	<b>Introduction to Islam</b>
<b>RELS 376</b>	<b>North American Theology of Liberation</b>
<b>SOCL 203</b>	<b>Race and Ethnic Relations</b>
<b>STWL 235</b>	<b>Introduction to Post-Colonial Discourses</b>
<b>STWL 261</b>	<b>Exile &amp; Cultural Production in Africa &amp; the Caribbean</b>
<b>STWL 267</b>	<b>Post-Colonial Writing: African and the Caribbean Experience</b>
<b>THEA 141</b>	<b>Jazz Dance 1-2</b>
<b>THEA 242</b>	<b>Jazz Dance 3-4</b>
<b>VAHI 105</b>	<b>Art of Africa &amp; the Americas</b>

For details on the above courses, please see the respective departmental listings.

## ***Asian Studies***

Asia is the home of major philosophical, religious, and artistic traditions that have shaped the values of half the world's population. Presently in the 21st century, the economies of Asian nations and

political events in Asia increasingly affect the entire world. The Asian Studies Concentration affords students varied opportunities to explore the diverse history, cultures, and contemporary societies of Asia. Courses cover East Asia, South and Southeast Asia, and Central Asia, including China, Japan, Vietnam, Indonesia, and India. Students can gain further exposure to Asia through study abroad programs in China, Japan, and Sri Lanka, and through a large number of cocurricular events sponsored throughout the year. The Asian Studies program provides two tracks, the general concentration and the China track. Both require an introductory course, Perspectives on Asia (History 103 or 104) or Contemporary Asia (Anthropology), or an approved substitute. The general track additionally requires five courses on Asia from at least two disciplines or covering at least two sub-regions of Asia. Also, students can count a maximum of two language courses, at any level for the general track. A maximum of two courses in Balinese Dance (Theater) and Gamelan (Music) can be counted toward the general concentration. The China track requires five additional courses, including three semesters of Chinese language above the elementary level and two non-language courses on China.

### **ASTD 152 — East Asian Art Studio**

*Annually*

Hands-on studio course designed to give students experience with the mainstream East Asian art forms and artistic techniques. Since East Asian art historically has been closely associated with education in the humanities, an introduction to East Asian art inevitably covers the general underpinnings of East Asian culture and philosophy. The major artifacts that are representative of each area of study, i.e., brush & ink calligraphy, East Asian painting, stone seal carving, mini sculpture, and Chinese scroll mounting, are introduced and the techniques used to produce these artifacts are taught so that students experience art making first hand. One unit.

Among the courses that contribute to the Asian Studies Concentration are the following:

<b>ANTH 170</b>	<b>Contemporary Asia</b>
<b>ANTH 271</b>	<b>Anthropology of War &amp; Peace</b>
<b>ANTH 274</b>	<b>Art &amp; Power in Asia</b>
<b>ASTD 152</b>	<b>East Asian Art Studio</b>
<b>CHIN 101, 102</b>	<b>Elementary Chinese 1,2</b>
<b>CHIN 103</b>	<b>Intro to Chinese Culture</b>
<b>CHIN 201, 202</b>	<b>Intermediate Chinese 1,2</b>
<b>CHIN 255</b>	<b>Chinese Culture through the Camera's Eye</b>
<b>CHIN 301, 302</b>	<b>Third Year Chinese 1, 2</b>
<b>CHIN 401, 402</b>	<b>Fourth Year Chinese 1, 2</b>
<b>CHIN 409, 410</b>	<b>Intro to Literary Chinese 1, 2</b>
<b>ECON 221</b>	<b>Economic Development Modern China</b>
<b>ECON 309</b>	<b>Comparative Economic Systems</b>
<b>ENGL 375</b>	<b>Asian American Literature</b>
<b>HIST 103</b>	<b>Perspectives on Asia 1: "Traditional" East Asia</b>
<b>HIST 104</b>	<b>Perspectives on Asia 2: Modern Transformations</b>
<b>HIST 121</b>	<b>Making of the Modern Middle East</b>
<b>HIST 282</b>	<b>Revolutionary China</b>
<b>HIST 287</b>	<b>The Pacific War</b>
<b>HIST 290</b>	<b>Vietnam, More than an American War</b>
<b>MUSC 151</b>	<b>World Music</b>
<b>MUSC 153, 253</b>	<b>Music of Bali-Gamelan 1, 2</b>
<b>PHIL 254</b>	<b>Philosophy of East and West</b>
<b>PHIL 268</b>	<b>Philosophy of Human Rights</b>
<b>PHIL 360</b>	<b>Seminar: Aristotle &amp; Confucius</b>
<b>POLS 218</b>	<b>Revolutionary China</b>
<b>POLS 278</b>	<b>International Politics of East Asia</b>
<b>RELS 120</b>	<b>Comparative Religions/World View</b>

RELS 165	Ancient & Medieval Hinduism
RELS 204	Hinduism
RELS 206	Buddhism
RELS 207	Introduction to Islam
RELS 214	Seminar: The Modernization of Asian Religions
RELS 216	Readings in Asian Religious Texts
RELS 265	Modern & Contemporary Hinduism
RELS 305	Mahayana Buddhism
RELS 311	Seminar: Zen Buddhism
RELS 312	Theravada Buddhism
RELS 315	Islamic Philosophy & Theology
THEA 131	Balinese Dance 1 - 2
THEA 232	Balinese Dance 3 - 4
VAHI 104	Introduction to Islamic Art

For details on the above courses, please see the respective departmental listings.

## ***Environmental Studies***

The concentration in Environmental Studies allows students to construct a program of study that bridges three or more disciplines and that provides a comprehensive understanding of environmental issues. Students are expected to study the causes, mechanisms, and effects of environmental problems by investigating the interplay between natural processes and human civilizations. The concentration requires seven courses, including three to four courses in the natural sciences and mathematics and three to four in the social sciences and humanities, including at least one from each. The seven courses must include a minimum of two intermediate/advanced courses. An approved research project, seminar, or internship is recommended and may take the place of one upper division course. Students are encouraged to consider fulfilling some of their requirements during a semester away, especially through the School for Field Studies, which offers programs in Ecology and Resource Management in the Caribbean, Mexico, Costa Rica, Kenya, and Australia. In addition, the Sea Semester (Woods Hole, Mass.) combines intensive research in the areas of oceanography, maritime studies, and nautical science with hands-on experience aboard a traditional sailing ship.

### **ENVS 200 — Environmental Law and Policy**

*Annually*

Environmental law is controversial and fascinating. Consider some of these newspaper headlines: “Scientist Say Climate Heating Up,” “Pesticides Found in Local Groundwater,” “Endangered Salamander Stops Development.” Environmental law and policy are a part of everyday life. The challenges to environmental quality have a critical influence on where we live and how well we live and, most important, the kind of world in which our children and their children will live. One unit.

### **ENVS 247 — Introduction to Geographic Information Systems**

*Annually*

Introduces and explores the fundamental concepts of Geographic Information Systems. GIS technology combines computerized mapping and database management to implement maps on the computer. GIS is used in a diversity of fields ranging from archaeology to zoology, some specific examples being anthropology, epidemiology, facilities management, forestry, geology, and business. Explains the structure and function of GISs, placing them in the context of computer information systems, cartography, and supporting disciplines such as remote sensing, and shows why and how GIS is important. Covers basic concepts such as map characteristics and projections, spatial data models, relational databases, and spatial analysis. Explores sources of data, data quality, metadata. Implementation and management of GIS projects, choosing a GIS, and the application of GIS are presented. Examples and data sets are taken from the fields of ecology and environment biology. One unit.

Among the courses that contribute to the Environmental Studies Concentration are the following:

BIOL 114	Biological Principles: Environmental Biology (ENVS Intro Course)
BIOL 114	Biological Principles: Global Environmental Change (ENVS Intro Course)
BIOL 114	Biological Principles: Conservation Biology (ENVS Intro Course)

BIOL 114	Biological Principles: Toxicants and Radiation (ENVS Intro Course)
BIOL 114	Biological Principles: Tropical Biology (ENVS Intro Course)
BIOL 150	Introduction to Geology
BIOL 210	Geomorphology
BIOL 233	Freshwater Ecology
BIOL 250	Field Botany
BIOL 280	General Ecology
BIOL 287	Ethology & Behavioral Ecology
BIOL 361	Toxicology
BIOL 331	Ecosystem Ecology
BIOL 381	Conservation Biology
CHEM 141	Environmental Chemistry
CHEM 144	Chemistry and Society (when environmental theme)
CHEM 231	Introduction to Equilibrium & Reactivity
CHEM 300	Instrumental Chemistry/Analytical Methods 1
ECON 224	Environmental Economics
ECON 324	Economics of Energy
ENVS 200	Environmental Law and Policy
ENVS 247	Introduction to Geographic Info Systems
HIST 230	Environmental History (ENVS Intro Course)
HIST 280	Comparative Famine & Social Crisis
HIST 305	America's First Global Age
MATH 110	Topics in Mathematics/Environmental Mathematics
PHIL 247	Environmental Political Philosophy
POLS 257	Politics of Development
POLS 286	Comparative Environmental Policy
RELS 255	Ecology and Religion
RELS 353	Theology and Ecology

For details on the above courses, please see the respective departmental listings.

## ***Latin American and Latino Studies***

The aim of the program in the Latin American and Latino Studies Concentration is to introduce students of all backgrounds to Latin America's multiplicity of peoples and cultures as they are situated in U.S., hemispheric, and global contexts. Students select from an array of courses in various disciplines that focus on the Hispanic- and Portuguese-speaking peoples of the Americas, including U.S.-based Latino and immigrant Latin American communities. Program activities are related to the increasing transnational practices and diasporic identities of peoples of Latin-American descent, popular culture as expressed through language and the arts, and past and present movements of self-affirmation and empowerment. The program requires six courses, no more than two per discipline, at least one of which must be in History. In addition to the six courses, students are required to complete Spanish Composition and Conversation or Composition for Bilingual Speakers (or equivalent), as the language component of the concentration. Students are encouraged to enroll in Perspectives on Latin America (offered as LALS credit), to engage in Community-Based Learning opportunities, and to participate in Study Abroad in Latin America.

### **LALS 101 — Perspectives on Latin America**

*Annually*

Serves as a general interdisciplinary introduction to Latin America. Includes a Community-Based Learning component. One unit.

### **LALS 210 — Latino/as & Law in Massachusetts**

*Annually*

This course will observe the interaction of the law with Latino/as at diverse points, language, education, crime and punishment, employment - seeking to understand how the law affects them even as they affect the law. It will suggest how intellectuals of any ethnicity can affect these developments. One unit.

**LALS 299 — Special Topics***Annually*

Courses explore various topics. The subject and format varies with each offering. One unit.

Among the courses that contribute to the Latin American and Latino Studies Concentration are the following:

ANTH 299	Culture and Politics in Latin America
ANTH 373	Culture & Human Rights
ECON 305	Economic Growth and Development
EDUC 120	Education/Social & Political Change
EDUC 273	Urban Education
EDUC 340	Multicultural Education
HIST 126	Colonial Latin America
HIST 127	Modern Latin America
HIST 275	U.S. Mexican Border
HIST 292	Afro-Latin America
HIST 350	Latino History
LALS 101	Perspectives on Latin America
LALS 210	Latino/as & Law in Massachusetts
MUSC 255	Music of Latin America
POLS 251	Latin American Politics
POLS 257	Politics of Development
POLS 326	Citizenship/Contemporary Latin America
RELS 275	Liberation Theology
SPAN 219	Directed Independent Medical Spanish
SPAN 305	Intro to Literary Genres
SPAN 312, 313	Surveys of Spanish American Literature
SPAN 314	Spanish for Business
SPAN 315	Advanced Spanish Composition and Conversation
SPAN 405	Modern Spanish American Narrative
SPAN 407	Modern Spanish and Spanish American Poetry
SPAN 408	Gabriel García Márquez
SPAN 409	Colonial Spanish American Literature
SPAN 410	Literature of Exile, Immigration, and Ethnicity
SPAN 413	Spanish in the U.S.
SPAN 420	Topics in Latin American Film
VAHI 105	Art of Africa & the Americas

For details on the above courses, please see the respective departmental listings.

***Peace and Conflict Studies***

The Peace and Conflict Studies concentration is a multidisciplinary program for students who wish to complement their major field of study with courses focused on the causes of war and social conflict, and ways of preventing and ending them. The concentration combines in-depth study of one or more wars with an examination of common causes of conflict such as economic disparities and religious, ethnic, racial, or gender discrimination. It also demands engagement with moral and ethical questions about the circumstances under which the use of violence can be justified. Students must take at least one course in each of the three categories: (1) Ethical and philosophical approaches to peace, war, and conflict; (2) In-depth examination of contemporary/modern large-scale conflict; and (3) Structural causes of violence and conflict. To complete the Concentration, a total of six courses is necessary.

**PCON 130 — Introduction to Peace & Conflict Studies***Every third year*

An introduction to the study of war, peace, and peacemaking. Surveys the topics, methods and perspectives involved in the study of violence and nonviolence, as well as of building a more peaceful world. Aims

to increase students' awareness of the sources of violence and other forms of destructive attitudes and behavior, and to challenge them to search for more appropriate ways of building peace. One unit.

**PCON 216 — US Intelligence Community** *Annually*  
 Considers the scope and nature of U.S. intelligence agencies, traces the development of U.S. intelligence from WW II to the present, and examines the ethical implications of intelligence activity and the inherent tension between secret intelligence and democracy. One unit

**PCON 231 — Military & Society** *Annually*  
 Looks at different ways societies prepare to wage war. Discussion concentrates on the interaction between military and civilian institutions, as well as on social construction of military thought. Conflict studies range from limited wars of pre-industrial and early industrial era to global confrontations of the last century. Also examines those military conflicts where participants belong to entities other than state (terrorist organizations, guerilla movements, etc). Includes a detailed account of the increasingly common use of mercenaries by the armed forces of developed countries, changing social attitudes to civilian and military casualties, evolving roles of women in the military, and implications of the current revolution in military affairs. Taught from a comparative historical perspective. One unit.

Among the courses that contribute to the Peace and Conflict Studies Concentration are the following:

ANTH 271	Anthropology of Peace & War
ANTH 373	Culture & Human Rights
ECON 316	Economics of Peace, Conflict & Defense
ENGL 354	Civil War & Reconstruction Literature
HIST 101	American Themes: Struggles for Justice
HIST 101	American Themes: WW II on the Home Front
HIST 204	Lincoln & His Legacy 1860 - 1900
HIST 223	Radicalism in America
HIST 255	Europe: Mass Politics & Total War 1890-1945
HIST 261	Germany in an Age of Nationalism
HIST 262	Germany from Dictatorship to Democracy
HIST 271	American Indian History 1
HIST 272	American Indian History 2
HIST 280	Comparative Famine & Social Crisis
HIST 282	Revolutionary China
HIST 290	Vietnam: More than an American War
HIST 298	Modern Africa Since 1800
HIST 299	Rebels & Radical Thinkers
HIST 305	America's First Global Age
HIST 322	War & Cinema
HIST 324	Italy & France: War and Resistance
HIST 325	War/Women/Holocaust/Resistance
HIST 361	Germans, Jews, and Memory
MUSC 197	Music of Peace & Conflict
PCON 130	Introduction to Peace & Conflict Studies
PCON 216	U.S. Intelligence Community
PCON 231	Military & Society
PHIL 274	Philosophical Anthropology
PHIL 278	Philosophy on War & Peace
PHIL 299	Reality & Utopia
PHIL 340	Schweitzer: Reverence for Life
POLS 103	Introduction to International Relations
POLS 251	Latin American Politics

POLS 257	Politics of Development
POLS 269	Power & Politics/A View from Below
POLS 272	Politics of the Middle East
POLS 274	Modern China
POLS 284	Human Rights
POLS 320	Seminar on Political Violence
POLS 333	Ethics & International Relations
RELS 133	Contemporary Catholic Spirituality
RELS 143	Social Ethics
RELS 151	Faith & World Poverty
RELS 275	Liberation Theology
RELS 294	Sexual Justice: Social Ethics
RELS 376	North American Theology of Liberation
SOCL 205	Social Class & Power
SOCL 206	Sociology of Poverty
SOCL 254	Girls & Violence
SOCL 259	Children & Violence
SOCL 265	Sociology of Work & Labor
SOCL 361	Catholic Thought & Social Action
SOCL 375	Men & Violence
STWL 235	Introduction to Postcolonial Discourses

For details on the above courses, please see the respective departmental listings.

## ***Women's and Gender Studies***

The Women's and Gender Studies Concentration offers students an opportunity for the multidisciplinary study of women's and men's experiences as they are reflected in the scholarship of the humanities, social sciences, and the sciences. Courses in the concentration teach students how the evolving field of Women's and Gender Studies is transforming thought about women, men, and society. The concentration entails a required introductory course, in which students are introduced to the multiple voices of feminism and the diverse experiences of gender; the course offers a Community-Based Learning component. (Students entering the program after sophomore year are encouraged to take an approved substitute.) In addition, students choose four elective courses, one of which must be cross-cultural in focus. Finally, students conclude the concentration with a capstone project, usually completed during the second semester of senior year. The capstone consists of either a paper done in an advanced-level Women's and Gender Studies Seminar or an Independent Study (tutorial) completed under the guidance of a selected Women's and Gender Studies faculty member.

### **WGST 120 — Introduction to Women's and Gender Studies**

*Fall, spring*

Introduces students to the discipline of Women's and Gender Studies by analyzing women's roles and women's contributions to society and culture from the perspective of recent scholarship on women. Special attention focused on the complex interactions between gender and other social divisions such as race, class, and sexual orientation. The following issues are among those considered: the politics of women's work, the representation of women's bodies in the media, violence against women, healthcare and reproductive rights, global feminism, and the history of feminist movements in the U.S. Deliberately includes in its scope broader constructions of gender, such as concepts of masculinity. One unit.

### **WGST 220 — Global Feminism**

*Every third year*

Interdisciplinary course examines the intersecting regimes of gender, race, and class as they occur in different historical periods and varying cultures. Students learn to analyze international power relations at the level of everyday politics. Encourages students to find evidence for the ways in which varying local conditions interact with women's agency in order to promote their own (personal and collective) well-being and broader social changes. One unit.

**WGST 497 — Capstone**

*Annually*

Independent Study (tutorial) completed under the guidance of a selected Women's and Gender Studies faculty member. One unit.

Among the courses that contribute to the Women's and Gender Studies Concentration are the following:

ANTH 255	Genders and Sexualities
ANTH 256	The Imagined Body
ANTH 269	Fashion and Consumption
BIOL 114	Molecular Biol/HIV Pandemic
CISS 194	Introduction to Community Organizing
CLAS 221	Women and Classical Mythology
EDUC 340	Multicultural Education
ENGL 315	Sex and Gender in the Middle Ages
ENGL 320	The Age of Elizabeth
ENGL 345	British Women Writers 1770-1860
ENGL 353	19th Century American Women Writers
ENGL 367	American Women Writers
ENGL 368	African American Literature
ENGL 382	Queer Theory
ENGL 383	Feminist Literary Theory
ENGL 401	Seminar: Irish Women Writers
ENGL 401	Seminar: The Beat Generation
ENGL 401	Seminar: Rewriting Gender
ENGL 401	Seminar: Jane Austen
FREN 499	Race & Gender in French Cinema
HIST 292	Afro-Latin America
HIST 325	Women and Gender/War/Holocaust/Resistance
HIST 399	Gender and Colonialism
HIST 401	Gender in the 20th-Century U.S. History
ITAL 253	Italian Women Writers
POLS 300	Law, Politics & Society
PSYC 244	Health Psychology
PSYC 228	Psychology of Adolescence
PSYC 342	Seminar: Gender-Role Development
PSYC 352	Seminar: Modern Interpersonal Relationships
RELS 221	Women in Early Christianity
RELS 261	Feminist Perspectives in Theology
RELS 275	Latin American Liberation Theology
RELS 294	Sexual Justice: Social Ethics
RELS 313	HIV/AIDS and Ethics
RELS 323	Women and Households in Early Christianity
SOCL 206	Sociology of Poverty
SOCL 254	Girls & Violence
SOCL 259	Children and Violence
SOCL 265	Sociology of Work & Labor
SOCL 271	Families and Societies
SOCL 275	The Sociology of Men
SOCL 277	Gender & Society
SOCL 278	Gender, Body & Health
SOCL 279	Men, Women & Medicine
SOCL 375	Men and Violence



SPAN 416  
WGST120  
WGST 220  
WGST 497

**Body & Text: Gender in Spanish Lit**  
**Introduction to Women's and Gender Studies**  
**Global Feminisms**  
**Capstone**

For details on the above courses, please see the respective departmental listings.

## Special Programs

CISS Special Programs include the Washington Semester Program, the Academic Internship Program, the Semester Away Program, the College Honors Program, the Donelan Community-Based Learning Program, and the Ciocca Office of Entrepreneurial Studies.

### *Washington Semester Program*

Through the Washington Semester Program, a third- or fourth-year student can spend a semester working, studying, and carrying out research in Washington, D.C., for a full semester's academic credit. Admission to the Washington Program is highly competitive. The Program is designed to provide a student, regardless of major, an opportunity to: 1) bring together past and current academic study with practical experience; 2) come to a better understanding of the political process and the formulation of public policy; 3) develop critical and analytical skills; and 4) pursue independent research under the guidance of a faculty advisor. Washington students have worked in congressional offices, the White House, federal agencies, museums, media outlets, and public interest organizations.

#### **DCSP 381 — Washington Seminar**

*Fall, spring*

Gives students an opportunity to examine the policy process in the United States. Explores the grounds on which specific policies are advocated and discusses the aims of public policy. Students read and discuss a number of appropriate texts. Includes discussion of current events and may incorporate perspectives on the students' internships and their research projects. One unit.

#### **DCSP 382 — Washington Internship**

*Fall, spring*

An internship (four days per week) with a Government office, news organization, public interest group, museum, federal agency, or other Washington-based organizations offering a well-supervised position requiring initiative and responsibility. One-and-a-half units.

#### **DCSP 383 — Washington Research**

*Fall, spring*

A research project culminating in a substantial research paper. Each intern, in consultation with an on-campus faculty sponsor, chooses a research topic early in the term. The research paper will be both closely related to the student's internship responsibilities and useful to the Washington agency which serves as the site for the internship. The intern is expected to make good use of the resources of his/her agency and of Washington contacts to produce a paper which reflects the Washington experience. One-and-a-half units.

### *Academic Internship Program*

The Academic Internship Program offers students in every discipline the opportunity to obtain practical field experience as part of their academic plan of study. While the main intent of the Program is to provide students with an experiential learning opportunity in their chosen fields, additionally, it provides an opportunity for career exploration. Academic Internships are comprised of two components: fieldwork at an internship site in Worcester or the greater Boston area and academic work in an internship seminar, such as Ethical Issues in Professional Life, Healthcare Policy, Legal Issues, or Business/Management. If a seminar topic is not appropriate to the internship, tutorial work with an individual faculty sponsor may be arranged. Each student is expected to spend eight hours per week on the job and another three or four hours on the academic component. One unit of academic credit is granted for the Academic Internship. Admission to the Program is competitive and is open to third- and fourth-year students by application. Credit for an internship can only be secured during the academic year through participation in the AIP. Arrangements for an internship by tutorial, outside of the AIP, can only be made in exceptional circumstances.

### **ACIP 380-01 — Academic Internship**

*Fall, spring*

An independent internship arranged by the student with a faculty sponsor. The internship commitment is eight hours per week. The student meets with the faculty sponsor in a weekly tutorial as well. One unit.

### **ACIP 380-02 — Management/Leadership Seminar**

*Fall, spring*

Focuses on the characteristics of effective leaders and effective organizations of all kinds—business, government, education, and not-for-profit. Each student uses the organization at which he or she is an intern as the model for analysis of each of the topics discussed. Topics include the components of typical organization, creating shared aims and values, defining the expected results, achieving customer satisfaction, focusing on people and encouraging innovation. Classes involve lectures, discussion of assigned reading, and discussion of situations drawn from the internship experiences of the class members and the professional experiences of the instructor. One unit.

### **ACIP 380-03 — Legal Issues Seminar**

*Fall, spring*

Is law a profession or a business? Provides a unique opportunity for students contemplating a career in the law to examine this question. Explores the ethical underpinnings of the legal profession by examining codes of conduct governing both lawyers and judges. The art of negotiation is an essential study for anyone interested in law, public policy or international relations. This course examines the current trends in alternative dispute resolution, including mediation and arbitration. One unit.

### **ACIP 380-04 — Health Care Management Seminar**

*Fall, spring*

The health care industry, a big and pervasive business in the United States, has changed the way we live. It has prompted debate on our fundamental definitions of life and death, aroused concern about cost, equitable access and the quality of care giving, and it has triggered unpopular social policies. But who are the principles and practitioners involved in both the medical marketplace and the delivery of health care? The answers are, in part, found by carefully examining the range of issues; e.g. economic, medical, political, social, and moral. This seminar provides a forum for critical analysis of health care in the U.S. The seminar component, with relevant readings and discussion, provides additional depth to the student's internship experience by providing a more coherent and thorough examination of our health care delivery system—its strengths, problems, and weaknesses. One unit.

### **ACIP 380-05 — Professional Ethics Seminar**

*Fall, spring*

Designed for students participating in professional internships of eight hours per week in a variety of fields. Using both historical and contemporary texts, this seminar examines the meaning of professionalism and professional ethics. By analyzing cases from medicine, law, education, journalism, politics, corporate business and engineering, this course helps students to formulate their own professional identity. One unit.

### **ACIP 380-06 — Financial Portfolio Analysis**

*Fall, spring*

This course is comprised of two modules: 1) an academic component designed to teach a systematic approach to portfolio management; and 2) hands-on experience managing the Student Managed Endowment Fund (SMEF), a financial portfolio of the College. Module 1 consists of regular classroom sessions consisting of lecture, discussion, readings, written assignments, and presentations. Module 2 consists of researching companies in various sectors in which money in SMEF would be invested. Students will learn: the philosophy and methodology of managing a financial portfolio within a framework that includes both quantitative and non-quantitative dimensions; and, real-life decision making of a portfolio management team in managing SMEF and presenting results to the College Investment Committee. One unit.

## ***Semester Away Program***

Students who wish to engage in academic course work not available at the College may submit proposals for a semester or academic year of study at another institution, usually in the United States. For example, Environmental Studies students participate in the Sea Semester Program, co-sponsored by Boston University and the Woods Hole Oceanographic Institute. Students in Deaf Studies may attend Gallaudet University for an immersion experience in Deaf Culture.

## ***The College Honors Program***

The College Honors Program is one of the oldest programs providing special educational opportunities at Holy Cross. These special opportunities include honors seminars, ambitious independent projects culminating in the senior honors thesis, and the intellectual excitement of a multidisciplinary class-

room, where students from a wide variety of majors address significant matters with faculty members expert in integrative teaching and scholarship. Students enter the Honors Program as second-semester sophomores, after a rigorous selection process. A common course for sophomores consisting of plenary and seminar sessions is co-taught by College faculty. For spring 2012, the topic for the sophomore seminars will be “Metaphors and Magical Realism: Reading and Imaging Borges.” Students take a second seminar in their junior year, although students who study abroad as juniors can complete this second seminar requirement upon returning. In the senior year, all honors students register for thesis credit equivalent to one course each semester. The senior thesis is an advanced independent project, which can be either in or out of a student’s major and which in its ambition and scope represents the finest work of some of the best students of the College. The senior year culminates with the honors class presenting its research publicly to the College community at the Academic Conference.

### **HNRS 299 — Special Topics**

*Spring*

Required seminar for sophomore honors students. Three faculty members from three different disciplines together engage the newly-selected honors students from majors across the curriculum in a multidisciplinary approach to the metaphysical, cultural, spiritual, and material aspects of human nature. More generally, this course hopes to model integrative thinking and study. For spring 2012, the topic is “Metaphors and Magical Realism: Reading and Imaging Borges.” One unit.

### **HNRS 294, 295, 296 — Second-, Third- and Fourth- Year Honors Colloquium**

*Fall, spring*

Evening workshops and discussions focused on developing academic skills and interests. Formal workshops prepare students to write an “intellectual autobiography,” submit applications for grants and fellowships, and make formal academic presentations. Pass/Fail.

### **HNRS 395 — Honors Seminars**

*(topics change annually)*

### **HNRS 494, 495 — Honors Thesis**

*Fall, spring*

Honors seniors take one unit’s worth of thesis credit each semester, which is graded at the end of the second semester by the student’s advisor, with input from readers. The thesis is a substantial independent project either in or out of a student’s major, which means that it may count for major credit or not. Two units.

## ***Deaf Studies***

Deaf Studies is the study of humanity—through a visual lens. The program cultivates an appreciation for the significance and beauty of American Sign Language (ASL) and Deaf culture and leads students to see beyond the notion that deafness is a disability. Students pursuing coursework in Deaf Studies have opportunities for involvement in program that provides personal and direct interaction with members of the Deaf community using ASL as the primary means of communication. The Deaf Studies program offers students numerous cocurricular events including speakers, special events, workshops, and films that complement and extend the language and culture of the Deaf community. Students pursuing ASL and Deaf Studies can apply to study for one or two semesters at Gallaudet University in Washington, D.C., the world’s only deaf university, where they can experience full immersion in ASL and Deaf culture. This option is available through Holy Cross’ Study Away Program administered through the Center for Interdisciplinary and Special Studies (CISS). In this program, students can develop a multidisciplinary major or minor combining Deaf Studies with other disciplines within the College. Multidisciplinary majors and minors incorporating ASL and Deaf Studies curriculum have included themes such as Literacy in Deaf Education, Deaf Studies and the Arts, Social Issues in Deaf Education and Language Acquisition and (Deaf) Culture. Course offerings in ASL and Deaf Studies are located in the Modern Languages and Literatures section of this Catalog.

## **Donelan Office of Community-Based Learning**

Through a generous endowment established by its namesake, Joseph P. Donelan II, the Donelan Office of Community-Based Learning establishes connections and partnerships between courses across the College curriculum and learning project sites in the Greater Worcester Area. The mission of the Donelan Office is to engage faculty, staff, students, and community partners in a process of integrating theory and practice. In the Jesuit tradition and through service and research, we promote experiential learning op-

portunities that foster the mutually beneficial exchange of knowledge and resources, as we strive to make a substantial contribution to our local community. In keeping with the College's social mission, Community-Based Learning (CBL) offers students opportunities for community engagement, while enhancing their understanding of course material. Recent CBL courses have included: WGST 120 Introduction to Women's Studies, BIOL 233 Freshwater Ecology, LALS 101 Perspectives on Latin America, EDUC 169 Schooling in the US, POLS 210 Urban Policy, SOCL 299 Cities and Communities, DFST 201 Intermediate American Sign Language, MATH 110 Environmental Mathematics, and RELS 143 Social Ethics. Approximately 35 courses a year across all disciplines are designed as CBL courses.

## **Ciocca Office of Entrepreneurial Studies**

The Office of Entrepreneurial Studies was established through a generous endowment by Arthur A. Ciocca '59. This Office is responsible for coordinating programs that help students gain an understanding of business and to prepare for a career in business. Such programs include the Dinner Speaker Series, Career Workshops, Finance Club, Student-Managed Endowment Fund, Communications-Advertising-Marketing Club (CAM), Women in Business Network, Executive Leadership Workshop, and the Summer Business Program. The Director of Entrepreneurial Studies also serves as the advisor of the College's prebusiness program.

## **Marshall Memorial Fund**

Through a bequest of James J. Marshall and Ellen O'Connor Marshall, the College has established a fund to encourage the creative and intellectual involvement of students and faculty with the Worcester Community. Support is available for service projects or research projects on any aspect of the historical, economic, cultural, or religious life of the city of Worcester that will be of benefit to the community and of academic benefit to the student or faculty member. Grants are awarded each semester.

## **Student Grant Program**

Funds are available to support student research and participation in academic programs and national, regional, and state academic meetings. Travel to special libraries, archives, performances or exhibitions is also supported. Funds are awarded on a competitive basis each semester.

## **Student-Designed Programs**

### ***The Fenwick Scholar Program***

The Fenwick Scholar Program continues to provide one of the highest academic honors the College bestows. From among third-year students nominated by their major departments, the Fenwick Selection Committee selects the student(s) most worthy of this unique academic opportunity. The Scholar designs, with one or more advisors, a program of independent research or a project that will be his or her entire curriculum for the senior year. Projects are expected to complete the Fenwick Scholar's undergraduate education in the most challenging, creative, and meaningful way. At the end of the fourth year, the Fenwick Scholar is required to give a public presentation to the College community, and to present an appropriate record of this achievement to the College library. Recent Fenwick projects have included a study of Using Organometallic Chemistry to Develop Imaging Agents; Blood Pressure Waveform Measurement with a Laser Doppler Vibrometer; Debussy in Context: Continuity and Change in Fin-de-Siecle France; Changing Perspectives of Insanity in Early America, 1750-1844; Convention, Invention, and the Ingenue: Theatre's Young Women; and The Dark Night at Manresa: Edith Stein and the Spiritual Exercises of Ignatius of Loyola; Exploring the Interface between Chemistry and Education; and, most recently, InConspicuous Consumption: Understanding the Role of Indian Chintz in Shaping British Fabric Design.

## ***Student-Designed Majors and Minors***

A student-designed multidisciplinary major or minor must be liberal arts in spirit and content, must be comprised of at least three disciplines, and fall within the competence of the College faculty. The student prepares, in consultation with faculty advisors, a written proposal demonstrating a coherent progression of study. The proposal must include a statement of intellectual rationale for the proposed field of study, an outline of courses already taken, and a complete plan of proposed courses. Proposals are written in consultation with the Director of CISS and two faculty sponsors based in departments related to the proposed major/minor. If the plan is approved, the faculty sponsors and the CISS Director serve as an advisory committee responsible for approving changes in the major plan and giving guidance to the student undertaking the program. Students may design their minor from scratch, or use a faculty-designed template, or generic plan, as a basis for their course work and study. Some of the unique majors students have created are Architectural Studies, Crime Studies, Deaf Education, Philosophy and Science of Mind, Catholic Studies, Contemplative Studies, and Theatrical Design. A few of the unique minors students are presently pursuing are Asian Political Economy, Irish Studies, Performance Therapy, Fashion and Culture, Legal Studies, Medical Ethics, and Early Childhood Studies. Some of the more established major/minor opportunities follow.

**Architectural Studies:** Students may plan a multidisciplinary major/minor to approach the study of architecture from multiple perspectives of relevant, selected disciplines and area studies: Studio Art, Visual Art History, Physics, Computer Assisted Design, and so forth. Majors are able to develop skills in studio practices, as well as gain an understanding of the domestic and global conditions for the practice, design, and building of structures. Major or Minor.

**Asian Studies:** Students may plan a multidisciplinary major that is either regionally defined, focusing for example on the history, language, arts and cultures of East, South, or Southeast Asia, or a major that follows a theme throughout the Asian cultural sphere, such as the religions or arts of Asia. Majors will learn about contemporary political issues of the world's most populous regions and explore the impact of Asia on the wider world. A second option is the Chinese Language and Civilization major which focuses on the Chinese language and courses on China from a number of departments. Major only. Students who wish to pursue a minor program complete the concentration in Asian Studies described above in the Concentration section of CISS.

**Catholic Studies:** Students plan a sequence of courses to develop an understanding of the intellectual tradition and social teaching of Catholicism. Towards this end they may take courses in philosophy, theology, history, art, literature, sociology, and other appropriate offerings. Such multidisciplinary study offers an opportunity to engage Catholicism comprehensively as a living faith expressed in a wide diversity of contexts and cultures. Major or minor.

**German Studies:** Students plan a sequence of courses to develop an understanding of the cultural, social and political life of the German-speaking peoples in their historical and international context. The broad and multifaceted world of German-speaking peoples, with their substantial contributions to music, art, philosophy and literature, provides an essential perspective on the makeup of modern European civilization. Major or minor.

**Environmental Studies:** Students may plan a sequence of courses utilizing the templates prepared by the Environmental Studies faculty to develop an understanding of environmental problems—their causes and effects, as well as their potential solutions. Using a multidisciplinary approach, students study both the relevant natural processes and the interplay between the natural environment and social, economic, and political factors. Major only. Students who wish to complete a minor program complete the ENVIS concentration described in the concentration section of CISS.

**Italian Studies:** Students may broaden their knowledge of Italian culture by taking a variety of courses that focus on the literature, art, history, and politics of Italy. The courses may concentrate on different periods of Italian civilization from antiquity to the present and may be conducted in English or Italian. Students who pursue Italian Studies as a major must have a foundation in Italian language, which is an essential element of culture, and therefore must complete the Italian language cycle (through Italian 301). Major or minor.

**Medieval and Renaissance Studies:** Students may focus a program of study on the cultural and political life of the pre-modern and early modern world. Spanning a period from the fourth to 17th centuries in Europe and the Mediterranean basin, an interdisciplinary study of this historical epoch offers a foundation for understanding the interaction of cultures and religious traditions. Major or minor.

**Middle Eastern Studies:** Focuses on historical developments, political systems, cultural traditions, religious diversity, and domestic and foreign policy issues related to the region. Minor only.

**Russian and Eastern European Studies:** Students take courses in history, language, literature, and political science, in an attempt to analyze the distinctive traits of Russia and its people and/or the Eastern European countries that were formerly part of the Soviet Union or the Soviet sphere of influence. Major or minor.

# Biology

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Robert I. Bertin, Ph.D., *Professor*

George R. Hoffmann, Ph.D., *Distinguished Professor of Science*

Kenneth N. Prestwich, Ph.D., *Professor and Chair*

Robert M. Bellin, Ph.D., *Associate Professor*

Leon Claessens, Ph. D., *Associate Professor*

Karen A. Ober, Ph.D., *Associate Professor*

Ann M. Sheehy, Ph.D., *Associate Professor*

William V. Sobczak, Ph.D., *Associate Professor*

Madeline Vargas, Ph.D., *Associate Professor*

Sara G. Mitchell, Ph.D., *Assistant Professor*

Michelle A. Mondoux, Ph.D., *Assistant Professor*

Sarah Webster, Ph.D., *Assistant Professor*

Brian Moskalik, Ph.D., *Andrew W. Mellon Postdoctoral Teaching Fellow*

Julie A. Roden, Ph.D., *Visiting Assistant Professor*

Jodi M. Rymer, Ph.D., *Visiting Assistant Professor*

Kelly Wolfe-Bellin, Ph.D., *Visiting Assistant Professor*

James M. Doyle, M.A., *Senior Laboratory Supervisor*

Catherine M. Dumas, M.S., *Laboratory Supervisor*

Peter J. Lemay, M.S., *Laboratory Supervisor*

The biology curriculum is designed to acquaint students with the broad scope of the biological sciences at several levels of functional organization. Its courses include molecular, cellular, organismal, ecological, and evolutionary aspects of biology. Departmental course offerings prepare biology majors for advanced study in graduate or professional schools and for other professional opportunities. The Department believes that an informed understanding of biological principles is an important aspect of a liberal arts education, and it therefore offers diverse courses that introduce non-majors to basic biological concepts and explore the implications of modern biology for various social and ethical issues. Our curriculum also offers courses in geology to inform majors and non-majors about the history of the Earth, geologic materials, and the physical processes operating within the Earth and on its surface.

Biology majors are required to take at least eight biology courses, six with laboratory. Required courses include Biology 131 and 132 (Introduction to Biology with laboratory) and either Biology 261 (Genetics with laboratory) or Biology 262 (Genetic Analysis, without laboratory). A student must earn a grade of C or better in Biology 131 and 132 to continue in the major. They must also complete Chemistry 181, 221, 222, 231 (all with laboratory); Mathematics 131, 132, or the equivalent (Mathematics 133, 134; Mathematics 136; or appropriate Advanced Placement); and Physics 111 and 112 (both with laboratory) or the equivalent (Physics 115 and 116, which include laboratories). Students may substitute Biology 150 (Introduction to Geology with laboratory) for either Physics 112 (or 116) or Chemistry 222, if these courses are not otherwise required for their academic program and the switch is approved by the Chair. Biology students normally complete the chemistry sequence before beginning their third year.

Since study beyond the undergraduate level is typically specialized, the Department encourages a balanced approach to the discipline by requiring its majors to include among their upper-division biology courses one course from each of the following broadly defined areas: (1) molecular and cellular biology, (2) organismal biology, and (3) ecological and evolutionary biology. Of the minimum total of eight biology courses, at least six must be taken at Holy Cross. Other courses, up to a maximum of 14, may be taken at Holy Cross or, with the Chair's permission, in other programs, such as Study Abroad, Study Away, the Worcester Consortium or summer school.

In addition to formal courses, the Department offers qualified students an opportunity to conduct research (Biology 401) in association with faculty members in their research laboratories. Opportunities also exist for students to pursue individual interests in faculty-directed readings courses based on

biological literature (Biology 405). Students conducting research for a thesis in the College Honors Program must elect Biology 407, 408.

## Biochemistry Concentration

The Departments of Biology and Chemistry jointly offer a concentration that focuses on the study of the chemistry underlying biological structure and function. Concentrators must be enrolled as either biology or chemistry majors. Participants take Biology 131 (or 120), 301, and 302 with laboratories; Chemistry 181, 221, 222, 231, and 336 (or equivalent); and one additional biology course with an associated biochemistry-oriented laboratory, in addition to the usual courses required of their major. Concentrators must also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year. Interested students should contact the Concentration Coordinator or the Chair of either department.

## Biological Psychology Concentration

The Departments of Biology and Psychology jointly offer a concentration that concerns the study of neuroscience and behavior. The concentration requires an understanding of various scientific fields including core areas of biology, psychology, chemistry, physics, mathematics, and computer science. Concentrators major in either biology or psychology, and have the opportunity to take courses designated as belonging in the concentration from either department. For Biology majors, additional requirements include Psychology 100 (Introduction to Psychology) and at least one of the four additional concentration courses from the Psychology Department. Students are exposed to original research throughout the concentration in a weekly seminar and by conducting two semesters of thesis research in their fourth year. Admission to the concentration is competitive and is limited to eight students per class year. Interested students should consult with the Concentration Coordinator or the Chair of the Biology or Psychology Department prior to registering for second-year courses.

**Advanced Placement Credit:** Students with AP credit in Biology do not receive credit toward the minimum number of course required by the major or advanced standing in the Biology curriculum.

## Courses

### Biology 114 — Biological Principles

*Fall, spring*

These courses introduce non-science majors to principles and modes of inquiry underlying the study of living things. Each course examines a subset of subject matter, which may range from biological molecules and cells to the structure and function of organisms to interactions of organisms with their environments. All courses in this series share the common goal of providing a rigorous introduction both to the methods of scientific inquiry and to the content of the discipline. Recently taught subjects include evolution, microbiology, cancer, environmental biology, the molecular biology of the HIV pandemic, toxicants and radiation, biology of the brain, biology of aging, human anatomy and physiology, and conservation biology. One unit.

### Biology 120 — General Biology 1

*Fall*

Fundamental principles of biology studied at the molecular and cellular levels of organization. Intended for third and fourth-year premedical students majoring in subjects other than biology. Includes laboratory. Prerequisite or Corequisite: Chemistry 221. One and one-quarter units.

### Biology 121 — General Biology 2

*Spring*

A continuation of Biology 120. A study of levels of biological organization from tissues to populations and the diversity of life. Includes laboratory. Prerequisite: Biology 120. One and one-quarter units.

### Biology 131 — Introduction to Biology 1

*Fall*

Selected topics emphasizing biological organization at the cellular and molecular levels. Designed for biology majors, this course is prerequisite for upper-division courses in the Department. Includes laboratory. One and one-quarter units.



**Biology 132 — Introduction to Biology 2***Spring*

A study of the structure, function, diversity, and evolution of plants, fungi and invertebrates. Includes laboratory. Open to biology majors and prospective biology majors. One and one-quarter units.

**Biology 140 — Environmental Geology***Alternate years, fall*

An introduction to the relationship between humans and the materials and processes of the Earth. This course focuses on three general topics: geological hazards, climate change, and natural resources. Students may not take both Biology 140 and Biology 150 (Introduction to Geology). One unit.

**Biology 150 — Introduction to Geology***Fall*

The physical processes operating on the earth and the history of the earth. Topics include the formation and physical properties of rocks and minerals, plate tectonics, geologic time, geologic hazards, weathering and erosion, global climate change, and the geology of mineral and energy resources. Field trips to local geologic sites provide hands-on experience using classic and modern approaches to investigating the earth and its history. Open to all students. Particularly suitable for Biology majors interested in paleontology, ecology, or evolution and for Environmental Studies majors, or concentrators. Includes laboratory. One and one-quarter units.

**Biology 199 — Introductory Problems in Biology***Annually*

A first-time course offering in various sub-disciplinary topics of biology.

**Biology 210 — Geomorphology***Spring*

This course is an introduction to landforms and the geologic processes that modify Earth's surface. Topics include tectonic, hillslope, glacial, and river processes; modern quantitative methods of investigating landscapes; and the influences of humans, climate, and biologic activity on surficial processes and the physical environment. Includes computer and field work in the weekly laboratory. One and one-quarter units.

**Biology 213 — Comparative Vertebrate Morphology***Fall*

The structure, function, development and evolution of the skeletal, muscular, nervous, respiratory, circulatory, digestive and urogenital systems of the chordates, with special emphasis on vertebrates. Includes laboratory. Organismal biology. Prerequisite: Biology 131. One and one-quarter units.

**Biology 220 — Entomology***Fall*

An introduction to insects covering diversity, morphology, physiology, ecology and behavior, as well as considerations of the economic and medical importance of insects. Includes laboratory. Organismal biology. Prerequisite: Biology 131 and 132. One and one-quarter units.

**Biology 223 — Microbiology***Fall*

A comprehensive introduction to microbiology. This course provides an overview of microorganisms, including their structure and function, growth, ecology, genetics, taxonomy, and evolution. Emphasis is placed on prokaryotes and viruses. The laboratory emphasizes enrichment and pure culture methods, diagnostic microbiology, and physiology. Includes laboratory. Molecular and cellular biology. Prerequisites: Biology 120 or 131; Prerequisite or Corequisite: Chemistry 222. One and one-quarter units.

**Biology 233 — Freshwater Ecology***Fall*

A comprehensive introduction to the hydrology, chemistry, and ecology of freshwater ecosystems. The laboratory component includes field work in several ecosystems (lake, stream, reservoir, river and wetland) and laboratory work characterizing the chemistry and biology of these diverse ecosystems. Includes laboratory and field work. Ecological and evolutionary biology. Prerequisite: Biology 132. One and one-quarter units.

**Biology 250 — Field Botany***Alternate years, fall*

An introduction to the local vascular flora, emphasizing identification of ferns, woody plants and plants flowering in the fall. The course will include training in use of field guides and technical keys and preparation of herbarium specimens. Includes field and laboratory work. Organismal biology. Prerequisite: Biology 132 or permission. One unit.

**Biology 255 — Vertebrate History***Spring*

A survey of vertebrate history, with emphasis on the anatomical and physiological transformations that occurred at the evolutionary originations of the major vertebrate groups. Structure and function of both extant and extinct taxa are explored, as documented by modern fauna and the fossil record. Includes laboratory. Organismal biology. Prerequisites: Biology 131 and 132. One and one-quarter units.

**Biology 261 — Genetics***Fall*

The mechanisms of heredity and genetic analysis. Topics include Mendelian inheritance, chromosome structure and function, genetic mapping, molecular genetics, mutation, genetic regulation, and population genetics. The laboratory emphasizes genetic principles through experimental work with bacteria, fungi, vascular plants, and fruit flies, and interpretive studies in human genetics. Includes laboratory. Prerequisites: Chemistry 221 and Biology 131 and 132. One and one-quarter units.

**Biology 262 — Genetic Analysis***Every third year, spring*

The mechanisms of heredity and genetic analysis. Topics include Mendelian inheritance, chromosome structure and function, genetic mapping, molecular genetics, mutation, genetic regulation, and population genetics. This course is a nonlaboratory equivalent of Biology 261. Prerequisites: Chemistry 221 and Biology 131 and 132. One unit.

**Biology 266 — Cell Biology***Spring*

The structure and function of cells of higher organisms, both animal and plant, are considered along with aspects of metabolism and enzyme action. Special topics such as growth regulation or function of the immune system may be discussed according to student interest. The critical evaluation of experimental evidence is emphasized. Includes laboratory. Molecular and cellular biology. Prerequisites: Biology 131 or 120; Biology 261 or 262, and Chemistry 221 is recommended. One and one-quarter units.

**Biology 267 — Neurobiology***Spring*

A study of the nervous system at multiple levels, from molecular to the systems level. Major topics cover the range of these levels and include: structure of the nervous system and neurons, generation of electric signals, synapses, structure and function of sensory and motor circuits, and a discussion of higher order processing. Includes laboratory. Molecular and cellular biology. Prerequisites: Biology 120 or 131. One and one-quarter units.

**Biology 275 — Biological Statistics***Spring*

An introduction to the handling, analysis, and interpretation of biological data. Topics include descriptive statistics, probability distributions, goodness of fit tests, hypothesis testing, analysis of variance, regression, and correlation. Prerequisites: Biology 120 or 131 or permission. One unit.

**Biology 280 — General Ecology***Fall*

A broad introduction to the study of relationships between organisms and their environments, with coverage of individual organisms, populations, communities and ecosystems, as well as natural history of New England. Includes laboratory and field work. Ecological and evolutionary biology. Prerequisite: Biology 131 and 132. One and one-quarter units.

**Biology 283 — Evolution***Annually*

An inquiry-based approach to the study of evolution and Darwin's theory of natural selection. Most attention will be devoted to empirical work that addresses conceptual issues in evolutionary biology, including natural selection, speciation, coevolution, sexual selection, molecular evolution, analysis of adaptation, evolutionary biogeography, and micro- versus macroevolution. Ecological and evolutionary biology. Prerequisites: Biology 131 and 132. One unit.

**Biology 287 — Ethology and Behavioral Ecology***Alternate years*

A comparative look at animal behavior and the evolutionary forces that shape it. Topics include physiological mechanisms of behavior, behavioral genetics and heritability, communication, foraging, competition and cooperation, mating and parenting systems, and social behavior. The importance of good experimental design and the proper role of modeling in behavioral studies are emphasized. Field projects are included. Ecological and evolutionary biology. Prerequisite Biology 131 and 132 or permission. One unit.

**Biology 299 — Intermediate Problems in Biology***Annually*

A first-time course offering in various sub-disciplinary topics of biology.

**Biology 301 — Biochemistry 1***Fall*

A detailed study of the chemistry of biological molecules. Topics include the structural chemistry of the major classes of biological compounds, enzyme catalysis, bioenergetics, metabolic regulation, glycolysis, gluconeogenesis, beta-oxidation of fatty acids, tricarboxylic acid cycle, electron transport chain and oxidative phosphorylation. Molecular and cellular biology. Equivalent to Chemistry 301. Prerequisites: Chemistry 222. One unit.

**Biology 302 — Biochemistry 2***Spring*

A continuation of Biology 301. Topics include the chemistry, enzymology and regulation of lipid, protein and carbohydrate metabolism, photosynthesis, DNA replication, transcription, and translation. Molecular and cellular biology. Prerequisite: Biology 301 or Chemistry 301. One unit.

**Biology 303 — Biochemistry 1 Laboratory***Fall*

This laboratory accompanies Biology 301 and introduces students to experimental methods used for the purification and characterization of biological molecules through a multi-week, full-semester procedure. While conducting the steps of this overall procedure, students gain experience with a wide range of biochemistry lab techniques including column chromatography, gel electrophoresis, Western blotting, and enzyme activity assays. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation. Prerequisite or corequisite: Biology 301. One-half unit.

**Biology 304 — Biochemistry 2 Laboratory***Spring*

This laboratory accompanies Biology 302 and introduces students to the principles and methods of molecular biology as they relate to the modern practice of laboratory biochemistry. Through a multi-week, full-semester procedure, students are exposed to a wide-range of techniques including genomic DNA isolation, PCR, plasmid DNA construction, sequence analysis and recombinant protein expression. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation. Prerequisite or corequisite: Biology 302. One-half unit.

**Biology 331 — Ecosystem Ecology***Spring*

The course covers the history of ecosystem ecology, biogeochemical cycles and budgets, ecosystem energetics and trophic structure, and the response of ecosystems to disturbance and human-accelerated environmental change. The latter part of the course emphasizes discussion of recent primary literature that contributes to the conceptual framework underlying the management and conservation of diverse ecosystems. Ecological and evolutionary biology. Prerequisites: Biology 131 and 132. One unit.

**Biology 341 — Virology***Fall*

This course is a general introduction to virology. It covers virus classification and structure, how viruses enter cells and replicative effects of viruses on host cells, interactions with the host immune system and viral disease. Molecular and Cellular. Prerequisites: Biology 261 or 262 or 266. One unit.

**Biology 361 — Toxicology***Annually*

The study of adverse effects of chemicals on biological systems. Topics include measurements of toxicity; dose-response relationships; the absorption, distribution, metabolism and excretion of toxicants; targets of toxicity; genetic toxicology; carcinogenesis; developmental toxicity; environmental toxicology; and regulatory toxicology. Organismal biology. Prerequisites: Chemistry 222 and Biology 120, 261, or 262. One unit.

**Biology 381 — Conservation Biology***Alternate years, spring*

A study of the effects of human activity on biological diversity at the population and system levels. Topics include the underlying philosophical approaches to conservation, techniques for measuring biological diversity, for assessing and predicting changes, the principles of management and restoration and the use of mathematical models in management. Classes will be a mix of lecture on general principles plus student-led discussion of case studies and of the recent conservation literature. Ecological and evolutionary biology. Prerequisite: Biology 261 or 262 or 233 or 280 or 331. One unit.

**Biology 390 — Animal Physiology***Annually*

A comparative approach to the functioning of cells, organs, and organisms. Major themes are homeostasis, control mechanisms, and adaptation to the environment. Topics include: excitable and contractile cell physiology, energy metabolism and temperature regulation, respiration and circulation, digestion, water balance, and coordination and control of these systems by neuroendocrine mechanisms. Includes laboratory. Organismal biology. Prerequisites: Chemistry 231 and Biology 120 or 131. Prerequisite or Corequisite: Physics 111 or 115. One and one-quarter units.

**Biology 392 — Molecular Immunology***Alternate years*

The course examines the components of the immune system. It covers the genetics, structure and function of antibodies, immune receptors and messengers, tolerance, hypersensitivity, autoimmunity and immunodeficiency. Includes laboratory. Molecular and cellular biology. Prerequisites: Biology 261, 262 or 266. One and one-quarter units.

**Biology 399 — Advanced Problems in Biology**

*Annually*

A first-time course offering in various sub-disciplinary topics of biology.

**Biology 401 — Undergraduate Research**

*Annually*

Individual experimental investigation and associated study of the scientific literature under the direct supervision of a member of the faculty. The number of positions is limited; students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated. Prerequisite: permission of instructor. One semester may be counted toward the biology major; additional semesters may be taken for college credit. One and one-quarter units.

**Biology 405 — Directed Reading**

*Annually*

An in-depth literature study of a topic of interest to the student under the tutorial supervision of a member of the faculty. Prerequisite: permission of instructor. One unit.

**Biology 407, 408 — Honors Research**

*Annually*

Individual experimental investigation and associated study of the scientific literature under the direct supervision of a faculty member. Students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated. One semester may be counted towards the biology major; additional semesters may be taken for college credit. Open only to students in the College Honors Program. One and one-quarter units each semester.

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# Chemistry

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Richard S. Herrick, Ph.D., *Edward H. O'Rourke Professor in Liberal Arts*

Ronald M. Jarret, Ph.D., *Professor and Class Dean*

Joshua R. Farrell, Ph.D., *Thomas E. D'Ambra Associate Professor of Chemistry*

Kenneth V. Mills, Ph.D., *Associate Professor and Chair*

Kevin J. Quinn, Ph.D., *Associate Professor*

Frank Vellaccio, Ph.D., *Associate Professor and Senior Vice President*

Amber Hupp, Ph.D., *Assistant Professor*

Jude A. Kelley, Ph.D., *Assistant Professor*

Brian R. Linton, Ph.D., *Assistant Professor*

Sarah A. Petty, Ph.D., *Assistant Professor*

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Maria Fistik, M.S., *Laboratory Supervisor*

Hans Mentzen II, Ph.D., *Laboratory Supervisor*

The Department of Chemistry (<http://academics.holycross.edu/chemistry>) is counted among the nation's top producers of chemistry graduates certified by the American Chemical Society. The Chemistry curriculum provides students with a solid background in fundamental principles and theories of chemistry with hands-on experience using state-of-the-art laboratory equipment. Students gain experience and knowledge in all the major areas of modern chemistry including organic, analytical, physical, inorganic, and biochemistry and have an opportunity to focus their program on a particular area of chemistry through research and elective courses. The overall curricular program is laboratory intensive, beginning with the Discovery Chemistry Core courses in general and organic chemistry. These courses use a guided inquiry approach, in which fundamental concepts are first encountered in the laboratory and subsequent lecture sessions are used to discuss and elaborate on the laboratory experience. Advanced courses build on this firm foundation, continuing to develop the skills and knowledge needed to become effective scientists and independent researchers. The program develops the verbal and written communication skills of students by emphasizing the importance of clarity in laboratory reports and oral presentations or poster (required of all students who elect to do research).

A major strength of the Department is its undergraduate research program. Qualified students, working in association with faculty members, have an opportunity to conduct research in a wide range of chemistry fields during the academic year through one or more research courses (Chemistry 389, 390, 405/406, 407/408 and 410). Also, summer research positions with monetary stipends are usually available on a competitive basis. Involvement in a significant research project is strongly recommended for those majors interested in attending graduate school for an advanced degree in chemistry.

## The Chemistry Major

Chemistry majors are required to successfully complete nine chemistry courses with six required labs as described below. Chemistry majors also must take the first semester of physics with lab (General Physics 1 or General Physics in Daily Life 1) and Calculus through Math 134 or 136, normally by the end of the second year.

All Chemistry majors must begin with the Discovery Chemistry Core, which includes Atoms and Molecules (CHEM 181), Organic Chemistry 1 (CHEM 221), Organic Chemistry 2 (CHEM 222), and Equilibrium and Reactivity (CHEM 231). Each of these courses includes lab and they are typically taken in the order listed above during the first and second year. The path to the major normally continues with Instrumental Chemistry and Analytical Methods (CHEM 300) followed by Quantum

Mechanics and Spectroscopy (CHEM 335). CHEM 300, which introduces experimental and instrumental methods essential to modern chemistry, is considered a gateway course to the upper level of the curriculum. Each course integrates lecture and lab. Majors complete their chemistry curriculum with two advanced courses, chosen from Biochemistry (CHEM 301 or BIOL 301), Chemical Thermodynamics (CHEM 336), and Inorganic Chemistry (CHEM 351), and with one other non-research CHEM elective at the 300-level. Premedical or pre dental students wishing to complete a B.A. in chemistry are reminded that a second semester of physics, with lab, is required for both the premedical and pre dental programs.

**American Chemical Society (ACS) Certification.** Students wishing to receive ACS certification for their degree must complete the four courses in the Discovery Chemistry Core, as well as CHEM 300, CHEM 301 or BIOL 301, CHEM 335, CHEM 336, CHEM 351, and a non-research CHEM elective at the 300-level. Students must also take one half-semester lab chosen from either Biochemistry Lab (BIOL 303 or BIOL 304) or Inorganic Chemistry Lab (CHEM 352). Additionally, two semesters of 400-level research along with a comprehensive research report are required. To receive certification, Chemistry Majors must also take two semesters of physics with lab (General Physics 1 and 2 or General Physics in Daily Life 1 and 2) and Calculus through Math 134 or 136.

## Departmental Honors Program

To graduate with Department Honors a student must have completed the courses required for ACS certification, obtained a minimum GPA of 3.40 in CHEM courses as reported by the Registrar, taken two additional courses (which could include research courses), performed a significant quantity and quality of research as determined by the research advisor (or department chair for off-campus projects), and completed an acceptable honors-level capstone written project based on the research.

## The Chemistry Minor

The Chemistry Minor is a six-course program designed to allow students with an interest in chemistry an opportunity to participate in the exciting Discovery Chemistry Core curriculum and to explore advanced work in one or more of the five foundation areas of chemistry: analytical, physical, inorganic, organic and biochemistry. All Chemistry minors begin their curriculum with the Discovery Chemistry Core, which includes Atoms and Molecules (CHEM 181), Organic Chemistry 1 (CHEM 221), Organic Chemistry 2 (CHEM 222), and Equilibrium and Reactivity (CHEM 231). Chemistry minors then choose and successfully complete two courses. One course must be Instrumental Chemistry and Analytical Methods, CHEM 300, which introduces experimental and instrumental methods essential to modern chemistry. This is considered a gateway course to the upper level of the curriculum. The final course to complete the minor may be any 300-level CHEM listed non-research course. Enrollment in the minor may be initiated as early as the second semester of the second year.

## Biochemistry Concentration

The Departments of Biology and Chemistry jointly offer a concentration that focuses on the study of the chemistry underlying biological structure and function. Concentrators must be enrolled as either biology or chemistry majors. Participants take Biology 120 or 131 and the Discovery Chemistry Core, which includes Chemistry 181, 221, 222 and 231. Students must also take Biology 301 or Chemistry 301, as well as Biology 302, 303 and 304, Chemistry 336, and one additional biology course with an associated biochemistry-oriented laboratory (only chemistry majors can count Biology 261 for this course). Students must also complete the usual requirements for their major. Concentrators also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year. Students enrolled in the Biochemistry Concentration are not eligible for the Chemistry Minor.

## Other Programs Involving Chemistry

**Environmental Studies Concentration:** Students interested in concentrating in Environmental Studies are required to take a number of science courses. The Chemistry Department regularly offers environmentally related courses including Environmental Chemistry (CHEM 141), Equilibrium and Reactivity (CHEM 231), Instrumental Chemistry and Analytical Methods (CHEM 300). In addition, environmental capstone research projects are typically available in association with selected faculty members.

**Premedical Program:** Students in the premedical program must successfully complete the Discovery Chemistry Core (CHEM 181, 221, 222, 231), typically taken in the order listed and beginning in the first or second year.

**Teacher Education Program:** Students in the teacher education program will meet all chemistry requirements for certification as a secondary or middle school chemistry teacher in Massachusetts (MA Chemistry License), with successful completion of the Chemistry Major plus one course/project in the history and philosophy of science (e.g., PHIL 271). Students should select one course in biochemistry as one of their electives. Formal application to the Teacher Education Program (TEP) and additional education courses are also required for licensure. Since Massachusetts teacher certification requirements continue to evolve, students should work closely with the Chemistry Department TEP Liaison to make sure all state requirements are met.

**Advanced Placement Credit:** Knowledge and experience gained in high school AP courses provide an excellent background for our Discovery Chemistry Core. While AP credit in Chemistry cannot be counted towards the minimum number of courses required in the major or advanced standing in the chemistry curriculum, this credit can count towards the 32-course graduation requirement.

## Courses

### Chemistry 141 — Environmental Chemistry

*Every third year*

Investigates the chemistry of the Earth's environment through systematic studies of our atmosphere, hydrosphere and lithosphere and the exchange and interplay between them. The primary focus of the course will be environmental change taking place today including those that threaten plant and animal habitats and pose hazards to human health. Understanding of our environment and current threats to it will be gained through a combination of readings, lectures, discussions, demonstrations, and problem sets. One unit.

### Chemistry 144 — Chemistry and Society

*Annually*

Acquaints non-science majors with chemistry as a human endeavor and helps them acquire some appreciation of the benefits and limitations of science. Readings from the current popular and scientific literature are examined to illustrate the relationships of science to society. Some of the basic concepts and principles of chemistry necessary for an understanding of environmental problems will be considered in detail. One unit.

### Chemistry 181 — Atoms and Molecules

*Fall*

This introductory general chemistry course leads students to explore in-depth the scientific method through the formulation and testing of hypotheses in the laboratory. Laboratory experiments lead students to discover basic principles, i.e., stoichiometric relationships, electronic configuration and molecular structure. Lectures will explain and expand upon laboratory results. This course is suitable for students seeking to satisfy the science distribution requirements. It is also the first course in the sequence for science majors and premedical students. The lecture portion of this course meets four hours per week. One two-hour "discovery" laboratory session per week is included. One and one-half units.

### Chemistry 221 — Organic Chemistry 1

*Spring*

A study of organic compounds from the points of view of the chemistry of the functional groups, modern structural theory and reaction mechanisms. The chemistry of aliphatic hydrocarbons, alkenes, alkynes, dienes, alkyl halides, alcohols and ethers is introduced in a discovery mode. Substitution, addition and elimination mechanisms are studied in detail. Emphasis is placed on stereochemistry. The lecture portion meets four hours per week. One two-hour "discovery" laboratory session per week is included. Students learn various techniques of separation, purification, and spectroscopic analysis of organic compounds in the labora-

tory. There is an emphasis on one-step synthetic conversions which introduce the reactions to be studied in the lecture course. Prerequisite: Chemistry 181. (It is strongly recommended that students with a grade below C in Chemistry 181 do not continue with Chemistry 221 (see Chemistry 110)). One and one-half units.

### **Chemistry 222 — Organic Chemistry 2**

*Fall*

A continuation of Chemistry 221. Aromatic compounds, alcohols, ethers, aldehydes, ketones, amines, carboxylic acids and their derivatives are studied. Aromatic substitution, acyl transfer and carbonyl condensation reactions are developed. The mechanistic implications and synthetic applications of these organic reactions are evaluated. One four-hour "discovery" laboratory session per week is included. Microscale synthetic techniques and identification (chemical and spectroscopic) of organic compounds are included. Prerequisite: Chem 221. (A student should obtain a grade of C or better in Chemistry 221 to continue in Chemistry 222.) One and one-half units.

### **Chemistry 231 — Equilibrium & Reactivity**

*Spring*

Focuses on studying and understanding the role equilibrium, thermodynamics and kinetics play in chemical systems. Specific topics include phase and chemical equilibria, colligative properties of solutions, acid/base equilibria, chemical kinetics, electrochemistry, thermodynamics including enthalpy, entropy and free energy, and gas laws. Laboratory focused, this general chemistry course also introduces students to modern analytical instrumentation (such as UV-Vis spectrophotometer and GC-TCD) while developing critical wet chemical analytical techniques. Knowledge and skills gained in Chem 181, 221 and 222 will be built upon with an emphasis on obtaining quantitative understanding. One four-hour "discovery" laboratory session per week is included. Prerequisites: Chemistry 222 (or permission of Chair) and one semester of college calculus. One and one-half units.

### **Chemistry 300 — Instrumental Chemistry and Analytical Methods**

*Annually*

The application of instrumentation to chemical research and analysis has had a dramatic impact on the field of chemistry. As chemists, we must understand how instrumentation works in order to exploit its capabilities. This course focuses on spectroscopic, chromatographic and mass spectrometric methods of analysis. Specific analytical techniques included are molecular and atomic UV-Vis spectroscopy, infrared spectroscopy, electrochemistry, TLC, GC, HPLC, and mass spectrometry (GC-MS). Laboratory and lecture work emphasize understanding instrumental design, major analytical methods of analysis and method development. When the student finishes this course he or she should be able to understand how and/or why instruments are designed to operate according to certain specific criteria and make intelligent choices among several possible ways of solving an analytical problem. Furthermore, the student should have confidence in his/her ability to work with modern chemical instrumentation. One four-hour laboratory session per week is included. Prerequisite: Chemistry 231, prerequisite or corequisite: Physics 111 (with laboratory) or Physics 115. One and one-half units.

### **Chemistry 301 — Biochemistry**

*Annually*

A detailed study of the chemistry of biological molecules, with a focus on the structure of biological macromolecules and the chemical mechanism of biochemical transformations. Topics may include the structure and synthesis of proteins, nucleic acids, carbohydrates and lipids, enzymatic catalysis, biological thermodynamics, glycolysis and gluconeogenesis, the citric acid cycle, fatty acid oxidation, oxidative phosphorylation, and metabolic regulation. A strong background in thermodynamics and organic chemistry is highly recommended. This course may serve as a prerequisite for Biology 302. Students may not count both Biology 301 and Chemistry 301 for credit. Prerequisites: Chemistry 222 and 231. One unit.

### **Chemistry 304 — Synthetic Organic Chemistry**

*Every third year*

Covers a selection of modern synthetic methods and reagents used in organic chemistry. Topics to be presented include oxidation/reduction, organometallic reactions, functional group interconversions, protecting group strategies, enolate additions, and pericyclic reactions with a focus on asymmetric synthesis. The course will build upon the individual methods discussed to ultimately demonstrate their combined use in the synthesis of complex organic molecules. Prerequisite: Chemistry 222. One unit.

### **Chemistry 309 — Spectroscopy**

*Every third year*

This course focuses on chemical structure identification through the interpretation of spectroscopic data. With a concentration on organic molecules, Mass, Vibrational (IR and Raman), and Magnetic Resonance (NMR and EPR) spectra are analyzed. There is an emphasis on NMR spectroscopy (including an introduction to modern multipulse techniques) to elucidate molecular structure. The course is conducted with a problem-solving approach and student participation is expected. Prerequisite: Chemistry 222. One unit.



**Chemistry 317 — Nanotechnology***Every third year*

Introduces students to nanometer scale material and devices. Materials in this size regime often possess unusual properties that have application in molecular electronics, medical diagnostics and devices, molecular motors, and self-assembly and surface chemistry. Students will read a variety of books and scientific articles from peer reviewed journals. Nanotechnology is a multidisciplinary field of study where projects often require collaborations between chemists, physicists, biologists and engineers. Students other than chemistry majors who have completed the prerequisites are encouraged to enroll to broaden both their own perspective and that of the class. Prerequisites: Chemistry 222 and 231. One unit.

**Chemistry 335 — Quantum Mechanics and Spectroscopy***Annually*

The course is a study of the basic concepts, principles and methods of modern physical chemistry. Physical chemistry asks “how?” and/or “why?” things happen as they do. Here, the emphasis will be on developing a deeper understanding of the microscopic properties that govern chemical phenomena. The topics covered may include quantum mechanics, statistical mechanics, spectroscopy, group theory, and kinetics and computational chemistry. One four-hour laboratory session per week is included. In the lab you will learn techniques and analyses related to physical chemistry and will develop your scientific writing skills. Prerequisites: Chemistry 231 and Mathematics 134 or Mathematics 136 and Physics 111, (with laboratory) or Physics 115. One and one half units.

**Chemistry 336 — Chemical Thermodynamics***Annually*

This course is a study of the basic concepts, principles and methods of classical physical chemistry. Physical chemistry asks “how?” and/or “why?” things happen as they do. Here, the emphasis will be on developing a deeper understanding of the macroscopic properties that govern chemical phenomena. The topics covered may include thermodynamics, chemical and phase equilibria, kinetics, reaction dynamics, statistical mechanics, and complex solution behavior. Prerequisites: Chemistry 231 and Mathematics 134 or 136 and Physics 111 (with laboratory) or Physics 115, 116. One unit.

**Chemistry 351 — Inorganic Chemistry***Spring*

Group theory and modern theories of bonding are used to discuss structural and dynamic features of inorganic compounds. The structure and bonding of transition metal coordination compounds are related to various reaction mechanisms. The principal structural and mechanistic features of transition metal organometallic chemistry are studied with emphasis on catalysis of organic reactions. The role of inorganic chemistry in biological systems is also explored. Prerequisite or Co-requisite: Chemistry 335. One unit.

**Chemistry 352 — Inorganic Chemistry Lab***Annually*

This advanced laboratory course is designed to introduce students to the synthetic and characterization methods of modern inorganic chemistry. Students synthesize and purify compounds by a variety of techniques. Compounds are characterized using modern instrumentation. The course emphasizes synthetic techniques and analysis of compounds using various spectroscopic techniques; learning is reinforced by report writing. Prerequisite or co-requisite: Chemistry 351. One-quarter unit.

**Chemistry 361 — Biophysical Chemistry***Every third year*

This course aims to develop an understanding of the chemical interactions that govern the structure and function of biological molecules. A thorough discussion of the spectroscopic techniques used in modern research for analyzing such molecules will be incorporated. In addition, the course covers topics in protein folding and mis-folding (as associated with disease), focusing in particular on the thermodynamic and kinetic processes involved. Time will be spent reading and discussing primary literature with an emphasis on interpreting the results obtained by others. One unit.

**Chemistry 381 — Bioinorganic Chemistry***Every third year*

This course is organized around the important biological proteins, enzymes and other biological systems that utilize metal ions. An important goal is to explain their functional/positional importance based on the chemistry at the metal center(s). Topics include bioinorganic systems such as photosynthesis, hemoglobin/myoglobin and other iron proteins, copper proteins, and the biochemistry of zinc. Current research efforts in the field are discussed to demonstrate the dynamic nature of the subject. Prerequisite: Chemistry 351. One unit.

**Chemistry 389 — Introduction to Research***Fall, spring*

Involves a commitment to join a research group. Specific activities will be established with the individual Research Advisor but may include: attendance of group meetings, working on a lab or computer project with other group members, and/or reading/discussing literature related to group research. The course is by

permission only. It is taken as an overload and receives no grade. It may be taken more than once. Interested students are invited to apply early in the fall or spring of the second, third or fourth year. The candidate's academic record will be reviewed to determine if the student could reasonably benefit from such a program. Prerequisites/Corequisites: Chemistry 222 or 231. No units.

### **Chemistry 390 — Independent Research**

*Fall, spring*

Involves an original and individual experimental investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. The culmination of all research projects will be a report. The course is by permission only. Interested students are invited to apply before the registration period in the spring of the second or third year or the fall of the third or fourth year. The candidate's academic record will be reviewed to determine if the student could reasonably benefit from such a program. This course does not count toward the minimum number of chemistry courses required of the major. Prerequisites: Chemistry 222 and 231 or prior research experience at Holy Cross. One unit.

### **Chemistry 399 — Special Topics**

*Annually*

Courses explore various topics in chemistry. The subject and format varies with each offering. One unit.

### **Chemistry 405, 406 — General Research 1 and 2**

*Fall, spring*

Involves an original and individual experimental and/or computational investigation with associated literature study in one of the fields of chemistry under the supervision of a member of the faculty. The culmination of all research projects will be a report, as well as an oral presentation to be given during the spring semester. Students will be required to attend the weekly department seminar program (fall and spring). Chemistry 405 is the first course of the consecutive two-semester research experience and carries no course credit; it is taken as an overload, on an "in-progress" basis. A grade will be given upon completion of Chemistry 406, which carries one and one-half units. Satisfactory completion of Chemistry 405 (including a poster presentation) is a prerequisite for Chemistry 406. Each course is by permission only. Interested students are invited to apply before the registration period in the spring of the second or third year. Application in the first year requires nomination by a faculty member. Taking Chemistry 405 in the spring semester requires approval of the Department Chair. The candidate's academic record will be reviewed to determine if the student could reasonably benefit from such a program. Prerequisites: Chemistry 222 and 231 or prior research experience at Holy Cross. One and one-half units.

### **Chemistry 407, 408 — General Research 3 and 4**

*Fall, spring*

This program builds on the experiences gained in Chemistry 405 and 406. The second year of research provides the opportunity for further in-depth investigations. The culmination of all research projects will be a report and oral presentation to the chemistry faculty during the spring semester. Students will be required to attend the weekly departmental seminars program (fall and spring). Chemistry 407 is the first course of this consecutive two-semester research experience and carries no course credit; it is taken as an overload, on an "in-progress" basis. A grade will be given upon completion of Chemistry 408, which carries one and one-half units. Chemistry 408 can not be counted toward the required minimum number of chemistry courses. Satisfactory completion of Chemistry 407 (including a poster presentation) is a prerequisite for Chemistry 408. Both Chemistry 407 and 408 are by permission only. Interested students normally apply before the registration period in the spring of the third year. The candidate's academic record to date, with particular attention given to performance in Chemistry 405 and 406, will be reviewed to determine if the student could reasonably benefit from such a program. Prerequisites: Chemistry 405 and 406. One and one-half units.

### **Chemistry 410 — Advanced Research**

This program builds on the experiences gained in prior research courses, providing the opportunity for further in-depth investigations. The culmination of all research projects will be a written report and a presentation to the chemistry faculty. Students will be required to attend the weekly departmental seminars program. This course is by permission only. Interested students normally apply to the department before the relevant registration period. The candidate's academic record to date, with particular attention given to performance in prior research courses, will be reviewed to determine if the student could reasonably benefit from such a program. Prerequisites: Chemistry 390, 405/406 or 407/408. One and one-quarter units.

# Classics

Thomas R. Martin, Ph.D., *Jeremiah W. O'Connor Jr. Professor and Chair*

Blaise J. Nagy, Ph.D., *Professor*

Nancy E. Andrews, Ph.D., *Associate Professor*

Mary K. Ebbott, Ph.D., *Associate Professor*

John D. B. Hamilton, Ph.D., *Associate Professor*

Ellen E. Perry, Ph.D., *Associate Professor*

D. Neel Smith, Ph.D., *Associate Professor*

Timothy A. Joseph, Ph.D., *Assistant Professor*

Eugenia Lao, Ph.D., *Assistant Professor*

William J. Ziobro, Ph.D., *Associate Professor Emeritus*

Aaron M. Seider, Ph.D., *Visiting Assistant Professor*

Edward J. Vodoklys, S.J., Ph.D., *Senior Lecturer*

The curriculum of the Classics Department affords students the opportunity to study the Greek and Roman sources of Western culture. Courses are available in Greek and Latin at the introductory, intermediate, and advanced levels. For the major and non-major alike, there are offerings in Greek and Roman history, politics, philosophy, religion, mythology, and literature—none of which presupposes any knowledge of the ancient languages. With two archaeologists on its staff, the Department also offers courses in Mediterranean archaeology at various levels, from beginning to advanced. The overall aim of the Department is to enhance the cultural background and the language skills of all its students through a variety of instructional methods. Resources, such as the Perseus Project and the Thesaurus Linguae Graecae, are available in the Department's St. Isidore of Seville Computer Lab, where students can pursue individual research projects using open-source software and where seminars take place in which information technology is an important component.

For the student who chooses Classics as a major, the Department offers a wide selection of courses, seminars, and occasional tutorials that provide a comprehensive view of the ancient civilizations of Greece and Rome. The program for majors is designed to develop a command of the Classical languages, to introduce the student to the techniques of textual and historical analysis, and to survey the Greek and Roman worlds through literary, historical and archaeological evidence. The Classics major thus acquires a familiarity with the subtleties and intricacies of inflected languages, an ability for creative expression through the accurate translation of prose and poetry, and a critical knowledge of the texts, material culture and institutions which form the foundations of Western Civilization. In addition, the classroom experience can be enhanced by participation in first-rate study abroad programs in Rome and Athens. Recent Classics majors have pursued advanced degrees at several of the finest institutions of higher learning in the country, and have followed careers in secondary school teaching, journalism, law, business, medicine, banking, and software development, among others.

A minimum of 10 courses is required for a major in Classics. To satisfy the language requirements of the Classics major, a student will typically take at least one semester of an author-level course in one of the languages (Greek or Latin) and complete the intermediate level in the other. Normally, majors take no fewer than eight courses in the original languages. Adjustments to the language requirements can be approved by the chair of the Department.

The Department offers three merit scholarships—two Rev. Henry Bean, S.J., Scholarships (annually) and the Rev. William Fitzgerald, S.J., Scholarship (every four years)—to incoming students with distinguished academic records who major in the Classics at Holy Cross. Recipients of these scholarships are granted full tuition, independent of need. Each scholarship is renewable annually, provided that the student maintains a strong academic record and continues to be a highly visible Classics major. Candidates should address inquiries to: Classics Department, College of the Holy Cross, Worcester, MA 01610. The application deadline is Feb. 1.

**Advanced Placement Credit:** Students with AP credit in Latin may be placed in 300-level Latin courses but do not normally receive credit toward the major.

## Courses

### *Latin*

#### **Latin 101, 102 — Introduction to Latin 1, 2**

*Annually*

A grammar course introducing the student to the Latin language and its literature. One unit each semester.

#### **Latin 213, 214 — Intermediate Latin 1, 2**

*Annually*

For students who have completed two years of pre-college Latin or Latin 101 and 102. This course includes a brief grammar review and selected readings from Latin authors. One unit each semester.

#### **Latin 315 — Readings in Latin**

*Fall*

A survey of Latin Literature from its early remains to the Silver Age. Selected authors are read in the original with analysis and discussion of each text. Prerequisite is Latin 214 or the equivalent. One unit each semester. For all Latin courses at the 300 level, the prerequisite is either Latin 214 (Intermediate Latin 2), Latin 315 (Readings in Latin), or their equivalent. Students without these specific prerequisites should consult the Chair of the Department. One unit.

#### **Latin 320 — Sallust and Livy**

*Every third year*

Extensive readings from the works of Sallust and Livy. Study of the sources and methods of Roman historiography. One unit.

#### **Latin 321 — Tacitus, Major and Minor Works**

*Every third year*

Concentrates on the *Annales* of Tacitus. Consideration is given to the *Historiae*, *Agricola*, and *Germania*. One unit.

#### **Latin 322 — Cicero's Speeches**

*Every third year*

Selected orations of Cicero are read in the original. Emphasis is placed on rhetorical analysis and on the interpretation of historical and political developments of the first century B.C. One unit.

#### **Latin 323 — Roman Letter Writers**

*Every third year*

Selected letters of Cicero and Pliny are read in the original Latin, while those of Seneca are read in English. Consideration is also given to historical background and to the development of letter writing as a literary form. One unit.

#### **Latin 324 — Juvenal**

*Every third year*

A detailed study of selected satires of Juvenal. Although emphasis is placed on the literary analysis of satire, some attention is also given to Juvenal's works as a source for understanding first century A.D. Rome. One unit.

#### **Latin 325 — Petronius**

*Every third year*

A textual analysis of the *Satyricon* and its reflection of the reign of Nero and the social, religious, and political developments in the first century A.D. One unit.

#### **Latin 334 — Lucretius**

*Every third year*

An extensive examination of the poetic and philosophic message of Lucretius' Epicurean poem, *De rerum natura*. One unit.

#### **Latin 343 — Horace: The Odes**

*Every third year*

Selected poems from the four books of Odes are read in the original. Emphasis is placed on literary analysis and interpretation. In addition, students read a sampling of Horace's other poetic works in the original. One unit.

#### **Latin 344 — Catullus**

*Every third year*

A literary study and analysis of all the poems of Catullus. One unit.

#### **Latin 346 — Horace: The Satires**

*Every third year*

Substantial portions of Books I and II are read. Appropriate attention is paid to the background of the satire genre and to the historical context of the poems. One unit.

#### **Latin 350 — Early Christian Literature**

*Every third year*

Reading in the original of selected works from the Patristic period. This course can count toward fulfillment of the Religious Studies major. One unit.

**Latin 358 — Vergil: Aeneid***Every third year*

A study of Vergil's epic with emphasis on its literary artistry. Six books of the poem are read in the original Latin. One unit.

**Latin 359 — Vergil: Eclogues and Georgics***Every third year*

The development of pastoral and agricultural poetry, as exemplified in Vergil's two poetic masterpieces, Eclogues and Georgics. One unit.

**Latin 366 — Ovid's Metamorphoses***Every third year*

A close examination of the literary artistry of a number of individual stories in the Metamorphoses. One unit.

**Latin 368 — Ovid's Heroides***Every third year*

This course is focused on Ovid's Heroides, a collection of epistolary poems that present themselves as letters written by famous women in myth and literature to their absent lovers. In this course, students will become acquainted with Ovid's poetic style and his use of the epistolary genre and also learn about philological and literary critical approaches to this poetry, including intertextuality, focalization, and feminist and gender criticism. One unit.

**Latin 401, 402 — Tutorial Seminar Department Consent Required.***Annually*

Designed for selected students with approval of a professor and the Department Chair. This work may be done for one or two semesters. One unit each semester.

**Greek****Greek 101, 102 — Introduction to Greek 1, 2***Annually*

A first course in Greek language involving a systematic investigation of Attic or Homeric Greek through a logical and intensive study of grammar, syntax, and vocabulary. One unit each semester.

**Greek 105 — Intensive Introduction to Greek***Spring*

Greek grammar, covered in one semester, with a view toward preparing the student for Intermediate Greek. One unit.

**Greek 213, 214 — Intermediate Greek 1, 2***Annually*

Readings and textual study of Greek prose and poetry. Prerequisite Greek 101 and 102 or Greek 105, or the equivalent. Students without the prerequisite should consult the department. One unit each semester.

For all Greek courses at the 300 level, the prerequisite is Greek 214 (Intermediate Greek 2) or its equivalent. Students without this specific prerequisite should consult the Chair of the Department.

**Greek 326 — Plato: Selected Dialogues***Every third year*

A study of selected Platonic Dialogues. One unit.

**Greek 330 — Greek Lyric Poetry***Every third year*

A survey in the original Greek of the major writers of drinking and fighting songs, of political and personal songs, and of sports and love songs from about 650 B.C. to 450 B.C. Knowledge (at least through English translation) of Homer, Hesiod and the Homeric Hymns is presumed. One unit.

**Greek 332 — Homer***Every third year*

A reading of selected books of the Iliad and/or Odyssey with special attention to their literary value as well as to problems of oral composition, metrics, linguistics, authorship and text history. One unit.

**Greek 340 — Herodotus***Every third year*

An examination of selected passages from Herodotus' account of the Persian Wars. One unit.

**Greek 341 — Thucydides***Every third year*

An in-depth survey of Thucydides' history of the Peloponnesian War. Extensive selections of historical and literary significance are read in the original Greek. One unit.

**Greek 360 — Aeschylus***Every third year*

A detailed study of the Agamemnon and other dramas of Aeschylus in the original. One unit.

**Greek 361 — Sophocles***Every third year*

The text of the Life of Sophocles and selected plays; investigation of the origin of the Greek theatre and its physical structure; extensive investigation of recent literary criticism of Sophocles. One unit.

**Greek 362 — Euripides***Every third year*

An analysis of two plays in Greek, with special attention to Euripides' dramatic technique. One unit.

**Greek 363 — Aristophanes***Every third year*

Selected plays are read in the original. Historical backgrounds, literary interpretation, and study of comedy as a genre, are emphasized. One unit.

**Greek 401, 402 — Tutorial Seminar***Annually*

Designed for selected students with approval of a professor and the Department Chair. This work may be done for one or two semesters. One unit each semester.

**Classics (In English)****Classics 103 — Greek and Roman Epic***Every third year*

A study of classical epic, with special emphasis on Homer's *Iliad* and *Odyssey* and Vergil's *Aeneid*, but including also other examples of the genre, such as Lucan or Statius. Topics to be considered include oral and literary epic, their social and political contexts, and the influence of classical epic on later literature. One unit.

**Classics 106 — Classical Drama***Alternate years*

Study in depth of a selection of ancient Greek and/or Roman tragedies and comedies, with an emphasis on performance practices and contexts. One unit.

**Classics 107 — Revenge and Justice/Greek Tragedy***Every third year*

The subject of this course is the constant quest for an understanding of justice, as presented in selected dramas of Aeschylus, Sophocles, and Euripides, as well as in later tragedy (e.g. Seneca, Shakespeare, Racine). One unit.

**Classics 109 — Classical and Biblical Sources of European and English Literature** *Alternate years*

This course primarily examines how certain themes, typological figures and universal truths which are developed in Biblical and Classical literature have been adapted to new circumstances and handed down over the past two millennia. The other main focus of the course will be daily in-class writing assignments based on class discussions which will allow students to develop their creative and critical writing skills. One unit.

**Classics 112 — Greek Myths in Literature***Annually*

Comparison of Classical and modern versions of several ancient Greek myths. The relationships between myth and literature are considered, as well as reasons why these myths have endured through the centuries. Emphasis is on dramatic versions of the myths; narrative poetry and other genres such as music and cinema may also be explored. One unit.

**Classics 120 — Mythology***Fall, spring*

An exploration of the significance of myths, their meanings and functions in the cultures of Greece and Rome. Special attention is given to more recent developments in the study of myths and their relation to rituals and folk tales. Babylonian, Egyptian, Hindu and American Indian mythology may be used for comparative purposes. One unit.

**Classics 121 — Ancient Science***Annually*

A study of the goals, methods and subject matter of Greco-Roman science. Pays special attention to how science relates to the broader social, religious and intellectual context of the ancient world. One unit.

**Classics 122 — Archaeology of Pompeii***Every third year*

Examines the ancient city of Pompeii, with particular emphasis on the houses in which families lived. Domestic spaces both reflected and reinforced certain family structures, and so the houses of Pompeii provide us with information about subjects as varied as the power of the father, ancient slavery, the experience of childhood, the role of women, and ancient notions of public and private space, all of which topics will be addressed in this course through an examination of material culture. For purposes of comparison, the course will also briefly investigate the domestic spaces of the nearby site of Herculaneum, as well as other Italian sites like Cosa and Ostia. One unit.

**Classics 131 — Classical America***Annually*

A study of the influences of the Classical tradition on the educational system, the political philosophy, and the art and architecture of early America. One unit.

**Classics 141 — History of Greece 1: Classical***Fall*

A study of Greek history from its beginnings to the death of Alexander. Emphasis is placed on a close analysis of the primary sources, many of which are now accessible online. One unit.

**Classics 142 — History of Greece 2: Hellenistic***Spring*

Topics covered include the shift of power from Greek city-states to Macedonian kingdoms; effects of the conquests of Alexander the Great; the cultural interaction between Greece, Egypt, and the Near East; and the rise of Rome to world power. One unit.

**Classics 143 — Athenian Democracy***Every third year*

An analysis of the institutions, literature, and political thought inspired by the democracy of fifth- and fourth-century Athens. One unit.

**Classics 151 — History of Rome 1: Republic***Spring*

A survey of Roman civilization from the Regal period to the late Republic, with a special focus on the political and social forces that led to the establishment of the Principate. Concentrates on the primary sources for this period, including the historians, inscriptions, and monuments. One unit.

**Classics 152 — History of Rome 2: Empire***Fall*

A survey of Roman imperial civilization from the first to the sixth century. Concentrates on the primary sources for this period, including the historians, inscriptions, monuments, and coins. One unit.

**Classics 160 — Introduction to Classical Archaeology***Fall, spring*

An introduction to the discipline of archaeology through a survey of important remains from the Greco-Roman world. Pays special attention to how archaeology relates to other approaches to the study of the Classical world (history, art history, Classical studies). Counts toward fulfillment of the Visual Arts major. One unit.

**Classics 221 — Women in Classical Mythology***Every third year*

Examines the representations of mortal and immortal women in a variety of mythological narratives and in art. Consideration is given to the relationships between these representations and contemporary ideas about and images of women. Students should read Homer's *Iliad* and *Odyssey* in translation before enrolling in this class. One unit.

**Classics 261 — Ancient Coins***Every third year*

Considers a series of problems illustrating different ways that coins inform us about ancient society, including coins as evidence for the ancient economy and the development of portraiture in art, coins as propaganda devices, and how coins differ from other archaeological and historical source material. Topics range chronologically from the invention of coinage in the seventh century B.C. to the reforms of the Roman emperor Diocletian in the third century A.D. Counts toward fulfillment of the Visual Arts major. Prerequisite Classics 160. One unit.

**Classics 262 — Greek Sculpture***Every third year*

Covers the development of Greek sculpture from the Early Bronze Age up to Rome's arrival in Greece in the second century B.C. Topics include the representation of the human form, the use of art as political propaganda and as an expression of piety toward the gods, Egyptian and Near Eastern influence on Greek art, workshop and regional styles, and the problem of identifying work by "Great Masters." Counts toward fulfillment of the Visual Arts major. Prerequisite CLAS 160. One unit.

**Classics 263 — Roman Sculpture***Every third year*

Covers the three major genres of Roman sculpture—portraits, historical reliefs and mythological sculpture. Topics considered include the use of art for political propaganda, the demands and effect of private patronage, the influence of class and gender politics, and the imitation of Greek, Etruscan and Egyptian styles by Roman artists. Counts toward fulfillment of the Visual Arts major. Prerequisite Classics 160. One unit.

**Classics 264 — Ancient Sanctuaries and Religion***Every third year*

A detailed study of the archaeological remains from ancient sanctuaries. The buildings and monuments are studied in connection with other evidence for religious behavior in the different ancient cultures. Emphasis

is on the cults and shrines of Ancient Greece and Rome but in different years, the ancient Near East and Egypt also are considered. Counts toward fulfillment of the Visual Arts major. One unit.

**Classics 266 — Ancient Painting & Mosaic**

*Every third year*

Introduces students to the art of mural (wall) painting in the Mediterranean from the Bronze Age through Late Antiquity, and to the art of mosaic from its origins in Classical Greece through Late Antiquity. Topics addressed are the techniques of fresco and mosaic; the relationship of mural painting to lost panel paintings by famous artists; the social meaning of wall and floor decoration in the ancient world; the roles of artist and patron; the Roman response to Greek painting and mosaic; and the Christian response to pagan painting and mosaic. One unit.

**Classics 267 — Archaeology and Time**

*Every third year*

How do we know that Vesuvius erupted on August 24, 79 A.D., that the Temple of Zeus at Olympia was completed by 456 B.C. or that the bulk of the construction of the Pantheon in Rome took place in the 120's A.D.? This course surveys the physical techniques and historical method that lie behind dates like these. One unit.

**Classics 401, 402 — Tutorial Seminar**

*Annually*

Designed for selected students with approval of a professor and the Department Chair. This work may be done for one or two semesters. One unit each semester.



# Economics

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Charles H. Anderton, Ph.D., *Professor*

Miles B. Cahill, Ph.D., *Professor*

John R. Carter, Ph.D., *Professor*

Thomas R. Gottschang, Ph.D., *Professor*

Katherine A. Kiel, Ph.D., *Professor and Chair*

Kolleen J. Rask, Ph.D., *Professor*

David J. Schap, Ph.D., *Professor*

Nancy R. Baldiga, M.S., C.P.A., *Associate Professor and Class Dean*

Robert W. Baumann, Ph.D., *Associate Professor*

David K.W. Chu, Ph.D., *Associate Professor and Director, CIOCCA Office of Entrepreneurial Studies and Prebusiness Program*

Victor A. Matheson, Ph.D., *Associate Professor*

Scott Sandstrom, M.S., J.D., C.P.A., *Associate Professor*

Karen Teitel, Ph.D., *Associate Professor*

Melissa A. Boyle, Ph.D., *Assistant Professor*

Joshua M. Congdon-Hohman, Ph.D., *Assistant Professor*

Bryan E. Engelhardt, Ph.D., *Assistant Professor*

Alice S. Hsiaw, Ph.D., *Assistant Professor*

Debra J. O'Connor, Ph.D., *Assistant Professor*

Justin C. Svec, Ph.D., *Assistant Professor*

Anil S. Nathan, Ph.D., *Assistant Professor*

Alex G. Yen, Ph.D., *Assistant Professor*

Allison L. Richardson, M.B.A., *Lecturer*

Ying Zhen, Ph.D., *Lecturer*

The Economics Department offers majors in two distinct subject areas: economics and economics-accounting, as well as a select honors program. Members of the Department are dedicated teachers who value the opportunity at Holy Cross to interact closely with their students. They are also productive scholars, whose research has been published in leading economics and accounting periodicals.

## The Economics Major

Economics can be defined as the study of how people allocate scarce resources among competing ends. It can also be understood as a particular way of thinking distinguished by its axioms, concepts and organizing principles. In terms of both subject matter and methods, economics provides important and powerful insights into the human experience. Completion of the major can serve as preparation for graduate study, or it can provide a strong background for any one of a large number of careers, particularly those in business, finance, law, health care and government.

The economics major is designed to provide students with the theory and methods required to analyze a wide range of economic issues. The minimum requirement for the major is nine semester courses in economics. Five of the courses in economics are specified and cover principles (2 semesters), intermediate theory (2 semesters) and statistics. The remaining courses are electives that apply and/or extend the previous learning to an array of more specialized topics, including, for example, economic growth and development, monetary theory, international trade and economics of peace and conflict. The principles and statistics requirements can be satisfied by advanced placement, but majors must still complete at least nine college economics courses. The maximum number of courses in the department which may be taken by an economics major is 14.

Because mathematics plays an important role in economics, majors are required to take one year of college calculus or its equivalent. The calculus requirement was previously fulfilled by taking Mathematics 125 and 126 or Mathematics 131 and 132 or Mathematics 136 (these courses are no longer

offered), and can now be fulfilled by completing the newly restructured sequences of Mathematics 135 and 136 or 133 and 134, or by advanced placement (a score of 4 or 5 on the BC exam), or by the successful completion of a semester course (e.g., Mathematics 136 or 134) having as a prerequisite one semester of calculus or its equivalent. Students are encouraged to complete the calculus requirement in their first year.

The normal order of courses for a student majoring in economics is: Calculus and Economics 111 and 112 (Principles) during the first year; Economics 255 and 256 (Microeconomics and Macroeconomics) and Economics 249 (Statistics) during the second or third years; and anywhere from a minimum of four to a maximum of nine economics electives taken during the third and fourth years. At least three of the economics electives must be advanced courses (numbered between 301 and 399) and are normally taken during the fourth year. For students interested in advanced study in economics, it is recommended that they take Economics 313 (Mathematics for Economists), Economics 314 (Econometrics) and additional courses in mathematics and computer science.

## Admissions Process

Students may not enter Holy Cross declared as economics majors. They may apply to the major only after they have completed at least one course in economics at Holy Cross. Each semester the department will solicit applications for the economics major. Interested students will submit an application form online, which includes an unofficial transcript and an admissions essay. Admission is competitive; majors will be admitted based on their essays as well as performance in economics courses and related coursework (e.g. mathematics). Students may only enter the major during one of the two admissions periods each academic year. Prospective majors are encouraged to enroll in either Economics 111 or Economics 112 during one of their first few semesters and to begin the calculus sequence if that requirement is not already fulfilled. Students with AP credit in economics will be enrolled in an alternative economics course (statistics or a 200 level elective) and may apply to the major after the completion of that course. Economics course requirements fulfilled by AP credits must be replaced by electives so that the total number of courses taken within the Economics department is at least nine.

## The Economics-Accounting Major

Accounting is defined broadly as the process of identifying, measuring and communicating economic information. Because sound decisions based on reliable information are essential for the efficient allocation of resources, accounting plays an important role in our economic system. Each year the largest accounting firms visit Holy Cross to recruit majors for employment opportunities in public accounting. Although most majors choose to start their careers in public accounting, the curriculum is sufficiently broad to permit careers in business, government and nonprofit institutions.

The economics-accounting major is designed to offer students the benefits of a liberal arts education while providing a core accounting curriculum for students interested in becoming certified public accountants. Educational requirements for professional certification vary by state, with many states requiring additional courses beyond the four-year bachelor's degree. Faculty advisors will help students develop a program to meet these requirements.

Required courses in the major include financial accounting, intermediate accounting (2 semesters), managerial accounting, advanced accounting, income taxes, auditing, business law (2 semesters), statistics, principles of economics (2 semesters) and college calculus (2 semesters - please read the paragraph on Mathematics choices under the Economics Major, above.). Also required are a minimum of two and a maximum of four electives. The maximum number of courses in the department which may be taken by an economics-accounting major is 16, unless advanced placement has been achieved in principles of economics or statistics. Advanced placement in economics or statistics may be used to satisfy those specific requirements for the economics-accounting major, in which case the allowed maximum number of courses in the department is reduced accordingly.

The normal order of courses for a student majoring in economics-accounting is: Calculus, Economics-Accounting 181 (Financial Accounting) and Economics-Accounting 277 (Intermediate Account-

ing I) during the first year; Economics-Accounting 278 (Intermediate Accounting II), Economics 111 (Principles of Macroeconomics) and Economics 112 (Principles of Microeconomics) during the second year; Economics-Accounting 282 (Auditing), 292 (Federal Income Taxes), 389 (Managerial Accounting) and one elective in the third year; and Economics-Accounting 387 and 388 (Business Law), 390 (Advanced Accounting), Economics 249 (Statistics) and at least one additional elective during the fourth year.

A student must earn a grade of C- or better in Economics-Accounting 181 and Economics-Accounting 277 to continue in the accounting major.

## Admissions Process

Students may not enter Holy Cross declared as economics-accounting majors. They may apply to the major during their first or second year at Holy Cross provided that they are enrolled in or have completed Economics-Accounting 181 - Financial Accounting. During the fall semester, the department will solicit applications for the economics-accounting major. Interested students will submit an application form online, which includes an unofficial transcript and an admissions essay. Admission is competitive; majors will be admitted based on their essays as well as performance in Financial Accounting and related coursework (mathematics, economics). The number of students permitted to major in economics-accounting is limited by College policy. Prospective majors are required to enroll in Financial Accounting during one of their first three semesters.

## Department Honors Program

This program is limited to approximately six third- and fourth-year economics and economics-accounting majors. Students apply for the program in the fall semester of the third year. Economics majors normally need to complete Economics 249, 255 and 256 by the end of that semester to be eligible for the program. Economics-Accounting majors normally need to complete accounting courses through Economics-Accounting 278, Economics 111, 112 and 249 and Mathematics 136 (or equivalent) by the fall of the junior year. During the second semester of both the third and fourth years, honors students participate in a methodology seminar; during the first semester of the fourth year the thesis is written under the direction of a faculty advisor. The honors course sequence is: Economics 460 (Research Methods 1) during spring of the third year; Economics 462 (Directed Research) during fall of the fourth year; and Economics 461 (Research Methods 2) during spring of the fourth year.

Economics 460 (Research Methods 1) is a one-unit course that counts as the equivalent of a lower-level economics elective. Economics 461 (Research Methods 2) is a half-unit overload which may be taken pass/no pass. Economics 462 (Honors Directed Research) counts as the equivalent of an upper-level economics elective. Students must meet the standards of the program in each course to receive the honors designation at graduation.

## Advanced Placement Credit

Students with advanced placement credit in economics receive placement in the curriculum. Students with a unit of AP credit in Microeconomics will forfeit that credit if they enroll in Economics 112 (Principles of Microeconomics) and those with AP credit in Macroeconomics will forfeit that credit if they enroll in Economics 111 (Principles of Macroeconomics). Students with AP credit in Statistics will forfeit that credit if they enroll in Economics 249 (Statistics). Economics majors with AP credit in economics and those who have completed college-level economics courses while in high school must still complete a minimum of nine courses in the major. The maximum number of courses that may be taken by an Economics-Accounting major is reduced by each unit of AP credit.

## Minor Programs

The department's minor programs in economics and economics-accounting have been discontinued.

## Non-Majors

Introductory courses in economics and accounting are available to non-majors. Students with an interest in economics should consider the full-year sequence of Principles of Economics. Students may begin with either Economics 111 (Principles of Macroeconomics) or Economics 112 (Principles of Microeconomics). The student desiring only a one-semester overview of economics is advised to take Economics 111.

Non-majors seeking an introduction to accounting should take Economics-Accounting 181 (Financial Accounting).

## Courses

### *Economics Courses*

#### *Introductory Courses*

##### **Economics 111, 112 — Principles of Economics**

*Fall, spring*

Develops principles which explain the operation of the economy and suggest alternative policy solutions to contemporary economic problems. Principles of Macroeconomics (fall) develops the principles of national income analysis, money, economic growth and international trade. Principles of Microeconomics (spring) covers principles governing commodity and resource pricing under different market conditions and the distribution of income. May be taken in either order. One unit each semester.

#### *200-Level Electives*

##### **Economics 221 — Economic Development of Modern China**

*Annually*

Aims to provide the student with a sophisticated understanding of economic development in China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949. Prerequisites: Economics 111, 112, or permission. One unit.

##### **Economics 222 — Health Economics**

*Alternate years*

Applies microeconomic tools to study the expanding health care industry. Topics include the demand for health and medical care, health insurance markets, managed care organizations, physician supply decisions, hospital structures, government provision of health insurance, medical malpractice and international comparisons of health care systems. Special emphasis is placed on ethical issues that arise in determining what choices society must make in the provision of health care. Prerequisites: Economics 111, 112. One unit.

##### **Economics 224 — Environmental Economics**

*Annually*

Shows how natural resource usage and environmental issues can be analyzed from an economic perspective. Presents the basic concepts of environmental economics and develops the analytical and policy tools used in environmental economics. Considers the problems of air pollution, water pollution and solid and hazardous waste management, their causes and how they can be reduced. Other topics such as global warming, amendments to the Clean Air Act and international environmental issues will be discussed. Prerequisites: Economics 111, 112. One unit.

##### **Economics 229 — Economics of Sports**

*Annually*

Applies economic tools to study the field of professional and collegiate sports. Topics include the organization of sports leagues, profit maximization by teams, the application of antitrust to sports, competitive balance, labor relations, gender and racial discrimination, the tension between academics and athletics at universities and the economic impact of sports on local economies. Special emphasis is placed on the relationship between law and economics in sports and the regulation of leagues and athletes. Prerequisites: Economics 111, 112. One unit.

##### **Economics 230 — Financial Markets and Institutions**

*Annually*

A basic introduction to the main features of financial institutions and markets in the United States. First part covers interest rates, including rate of return calculations, how markets determine the overall level of interest rates and why different securities pay different interest rates. Second part covers financial markets

and the assets that are traded on those markets, including the money, bond, stock and derivatives markets. Last section details workings of some financial institutions, including banks, mutual funds and investment banks. When discussing these institutions, particular attention is paid to conflicts of interest. Prerequisites: Economics 111, 112. One unit.

### **Economics 299 — Special Topics in Economics**

*Alternate years*

Courses explore various topics such as the economics of education, energy, game theory, and political economy. The subject and format varies by offering. One unit.

### *Statistics and Intermediate Theory*

### **Economics 249 — Statistics**

*Fall, spring*

An introduction to statistical methods emphasizing the statistical tools most frequently used in economic analysis. Topics include descriptive statistics, probability theory, random variables and their probability distributions, estimation, hypothesis testing and linear regression analysis. Prerequisites: Economics 111 or 112. One unit.

### **Economics 255 — Microeconomics**

*Fall, spring*

Analyzes the economic behavior of households and firms and their interrelations within the market. Price and resource allocations in the following market structures are considered: pure competition, monopolistic competition, oligopoly, monopoly and monopsony. Concludes with a discussion of general equilibrium and its welfare implications. Prerequisites: Economics 111, 112; the Calculus requirement described above. One unit.

### **Economics 256 — Macroeconomics**

*Fall, spring*

Studies aggregate economic behavior as determined by interactions among the product, financial and labor markets. Variables focused upon are the general levels of prices, of national income and of employment. Applications of the theory are made and policy inferences are drawn with respect to employment and price stability, growth and development, trade and the global economy. Prerequisites: Economics 111, 112; the Calculus requirement described above. One unit.

### *Advanced Electives*

### **Economics 302 — Industrial Organization and Public Policy**

*Alternate years*

Studies the theoretical and empirical relationships among market structure, conduct and performance in American industry. The knowledge gained is used to evaluate U.S. antitrust policy. A number of industry case studies and landmark court decisions are read. Prerequisite: Economics 255. One unit.

### **Economics 303 — Labor Economics**

*Alternate years*

Analyzes the labor market and the allocation of human resources. Topics include theories of unemployment and job search, wages, collective bargaining, income inequality and poverty, education, discrimination, household economics, and major issues of public policy. This course includes a weekly community-based learning component. Prerequisite: Economics 255 and 256. One unit.

### **Economics 304 — Law and Economics**

*Annually*

Examines the relative efficiency of alternative legal arrangements using microeconomics as the basic investigative tool. Core of the course consists of a thorough analysis of the common law. Special emphasis is given to the areas of property, contract, liability and criminal law. Prerequisite: Economics 255. One unit.

### **Economics 305 — Economic Growth and Development**

*Alternate years*

Examines the theoretical and institutional factors influencing economic growth. Attention is given to various models of economic growth, the relationships among social, political and economic institutions and the pattern of economic growth, the optimal public policy mix for economic growth and special problems of growth faced by the developing nations. Prerequisites: Economics 255, 256. One unit.

### **Economics 307 — Theory of International Trade**

*Annually*

Examines the causes and consequences of the trade of goods and services among nations. Attention is given to the principle of comparative advantage, the Ricardian model of trade, the factor endowments theory of trade, the specific factors model, new theories of trade, the causes and consequences of trade restrictions, economic growth and trade, international factor movements and economic integration. Prerequisites: Economics 255, 256. One unit.

**Economics 309 — Comparative Economic Systems***Annually*

First segment develops an analytical framework for the comparison of economic systems. Second segment uses this framework to examine and compare the economic systems of various countries including the United States, Germany, France, Japan, China, the former Soviet Union and other East European states. Prerequisites: Economics 255, 256. One unit.

**Economics 312 — Monetary Theory***Alternate years*

This course builds a model of the financial sector of the economy, uses it to gain an understanding of the workings of the financial system, and makes predictions of the effects of events on the financial system and economy as a whole. Particular emphasis is placed on understanding the workings of the Federal Reserve System and monetary policy. Thus, this course provides an understanding of the role and measurement of money; the theories of money demand and money supply; the workings of the banking system; interest rate determination; how prices of stocks, bonds and other assets are determined; and the role the financial system plays in the macroeconomy. Prerequisites: Economics 255, 256. One unit.

**Economics 313 — Mathematics for Economists***Alternate years*

Augments the mathematical backgrounds of students interested in pursuing a more quantitative approach to economics and business. Emphasis is on linear systems, matrix algebra, differential vector calculus and optimization. Topics may also include game theory, integral calculus and dynamic analysis. Mathematical methods are illustrated with various economic applications. Prerequisites: Economics 255. One unit.

**Economics 314 — Econometrics***Fall, spring*

Studies statistical methods used to estimate and test economic models. After a review of basic probability and statistics, the method of ordinary least squares regression is examined in detail. Topics include the Gauss-Markov theorem, inference, multicollinearity, specification error, functional forms, dummy variables, heteroskedasticity and autocorrelation. Simultaneous equations and qualitative dependent variables may also be considered. A quantitative research paper is required. Prerequisites: Economics 249, 255. One unit.

**Economics 315 — Political Economy***Annually*

This course examines both the inherent limitations of the market and the role public policy plays in achieving social efficiency. In addition to models of externalities and public goods, this course analyzes voting systems, lobbying, redistribution, and optimal taxation. These models are applied to the pollution market, auctions, and insurance. One unit.

**Economics 316 — Economics of Peace, Conflict and Defense***Annually*

Economic principles are applied to the study of international and regional conflicts and predator/prey relationships in an economy. Topics include war, conflict resolution, arms races, arms control, ethnic conflict, terrorism, the arms trade, defense industry issues and attack/defense behavior in the economic realm. Prerequisites: Economics 249, 255. One unit.

**Economics 318 — Game Theory***Annually*

Introduces and develops various concepts in the field of game theory with an emphasis on applications to economic problems. Game theory is the study of the behavior of rational, strategic agent-players who must attempt to predict and to influence the actions of other participants. Numerous solving techniques are developed to identify and refine the equilibria in a broad range of "games," including competitive games, cooperative games, bargaining games, games of incomplete and asymmetric information, repeated games, and auctions. Applications will be drawn from diverse fields, including labor economics, finance, industrial organization, and political economy. One unit.

**Economics 320 — History of Economic Thought***Alternate years*

Surveys the thoughts and ideas of philosophers and economists throughout history who attempted to understand the workings of what we now call the economy. A long time span is covered, going briefly as far back as the ancient Greek writers, moving through the Scholastics, Mercantilists and Physiocrats, but with a particular focus on the pivotal contributions of the Classical writers including Adam Smith, David Ricardo and Karl Marx. Neoclassical thought is contrasted with institutional and historical critics, leading to the great debate between capitalism and socialism. Changes in macroeconomic theory associated with John Maynard Keynes, the post-Keynesian views of macro and the more modern formulation of microeconomics with its emphasis on econometric analysis round out the course. Prerequisites: Economics 255, 256. One unit.

**Economics 324 — Economics of Energy***Alternate years*

This course will allow students to develop an understanding of many fields of economics that relate to energy including finance, game theory, basic microeconomics, and environmental economics. Particular attention will be paid to current day, real-world applications of economics in the energy world. Topics covered include global warming, cartel behavior, cap-and-trade legislation, options and future markets, and the economics of renewable energy sources. Prerequisite: Economics 255. One unit.

**Economics 326 — Economics of the Arts***Alternate years*

Examines the markets for the performing and visual arts in the United States. The course begins by utilizing economic tools to analyze supply and demand in these markets, and then covers a number of special topics. Issues considered include copyrights, ticket scalping, performer wages and labor unions, government subsidization of the arts, auctions, art as an investment and the political economy of the arts sector. Prerequisites: Economics 249, 255. One unit.

**Econ 340 — Economics of Education***Alternate years*

Analyzes issues in education from an economic and statistical perspective. Topics include educational production functions, educational investment, teacher markets, peer effects, accountability reform, racial issues and more. Prerequisites: Economics 249, 255. One unit.

**Economics 399 — Special Topics in Economics***Alternate years*

Courses explore various topics such as the economics of education, energy, game theory, and political economy. The subject and format varies by offering. One unit.

**Economics 400 — Directed Readings in Economics***Annually*

A program in reading and research in a specific topic open to majors with a minimum GPA of 3.25. Permission of the instructor is required. One unit.

**Honors Program****Economics 460 — Research Methods - Seminar 1***Spring*

A department honors seminar that examines the methodology used by economists. Students learn what the economist does by examining specific economic studies. The steps involved in undertaking research and alternative methodological approaches are treated. A high level of student participation is expected. By the end of the seminar the students settle upon topics that they will research in the fourth year and write a prospectus. Counts toward the major as the equivalent of a lower-level economics elective. One unit.

**Economics 461 — Research Methods - Seminar 2***Spring*

This is the same as Economics 460. Fourth-year honors students participate for a second time in the seminar by presenting their completed research projects and by serving as resource persons for other honors students. Prerequisites: Economics 460, 462. One-half unit.

**Economics 462 — Honors Directed Research***Fall*

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis. Counts toward the major as the equivalent of an upper-level economics elective. Prerequisite: Economics 460. One unit.

**Economics-Accounting Courses****Economics-Accounting 181 — Financial Accounting***Fall, spring*

Introduces the fundamentals of the accounting process. Presents an overview of the accounting cycle, leading to preparation of basic financial statements including the income statement and balance sheet. Examines the proper accounting treatment of the major assets of merchandising and service companies including cash, accounts receivable, inventory, property, plant and equipment. Also includes an examination of economic activity related to liabilities and stockholders' equity. Introduces the cash flow statement and analysis of basic financial statements. One unit.

**Economics-Accounting 226 — Operations Research***Alternate years*

Acquaints students with decision-making and application of mathematical and statistical techniques to economic problems. Emphasizes optimization of an objective, subject to constraints upon available action. Linear optimization models are treated in depth. Prerequisites: Economics-Accounting 181 or Economics 111 and 112. One unit.

**Economics-Accounting 270 — Governmental and Nonprofit Accounting***Alternate years*

Studies accounting and management issues pertinent to state and local government, voluntary health and welfare organizations, other nonprofit organizations, colleges and universities, and private nonprofit hospitals. Prerequisites: Economics-Accounting 277. One unit.

**Economics-Accounting 275 — Corporation Finance***Annually*

Provides an overview of two important questions posed to corporate financial managers: 1) what long-term investments should the company make? and 2) how will the company finance those investments? Topics include: stock and bond valuation, financial markets, risk and return, project analysis, capital, dividends and leverage. Prerequisites: Economics-Accounting 277 or Economics-Accounting 181 and Economics 111 or 112. One unit.

**Economics-Accounting 277, 278 — Intermediate Accounting***Annually*

Offers a thorough study of the proper valuation of assets, liabilities and stockholders' equity and the related problems of the proper matching of revenues and expenses. Emphasis is given to the preparation, analysis and interpretation of financial statements. Prerequisites: Economics-Accounting 181. One unit.

**Economics-Accounting 282 — Auditing***Spring*

Considers the theory and practice of auditing, including professional ethics, professional standards and procedures and the legal environment in which the auditor functions. Emphasis is placed on the audit process as students gain an understanding of how to plan, design and execute an audit. Other topics include internal control, the nature of evidential matter and the auditor's reporting responsibilities. Prerequisites: Economics-Accounting 277. One unit.

**Economics-Accounting 285 — Accounting Information Systems***Annually*

Introduces students to the theory and terminology of information systems, investigates internal controls, security, privacy and ethics in the design, development and usage of information systems and provides students with tools to document and assess existing information systems. Also provides practical experience using database and accounting software. Prerequisites: Economics-Accounting 277. One unit.

**Economics-Accounting 292 — Federal Income Taxation***Fall*

A study of the federal income tax laws as they relate to individuals, partnerships, and corporations, with special emphasis on tax planning. Consideration is also given to the history of the federal income tax, various proposals for tax reform and the use of tax policy to achieve economic and social objectives. Prerequisites: Economics-Accounting 277. One unit.

**Economics-Accounting 360 — Ethics, Accounting and Organizations***Annually*

The course examines topics of current interest in organizational and professional ethics with particular attention focused on accountancy. The role of moral philosophy from the perspective of multiple ethical frameworks is discussed in terms of individual and public debates about controversial issues, such as the professional obligation, the responsibilities of individuals in government and corporations, and the role of the corporation as a "legal person". The goal of the course is to help students think, speak, and write clearly in the fora of organizational and professional ethics. Prerequisites: Economics-Accounting 278. One unit.

**Economics-Accounting 387, 388 — Business Law***Annually*

(Based on the Uniform Commercial Code) Includes contracts, agency, sales, negotiable instruments, the legal aspect of business associations, insurance and property, both real and personal. Prerequisites: Economics-Accounting 277. One unit each semester.

**Economics-Accounting 389 — Managerial Accounting***Annually*

A study of cost systems, activity-based management and management evaluation systems. Emphasis is on managerial control through the use of accounting data. Prerequisites: Economics-Accounting 277. One unit.

**Economics-Accounting 390 — Advanced Accounting***Annually*

Covers advanced problems relating to partnership formation, operation and liquidation; a study of corporate business combinations and consolidated financial statements under the pooling and purchase accounting concepts; and other accounting topics such as installment sales, consignments, branch accounting, bankruptcy and corporate reorganizations. Prerequisites: Economics-Accounting 277. One unit.



# Education

Danuta Bukatko, Ph.D., *Joseph H. Maguire '58 Professor*

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Cynthia A. Bushey, Ph.D., *Lecturer*

Michele R. Fournier, M.A., *Lecturer*

David E. Roach, M.A., *Lecturer*

John D. Savard, S.J., Ed.D., *Lecturer*

The Department of Education offers courses that support two functions—allowing students to explore issues of education within the context of their liberal arts studies, and preparing students for teaching licensure in the Commonwealth of Massachusetts. Courses in the department focus on the process of education from a number of different levels, from the individual (for example, the characteristics of learners and effective teachers) to the social and cultural (for example, education as social institution). A particular emphasis of the department curriculum is on issues that pertain to urban education.

## Courses

### **Education 122 — First Pre-Practicum — Teaching**

*Fall, spring*

A 30-hour, on-site period of observation and work in the public schools. No units.

### **Education 124 — Second Pre-Practicum — Teaching**

*Fall, spring*

A 30-hour, on-site period of observation and work in the public schools. No units.

### **Education 167 — Educational Psychology**

*Fall, spring*

Introduces relationships between psychology and education, growth and development, the nature of the learner, measurement and evaluation, motivation, the teaching-learning process, and the role of the teacher. Discusses new and innovative approaches to education. One unit.

### **Education 168 — Philosophy of Education**

*Alternate years*

An introduction to educational theories. The range of concern includes education in society, education in the school, education in the United States, and ultimate questions in the theory and practice of education. One unit.

### **Education 169 — Schooling in the United States**

*Fall, spring*

An introduction to the problems and possibilities of public schooling in the United States. Allows students to examine ideas about the history of and politics involved in public schools, and to consider questions of educational philosophy and curriculum. Considers what educational institutions should do, who should be educated, how to decide who should teach, the purpose of education, and the connection of schools to society. Includes a 30-hour community-based learning component. One unit.

### **Education 175 — Methods of Teaching**

*Annually*

Students examine and demonstrate various teaching methods. Students will pursue questions concerning the secondary school curriculum, discipline and motivation, and instructional materials. Secondary school goals and principles are also examined. Methodological and curricular questions specific to the discipline will be illustrated and discussed. Includes a 30-hour community-based learning component. One unit.

### **Education 181 — The Middle School**

*Annually*

Students examine and demonstrate various teaching methods specific to the middle school. Students will pursue questions concerning the middle school structure and team approaches, curriculum, discipline and motivation, and instructional materials. Methodological and curricular questions specific to the middle school concept will be illustrated and discussed. Includes a 30-hour community-based learning component. One unit.

### **Education 202 — Tutorial**

*Fall, spring*

Tutorial projects designed by students and faculty members. Admission determined by evaluation of proposal. One unit.

**Education 232 — Schools: Surviving and Achieving***Annually*

Focuses on conceptual, historical, and current factors related to school counseling. The course takes a multi-method approach to learning that is rooted in social justice education and the belief that an equitable education can be achieved for all students. One unit.

**Education 273 — Urban Education***Annually*

Focuses on education in large urban contexts, with particular emphasis on poor and minority education. Participants address a range of factors that create the conditions for teaching and learning in city schools. Includes a community-based learning component. One unit.

**Education 320 — Practicum — Middle and Secondary School Teaching***Fall, spring*

A full-time practicum experience of supervised teaching in the high school or middle school. Open only to TEP students. Three units.

**Education 330 — Seminar in Teaching***Fall, spring*

A seminar to accompany the Education 320 Practicum. Addresses issues arising in the practicum experience, as well as current topics in education in order to meet the professional standards for teachers. Open only to TEP students. One unit.

**Education 340 — Multicultural Education***Annually*

Focuses on various socio-historical perspectives for the study of race, gender, and culture in the increasingly diverse U.S. educational system. Includes a community-based learning component. One unit.

**Education 342 — Education for Social and Political Change***Annually*

Explores the inter-related themes of oppression, privilege, and resistance as they pertain to the educational experiences of marginalized communities in the United States and other parts of the world. One unit.

**Education 360 — Research in Education***Annually*

Seminar focuses on qualitative research techniques in education. Students explore a range of techniques including case study, phenomenology, and narrative approaches. One unit.

**Education 375 — Historical Perspectives on American Education***Annually*

Examines how educators, politicians, and social reformers have attempted to use education to fulfill the country's democratic values and to influence the social structure. Will consider historical evaluations of these efforts. One unit.

**Education 376 — Policy Issues in American Education***Annually*

This course focuses on issues at the center of current debate of educational policy: achieving equal access and opportunity, balancing the federal role in education, introducing market principles into education, weighing the costs and benefits of high stakes testing, developing and maintaining teacher quality, preparing our students for the global economy and active citizenship. One unit.

**Education 394 — Directed Research***Fall, spring*

Students may undertake an independent research project under the direction of a faculty member. Permission required. One unit.

***Education Minor***

The Education Minor is a six-course program open to students of all majors. The minor allows students to study the field of education as a liberal arts discipline and is separate from the Teacher Education Program. Students must elect one of two strands: *Teaching and Learning* or *Educational Studies*. In the *Teaching and Learning* strand, students focus on the intra- and inter-individual processes involved in education. The emphasis is on the cognitive and learning processes, interpersonal elements, and pedagogy that promote achievement in educational contexts. In the *Educational Studies* strand, students explore the historical and structural forces that influence educational achievement, with a distinct emphasis on policy implications.

*Teaching and Learning* strand required courses:

- Required foundation course:

EDUC 167: Educational Psychology

- One of the following:
  - EDUC 273: Urban Education
  - EDUC 340: Multicultural Education
- One of the following courses from an allied field:
  - PSYC 225: Developmental Psychology
  - PSYC 228: Psychology of Adolescence
  - PSYC 232: Developmental Science and Education
  - PSYC 236: Cognition and Memory
- Two additional electives in Education that emphasize the teaching/learning process. Recommended courses include:
  - EDUC 175: Methods of Teaching
  - EDUC 181: Middle School
  - EDUC 232: Schools: Surviving and Achieving
- A capstone experience related to teaching and learning. Recommended courses include:
  - EDUC 202: Tutorial
  - EDUC 320: Practicum—Middle and Secondary School Teaching
  - EDUC 394: Directed Research
  - DCSP 382: Washington Internship
  - ACIP 379: Academic Internship

*Educational Studies* strand required courses:

- Required foundation course:
  - EDUC 169: Schooling in the United States
- One of the following:
  - EDUC 273: Urban Education
  - EDUC 340: Multicultural Education
- One of the following courses from an allied field:
  - ECON 340: Economics of Education
  - POLS 209: Urban Politics
  - POLS 210: Urban Policy
  - SOCL 260: Sociology of Education
- Two additional electives in Education that emphasize policy issues. Recommended courses include:
  - EDUC 342: Education for Social and Political Change
  - EDUC 375: Historical Perspectives on American Education
  - EDUC 376: Policy Issues in American Education
- A capstone experience related to policy issues in education. Recommended courses include:
  - EDUC 202: Tutorial
  - EDUC 394: Directed Research
  - DCSP 382: Washington Internship
  - ACIP 379: Academic Internship

## ***Teacher Education Program***

The Holy Cross Teacher Education Program (TEP) provides an array of courses for students interested in education, either pursuing licensure at the undergraduate level or preparing to enter a graduate teacher educator program. Our undergraduate licensure program leads to a Massachusetts state initial teaching license as a secondary (8 to 12) or middle (5 to 8) school teacher in the following subject areas: biology, chemistry, English, history, mathematics, physics, French, Latin, Spanish, or visual arts. A program for the teaching of religion at the secondary levels is available for religious studies majors, although this program does not lead to Massachusetts state licensure.

In order to complete the licensure program, students need to complete a liberal arts degree, taking courses within a major in the same academic area as they wish to teach, as well as a series of education courses. The courses to be completed within the major are determined by the specific academic department and the subject matter requirements set forth by the Massachusetts Department of Elementary and Secondary Education. (For further information, please see the Director of the Teacher Education Program or the Academic Liaison faculty member within each department at Holy Cross.) Besides the academic component of our program, students are required to complete a series of courses that include 100 hours of pre-practicum field placement. These are indicated in the courses listed below. During their senior year, students will spend one semester in a practicum placement (counts as three courses and an accompanying seminar counts as one course in the practicum semester) at a local public school.

Application to the program occurs once per year with applications due by February 20. All application materials are available on the TEP website. Students are required to complete the Foundations of Education courses (see program overview below) before applying to the TEP and to follow the program requirements listed below.

## Program Overview

The program consists of four focus areas which should be completed before the start of the senior year:

- (1) **Foundations of Education** (both courses are required before acceptance into the program and should thus be taken in the first or second year):

EDUC 167: Educational Psychology

EDUC 169: Schooling in the United States (includes 30 hours pre-practicum)

- (2) **Urban Issues** (one of any of the following courses):

EDUC 273: Urban Education

EDUC 340: Multicultural Education

SOCL 260: Sociology of Education

POLS 210: Urban Policy

- (3) **Human Development** (one of any of the following courses):

PSYC 225: Developmental Psychology (recommended for students interested in middle school education)

PSYC 228: Psychology of Adolescence (recommended for students interested in secondary education)

PSYC 232: Developmental Science and Education

- (4) **Teaching and Learning** (a selection of courses/opportunities that include 100 hours of pre-practicum field experiences):

Students need to complete at least 100 hours of pre-practicum field experience. There are many courses, workshops, and Study Abroad experiences that provide opportunities for students to complete these hours. This component of the program will be negotiated on an individual basis with the Director.

Once a student has completed the above requirements, she or he will be permitted to apply for the final phase of the TEP (starting the last semester of the third year or during the fourth year). The final phase includes the following components, to be taken in successive semesters:

- (1) **Methods of Teaching**

EDUC 175: Methods of Teaching (for secondary school licensure — includes 30 hours pre-practicum)  
or

EDUC 181: The Middle School (for middle school licensure — includes 30 hours pre-practicum)

- (2) **Student Teaching**

EDUC 320: Practicum — Middle and Secondary School Teaching

EDUC 330: Seminar on Teaching

# English

Patricia L. Bizzell, Ph.D., *John E. Brooks, S.J., Professor in the Humanities*

Robert K. Cording, Ph.D., *James N. and Sarah L. O'Reilly Barrett Professor in Creative Writing*

Maurice A. Gérard, Ph.D., *Stephen J. Prior Professor of Humanities*

James M. Kee, Ph.D., *Professor*

Richard E. Matlak, Ph.D., *Professor and Director, Center for Interdisciplinary and Special Studies*

Lee Oser, Ph.D., *Professor*

Sarah Stanbury, Ph.D., *Professor*

Helen M. Whall, Ph.D., *Professor*

Christine A. Coch, Ph.D., *Associate Professor*

Patrick J. Ireland, Ph.D., *Associate Professor*

Sarah Luria, Ph.D., *Associate Professor*

Shawn Lisa Maurer, Ph.D., *Associate Professor*

William R. Morse, Ph.D., *Associate Professor*

Jonathan D. Mulrooney, Ph.D., *Associate Professor and Chair*

Leila S. Philip, M.F.A., *Associate Professor*

Paige Reynolds, Ph.D., *Associate Professor*

Susan Elizabeth Sweeney, Ph.D., *Associate Professor*

Jarrett H. Brown, Ph.D., *Assistant Professor*

Lisa Fluet, Ph.D., *Assistant Professor*

Debra L. Gettelman, Ph.D., *Assistant Professor*

Nadine M. Knight, Ph.D., *Assistant Professor*

Stephanie Reents, M.F.A., *Assistant Professor*

Leah Hager Cohen, M.S., *W. H. Jenks Chair in Contemporary American Letters, Visiting Professor*

Bradley C. Davis, Ph.D., *Lecturer*

Elaine Hays, Ph.D., *Lecturer*

The study of English is fundamental to a liberal education. It deals not only with literary works of the imagination—poems, plays, novels, short stories, and non-fiction—but also with the use of language as a means of communication. The English Department offers the student the opportunity to develop an appreciation of literature and sensitivity to literary techniques and language and to increase mastery of written expression. Courses in the department help students to become better readers, writers, and speakers, and thus have the added benefit of preparing students for graduate study in law, medicine, business, education and other professional fields that value effective communication.

English majors take 10 literature or writing courses above the first-year level. First-year majors will be enrolled in Critical Reading and Writing-Poetry (CRAW) designated for majors. Students who declare English their major any time after their first semester must take Critical Reading and Writing-Poetry (English 120) as a prerequisite to further pursuit of the major. All English majors are required to take at least one course in each of four out of seven literary periods: Medieval, Renaissance, 18th-century British, 19th-century British, 19th-century American, 20th-century British, and 20th-century American. At least two of the four periods must be before 1800. Also, two of the four courses must be sophomore-level Readings courses. The other two period requirements may be satisfied by any upper-division course in the period, including single-author courses. No more than two Readings courses, however, may be counted toward the 10 upper-level courses required of the major. The purpose of these requirements is: (1) to provide a formal grounding in the many forms literature has taken over time; (2) to introduce the student to the cultural and historical issues that shape literary responses to their times; and (3) to continue with development of close reading and analytical writing skills begun in the first-year courses in Critical Reading and Writing.

The remaining six courses required for the major can come from any of the upper-division courses listed below, including courses that are approved for Study Abroad and tutorials and honors theses devoted to British or American literature. Up to two creative writing courses (at any level) may also be counted among these six courses.

The department recommends that majors complete their 200-level period Readings requirements before 300-level courses and advanced seminars. Ideally, they will be completed by the end of the second year. If the student intends to study abroad in a non-English speaking country in the junior year, it is particularly important that the Readings courses be completed in the sophomore year. If the student is in the Teacher Certification Program, which requires a full semester of the senior year, it is also necessary to take all of the requirements for the major by the end of the first term of the senior year.

Each semester the English Department offers approximately 25 upper-division courses for majors. Some are organized in terms of historical periods of English and American literature (Restoration and 18th-century Drama, Early American Literature, African-American Literature); some are organized according to literary type (Modern Drama, 19th-Century Novel); and some are by author (Chaucer, Shakespeare); others are arranged thematically (Tragic View, Southern Literature); some deal with aesthetics and criticism (Feminist Literary Theory); and others concentrate upon the art of writing (Composition, Creative Writing: Poetry, Fiction, Non-fiction, and Expository Writing).

Students have the opportunity to pursue a Creative Writing Concentration within the English major. The program allows students to specialize in poetry, fiction, or creative non-fictional prose. In order to complete the requirements of the Concentration, students take a total of 11 English courses beyond CRAW-Poetry: the four period courses (two of which are Readings courses) taken by all majors; four additional upper-level literature electives; and three creative writing courses. Concentrators take one introductory Level 1 writing course (either Introduction to Creative Writing: Poetry, Poetry Writing 1 or Introduction to Creative Writing: Narrative, which includes both fiction and non-fiction), prerequisite to taking Level 2 courses, choosing from Intermediate Poetry Workshop, Intermediate Fiction Workshop, and Intermediate Creative Non-fiction Workshop. Majors who complete the three-course sequence will have their transcripts certified as having completed the Concentration.

The English Department Honors Program is designed for selected members of the senior class who have demonstrated excellence and an aptitude for independent research in their studies of English or American literature. Candidates for honors in English, who are admitted to the program in their junior year, must take a course in literary theory and a seminar, in addition to writing a two-semester senior English honors thesis. Admission to honors is by invited application to the English Honors Committee in the junior year. Students may be members of both the College Honors Program and the English Honors Program. Such students need write only one English thesis for both programs.

Tutorials, seminars, and lecture courses on special topics are also offered, as well as a range of courses cross-listed with the College's concentrations in Women's Studies, African-American Studies, Peace and Conflict Studies, and International Studies.

**Sigma Tau Delta** — the national English honor society, was established at Holy Cross in 1987. Eligible English majors are elected to membership and actively engage in the promotion of English studies.

**Advanced Placement Credit:** Students with AP credit in English are not awarded credit in the major or advanced placement in the English curriculum.

## Courses

### *Introductory Courses*

#### **English 110 — Composition**

*Fall, spring*

Devoted to improving the student's writing through frequent revisions. Intensive work during the semester concentrates on the student's own writing, which is examined in class and in conference with the instructor. Class size limited to 12 students. One unit.

#### **English 120 — Critical Reading and Writing: Poetry**

*Fall, spring*

Identifies and examines prosodic and figurative elements of poetry as well as the historical context of poems of various periods, authors, and kinds. Equal emphasis falls on the student's production of critical essays, which logically organize and persuasively present responses to the poems from a close reading. Required of all English majors. One unit.

**English 121 — Critical Reading and Writing: Fiction***Fall, spring*

Course topics are the elements of fiction: narrative structures, various aspects of style, and point of view. This course is also devoted to the writing of student essays on the literature. One unit.

**English 122 — Critical Reading and Writing: Drama***Fall, spring*

Studies carefully dramas from the Western tradition selected because they clearly reflect both the elements of drama and the nature of genre. Professors emphasize the critical analysis of each text rather than performance of them, though each class will attempt to attend at least one production. Students will be asked to write a series of essays which demonstrate their growing ability to write well-organized analytic/argumentative essays. One unit.

**English 123 — Critical Reading and Writing: Non-fiction***Fall, spring*

Examines the genres of literary non-fiction, including literary journalism, the personal essay, and the memoir. Among the literary techniques examined are aspects of style, narrative structure, and narrative voice. Equal emphasis falls on the student's production of critical essays, which logically organize and persuasively present responses to the texts from a close reading. One unit.

**English 124 — Critical Reading and Writing: Multigenre***Fall, spring*

Compares different genres of literature and their elements, and can include any combination of the following: poetry, fiction, drama, and non-fiction. The course is organized around a particular theme, e.g. Civil War Literature, Writing about Place. Equal emphasis falls on helping students to write perceptive critical essays about the texts. One unit.

**English 141 — Introduction to Creative Writing: Poetry***Fall, spring*

An introductory course in the study of the form and technique of poetry. As readers of literature we study how a work of art and an artist's vision is pieced together; as aspiring writers of literature we come to have a hands-on understanding of how a poem is created. Emphasis is on the intensive reading of modern and contemporary poems, though the assignments are creative. Class size limited to 12 students. One unit.

**English 142 — Introduction to Creative Writing: Narrative***Fall, spring*

An introductory course in the study of the varied prose forms and techniques of fiction and non-fiction. Emphasis is on the intensive reading and writing of various prose forms. Lectures on form, language and finding material for inspiration. Class size limited to 12 students. One unit.

***Upper-Division Courses*****English 200 — Masterpieces of British Literature***Fall, spring*

A study of selected major works of British Literature. Non-majors only. One unit.

**English 201 — Masterpieces of American Literature***Fall, spring*

A study of selected major works of American Literature. Non-majors only. One unit.

**English 210 — Introduction to Screen Writing***Annually*

Covers the fundamentals of screenwriting (format, characterization, narrative arcs) through original creative work and close reading of example screenplays. Students will adapt a literary work to learn form, as well as a draft, workshop, and revise their own scripts. Class size limited to 12. Permission of instructor required. One unit.

**English 241 — Intermediate Poetry Workshop***Fall, spring*

For students who have taken Introduction to Poetry. A more advanced course on the reading and writing of poems with emphasis on prosody, writing in closed and open forms, and writing various types of poems. Lecture and workshop format with more attention to student writing. Class size limited to 12. Prerequisite: English 141 or 142. One unit.

**English 242 — Intermediate Fiction Workshop***Fall, spring*

For students who have taken Introduction to Fiction. A more advanced course on the reading and writing of the short story with emphasis on refining the skills learned in the introductory course. Workshop format with lectures and readings. Class size limited to 12. Prerequisite: English 141 or 142. One unit.

**English 243 — Intermediate Creative Non-fiction Workshop***Fall, spring*

For students who have taken Introduction to Non-fiction. A more advanced course on the reading and writing of essays with emphasis on the structural composition of longer, more investigative pieces. Class size limited to 12. One unit.

**English 290 — Readings in Medieval Literature***Fall and/or spring*

Covers the major genres of medieval Continental and English literature, beginning with the early epic tradition and proceeding to the great religious and secular texts of the 12th through 14th centuries. Prerequisite: English 141 or 142. One unit.

**English 291 — Readings in Renaissance Literature***Fall and/or spring*

Covers lyric and epic poetry, drama, and prose of the 16th and 17th centuries, read in the context of humanist ideals, new attitudes toward self-fashioning, the impact of the Protestant Reformation, life at the Tudor and Stuart courts, and the Civil War. One unit.

**English 292 — Readings in 18th-Century Literature***Fall and/or spring*

Covers the variety of literature from 1660 to the end of the 18th century, with a focus on the major genres of drama, lyric poetry, the novel, and prose satire in social, political, religious, philosophical, and aesthetic contexts. One unit.

**English 293 — Readings in 19th-Century American Literature***Fall and/or spring*

Covers poetry, prose essays, short stories, and novels that reflect the scope of this century's engagement with issues of race, gender, Transcendentalism, science and technology, and the Civil War and its aftermath. One unit.

**English 294 — Readings in 19th-Century British Literature***Fall and/or spring*

Covers the major poetry, drama, fiction, and prose of the Romantic and Victorian periods in the religious, political, scientific, and aesthetic contexts of a century of revolutions that shook the foundations of Western Civilization. One unit.

**English 295 — Readings in 20th-Century American Literature***Fall and/or spring*

A study of the major genres of the 20th century in the context of literary and cultural developments. One unit.

**English 296 — Readings in 20th-Century British Literature***Fall and/or spring*

Covers the poetry, short story, drama, essay, and novels of 20th-century England and Ireland, especially as responses to industrialism, imperialism, urbanization, war, and changing paradigms of the self. One unit.

**English 305 — Expository Writing***Alternate years*

Intensive reading and writing of expository essays to develop the student's authorial voice and style. Students for whom English is a second language or who come from a diverse or multicultural background will receive special help in some sections; consult the instructor. Permission of instructor required. Class size limited to 12. One unit.

**English 312 — Medieval Romances***Every third year*

A study of the flowering of the Romance genre in late medieval England. Exploration of Continental and Middle Eastern origins; focus on popular subject matters of Romance in England, including Robin Hood and King Arthur. One unit.

**English 313 — Middle English Literature***Alternate years*

Develops the student's ability to deal directly with Middle English texts. Works read include Chaucer's *Troilus and Criseyde*, *Piers Plowman*, and a selection of romances, lyrics, and other 13th- and 14th-century texts. One unit.

**English 314 — Chaucer***Annually*

A reading and critical discussion of the complete Middle English text of *The Canterbury Tales* and selected minor poems. One unit.

**English 315 — Sex and Gender in the Middle Ages***Every third year*

An exploration of gender and sexuality in the Middle Ages in popular works of Arthurian romance, warrior epic, and saint's life, as well as in letters and trial records. The course also draws on classical, medieval and modern gender theory relevant to topics under discussion, such as virginity, homosexuality, chivalry, and romantic love. One unit.

**English 320 — Age of Elizabeth***Alternate years*

An exploration of the "golden age" of English Renaissance literature during the reign of Elizabeth I, asking how texts interacted with the Queen, her court, the city of London, the English nation, and ultimately the New World. Readings include poetry, drama, and prose by Sidney, Shakespeare, Spenser, Donne, Harriot, Nashe, and Elizabeth herself. One unit.



**English 321 — Rule, Rebellion, & Ravishment***Every third year*

A study of the literature of the first half of the seventeenth century in England. When subjects can justify beheading a king, what constitutes right rule—not only for the country, but for church, city, family, and self? Readings include several plays; a court masque; some of Bacon's essays; poems by Donne, Jonson, Lanyer, Herbert, and Marvell; and Milton's epic *Paradise Lost*. One unit.

**English 324 — Milton***Every third year*

A study of Milton's early poems, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, and selections from the prose. One unit.

**English 327 — Shakespeare's Predecessors***Alternate years*

An examination of representative plays from the "native tradition" of Medieval England (in translation) as well as those plays which were popular on the early modern stage when Shakespeare first began his career. One unit.

**English 328 — Shakespeare's Contemporaries***Alternate years*

A look at playwrights who are often dwarfed by Shakespeare, but who legitimately competed with him for that greatness. Other topics will include early modern notions of rivalry and collaboration, as well as the increasing tension between governing authorities and the theatre. One unit.

**English 329 — Shakespeare***Fall, spring*

A one-semester survey of the major works of Shakespeare, focusing on individual texts as representative of the stages in his dramatic development, with some discussion of Shakespearean stage techniques. One section each for majors and non-majors. One unit.

**English 330 — Shakespeare and Religion***Alternate years*

An examination of theological and philosophical issues in Shakespeare's plays, with emphasis on tragedies. There will be additional readings from a number of sources, including the Bible, Luther, Montaigne, and major Shakespearean critics. One unit.

**English 336 — 18th-Century Novel***Alternate years*

A close examination of the novel as formal prose narrative. Novels by Defoe, Fielding, Richardson, Smollet, the Gothic novelists, Sterne, and Austen are considered in detail with collateral readings. One unit.

**English 337 — 18th-Century Poetry***Every third year*

A study of the development of 18th-century English poetry from the canonical Augustans, Dryden, Pope, Swift, Anne Finch and Lady Montagu through the mid-century and later work of Gray, Collins, the Wartons, Smart, Cowper, Charlotte Smith, Joanna Baillie and Anna Seward, ending with Blake's lyrics. One unit.

**English 338 — 18th Century Satire***Every third year*

The course will focus on a variety of 18th-century prose, dramatic, and verse satires, including works by Defoe, Swift, Pope, and others. Special attention will be given to modes of satire (burlesque, parody, travesty, mock epic, etc.) as well as to the objectives of satire (amendment, punishment). One unit.

**English 339 — Restoration and 18th-Century Drama***Every third year*

A survey of English drama from Dryden to Sheridan, including heroic drama, Restoration comedy, sentimental developments of the 18th century, and the re-emergence of laughing comedy. One unit.

**English 340 - Caribbean Literature***Annually*

A study of selected writers from the Caribbean whose texts help to address the ways in which Caribbean literary thought and culture has evolved from the colonial times to the present. One unit.

**English 341 — Advanced Poetry Workshop***Annually*

An advanced course in poetry writing. Only those who have completed the Creative Writing Concentration will be considered. Permission of instructor required. One unit.

**English 342 — Advanced Narrative Workshop***Annually*

An advanced course in prose writing. Only those who have completed the Creative Writing Concentration will be considered. Permission of instructor required. One unit.

**English 344 — The Romantic Revolution***Alternate years*

A study of the major writers of the Romantic movement – Edmund Burke, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Coleridge, Mary Shelley, Percy Bysshe Shelley, Byron, Keats, Hazlitt, Lamb, and DeQuincey. One unit.

**English 345 — British Women Writers: 1780-1860***Every third year*

A study of novels, poetry, and prose writings by women writing during and after the Romantic Movement—Frances Burney, Jane Austen, the Brontës, Mary Wollstonecraft, Elizabeth Barrett Browning, and others. One unit.

**English 346 — Victorian Poetry***Alternate years*

A study of the British poetry and poetic theory composed during Queen Victoria's reign (1837-1901). Authors treated may include Alfred Lord Tennyson, Elizabeth Barrett Browning, Robert Browning, D. G. Rossetti, Christina Rossetti, Matthew Arnold, and Gerard Manly Hopkins. One unit.

**English 347 — 19th-Century Novel***Every third year*

A close examination of the British novel in the 19th century, including novels by Thackeray, Dickens, the Brontës, George Eliot, and Hardy. One unit.

**English 350 — Early American Literature***Every third year*

A study of the development of cultural contact between Native Americans and Europeans, the Puritan experiment, and the founding of the nation from 1600-1830. One unit.

**English 351 — American Renaissance***Alternate years*

A study of the American Renaissance through selected prose and poetry of Poe, Emerson, Thoreau, Whitman, Hawthorne, and Melville. One unit.

**English 352 — American Realism***Alternate years*

A study of the rise of variant expressions of realism, its evolution into naturalism, the revival of local color and the flowering of regionalism, all in response to the changing American scene through immigration, segregation, business, technology and other forces between the Civil War and World War I. One unit.

**English 353 — 19th-Century American Women Writers***Every third year*

A study of various genres in which 19th-century women engaged restrictive definitions of woman's sphere. Authors treated may include Davis, Child, Stowe, Alcott, Dickinson, Phelps, and Wharton. One unit.

**English 354 — Civil War & Reconstruction Literature***Every third year*

A survey of how the Civil War and Reconstruction periods have been described in American literature, from both the northern and southern perspective. Possible works include selected Civil War poetry and speeches, Stephen Crane's *Red Badge of Courage*, Margaret Mitchell's *Gone with the Wind*, and Charles Frazier's *Cold Mountain*. One unit.

**English 355 — Poe's Haunted Poetry***Every third year*

This course examines Poe's contribution as editor and critic; as pioneer of short fiction and science fiction; as inventor of the detective story; as author of strange and powerful poems; and as master of horror. It surveys recurrent topics such as doubleness, death, and insoluble mystery in Poe's poems, essays, tales, and novel, within the broader context of 19th-century American culture. One unit.

**English 356 — Growing Up American***Every third year*

The course will examine the various traditional and heterodox ways in which American writers have conceptualized growing up. Characteristic writers of both fiction and non-fiction that might be examined include M. Twain, E. Wharton, W. Cather, J.D. Salinger, S. Millhauser, M. Robinson, T. Morrison, R. Baker, D. Barthelme, M.H. Kingston. One unit.

**English 357 — Modern American Poetry***Every third year*

A close analysis of the development of American poetry from the early 20th century up to the contemporary period, including such poets as Pound, Eliot, Williams, Crane, Frost, Stevens, Bishop, and others. One unit.

**English 358 — Modern American Novel***Every third year*

A study of the emergence of Modernism and other currents in the American novel from 1900 to the contemporary period. One unit.

**English 359 — Southern Literature***Every third year*

A study of the writers of the so-called Southern Renaissance that began in the 1920's because of Old and New South tensions, including such figures as Faulkner, Penn Warren, Welty, Tate, Ransom, Styron, Flannery O'Connor, and Tennessee Williams. One unit.

**English 360 — The African Diaspora***Annually*

A study of selected contemporary writers from the African Diaspora who are mostly living in Britain and the United States. Such writers include Claude McKay, Jamaica Kincaid, Samuel Selvon, Caryl Phillips, Erna Brodber, Eric Walrond and Curdella Forbes. One unit.

**English 361 — Modernism and the Irish Literary Revival***Every third year*

A study of the relationship between international modernism and the cultural nationalism of the Irish Literary Revival. Authors treated include Oscar Wilde, G. B. Shaw, W. B. Yeats, Lady Augusta Gregory, James Joyce, Sean O'Casey, Elizabeth Bowen, Samuel Beckett, and Liam O'Flaherty, among others. One unit.

**English 362 — T. S. Eliot***Every third year*

A close study of Eliot's poetry, criticism, and drama, including unpublished and lesser-known writings. One unit.

**English 363 — Joyce***Every third year*

A close study of Joyce's modernist epic novel *Ulysses* as an experimental narrative; preceded by a close reading of *A Portrait of the Artist as a Young Man* or *Dubliners*. One unit.

**English 364 — Contemporary Irish Literature***Alternate years*

A study of the prose, poetry, and drama produced in Northern Ireland and the Republic from the last quarter of the 20th century to the present. Writers studied include Boland, Doyle, Friel, Heaney, and Ní Dhomhnaill as well as those less familiar to American readers, and readings are explored in light of relevant contemporary cultural concerns such as sectarianism, gender, the Celtic Tiger, and post-colonial identity. One unit.

**English 365 — Modern British Poetry***Every third year*

A study of the major British poets in the 20th century, including Hardy, the Georgians, the Imagists, Lawrence, Yeats, Eliot, Auden, and Dylan Thomas. One unit.

**English 366 — Modern British Novel***Alternate years*

A study of developments in the British novel from 1900-1950, with an emphasis on Modernist texts, through an examination of works by novelists such as Forster, Joyce, Woolf, Lawrence, Rhys, Greene, and Waugh. One unit.

**English 367 — American Women Writers***Every third year*

A study of the history of female authorship in America, emphasizing the ways in which individual women circumvented cultural proscriptions against female reading and writing, and manipulated existing literary genres in order to make their voices heard. One unit.

**English 368 — African-American Literature***Alternate years*

A survey of the literary tradition from slave narratives to contemporary writing by authors of African and African-American descent, with emphasis on the tradition's oral beginnings and the influence of the vernacular on the written literature. One unit.

**English 369 — Modern Drama***Every third year*

A study of developments in drama from 1890 to 1960 in England, America, and on the Continent through an examination of selected works of such playwrights as Ibsen, Chekhov, Shaw, Pirandello, O'Neill, Brecht, Williams, and Beckett. One unit.

**English 370 — Tragic View***Every third year*

A study of the theory of tragedy in dramatic and non-dramatic literature. Readings in Greek tragedians, Latin and Continental, as well as English and American literature. One unit.

**English 371 — Detective Fiction***Alternate years*

A study of detective fiction from its 19th-century beginnings (Poe, Doyle) to the British Golden Age (Christie, Sayers), and recent metaphysical parodies of the genre (Pynchon, Auster). One unit.

**English 372 — Contemporary African-American Literature and Culture***Alternate years*

An investigation of literature by African-American authors dating from the 1970s to the present day in the genres of science fiction/fantasy, mystery, memoir, novels exploring gender and sexuality, and cultural theory, with emphasis on the issues of visibility and invisibility as well as the theme of the American Dream. One unit.

**English 373 — Chesterton and Catholic Modernity***Every third year*

A study of G.K. Chesterton as a novelist and essaying, in relation to other modern thinkers and writers, including Arthur Schopenhauer, Friedrich Nietzsche, Joseph Conrad, Walter Pater, Leo Tolstoy, and H.G. Wells. This course is especially recommended for students interested in the Catholic intellectual tradition. One unit.

**English 374 — The Bible and Literature***Alternate years*

This course takes its title from Northrop Frye's book, "The Great Code." Studies what Frye calls the "mythological universe" of the Bible that stretches from creation to the end of the world, looking particularly at the narrative structures of the Bible and its recurrent patterns of imagery. One unit.

**English 375 — Asian American Literature***Alternate years*

A survey of representative Asian American literature from early twentieth century immigrant narratives to contemporary writings. Examines Asian American literary production and its main literary themes. One unit.

**English 376 — Postmodern British Novel***Every third year*

A study of the rise and development of the "postmodern" novel in Britain from the late 1960's to the present, including works by Rhys, Fowles, Lodge, Rushdie, Weldon, Winterson, Amis, and Barnes. Topics to be discussed include: postmodernism, historicity, post-colonialism, pop culture, and constructions of race/gender/sexuality. One unit.

**English 378 — 21st-Century Literature***Every third year*

Explores award-winning British and American literature of the new millennium in an attempt to "take the pulse" of what's going on in our most contemporary literature. Texts are read in the contexts of late 20th-century literary and theoretical movements such as: postmodernism, post-colonialism, gender studies, and multiculturalism. One unit.

**English 379 — Contemporary Drama***Every third year*

A study of developments in Anglo-American drama from 1960 to the present through the work of playwrights such as Shepard, Mamet, Wasserstein, Norman, Hare, Churchill, Wilson, Fugard, Parks, and Kushner. One unit.

**English 380 — Representing the Law in Drama***Alternate years*

A study of drama from various epochs and genres, inquiring how legal systems shape plays centered on questions of justice and how drama itself critiques different systems of law. One unit.

**English 381 — Rhetoric***Annually*

A consideration of rhetorical theory in the classical texts of Plato and Aristotle, an analysis of some famous examples of persuasive eloquence, and the student's own exercise of persuasive speech on subjects of public concern. One unit.

**English 382 — Queer Theory***Every third year*

A continuously evolving offshoot of Gender Studies inspired by the work of Foucault, Sedgwick, Butler, and others, Queer Theory is explored in this course to determine the degree to which it approximates an authentic discipline generative of productive insights by examining diverse but conventionally understood works of the canon in more heterodox ways. One unit.

**English 383 — Feminist Literary Theory***Alternate years*

An examination of major directions in 20th-century feminist literary theory, with study of works by writers such as Charlotte Bronte, Chopin, Gilman, Woolf, Atwood, and Morrison. Theory may address such issues as gendered reading and writing, representation of the body and sexuality, gender/race/class, feminism and ideology. One unit.

**English 384 — Literary Theory***Alternate years*

A study of the aims and procedures of literary criticism and of representative approaches, both ancient and modern. Selected readings from influential critics from Plato and Aristotle to the late 20th century, with application to literary works. One unit.

**English 385 — Contemporary Literary Theory***Alternate years*

An introduction to some of the major positions in modern and contemporary literary criticism: the "old" and "new" historicisms, formalism, reader-response criticism, structuralism, hermeneutics, deconstruction, critique of ideology, and cultural studies. Seeks to clarify literary criticism's place among the contemporary disciplines. One unit.

**English 387 — Composition Theory and Pedagogy***Annually*

An investigation of how people learn to write, and how they can be helped to write better. Topics include individual composing processes, academic discourse constraints, and cultural influences on writing. This by-permission course is required for all students who wish to become peer tutors in the Holy Cross Writer's Workshop. One unit.

**English 388 — Jewish Literature of Exile and Return***Alternate years*

Jews have dispersed all over the world, while retaining a collective identity based in their religious culture and attachment to the Promised Land. This course explores literature (from different times and places - mostly written in English) that treats their experiences of living in exile and returning to homeland. One unit.

**English 399 — Special Topics in English***Fall, spring*

The study of a special problem or topic in literature or language, or a body of literature outside present course listings. Representative examples include: Renaissance Love Lyric, Arthurian Tradition, Contemporary Women Writers, Renaissance Women Writers, 19th-century Novel & Crime, Frost/Stevens. One unit.

***Advanced Courses*****English 400 — Tutorials and Independent Study Projects***Fall, spring*

Permission of the instructor and/or the department chair ordinarily required for such courses. One unit.

**English 401, 405 — Seminars***Annually*

Advanced seminars are classes with prerequisites that offer the student an opportunity to pursue an ambitious independent project and to take more responsibility for class experience. Some recent advanced courses have been: Book as Text/Object; Keats and Wordsworth; Medieval East Anglia; Gender in the Renaissance; Austen: Fiction to Film; Shakespeare's Romances; Literary Constructions of Romantic Love; Forgotten Language: The Art of Nature Writing; Slavery & the Literary Imagination; and Shakespeare's Comedies. One unit each semester.

**English 407, 408 — English Honors Thesis***Annually*

Candidates selected from invited applicants to the English Honors Committee. Two semesters credit, granted at end of second semester. One unit each semester.

**English 409 — English Honors Colloquium***Fall, spring*

English Honors thesis students and College Honors English thesis students. One-half credit, granted at end of second semester.

# History

Lorraine C. Attreed, Ph.D., *Professor*

Noel D. Cary, Ph.D., *Professor*

Anthony J. Kuzniewski, S.J., Ph.D., *Professor*

Theresa M. McBride, Ph.D., *Professor*

Karen L. Turner, Ph.D., *Distinguished Professor of Humanities*

Thomas W. Worcester, S.J., Ph.D., *Professor*

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Rosa E. Carrasquillo, Ph.D., *Associate Professor*

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Mark E. Lincicome, Ph.D., *Associate Professor and Chair*

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Edward T. O'Donnell, Ph.D., *Associate Professor*

Michael R. West, Ph.D., *Associate Professor*

Stephanie E. Yuhl, Ph.D., *Associate Professor*

Cynthia V. Hooper, Ph.D., *Assistant Professor*

Munya Bryn Munochiveyi, Ph.D., *Assistant Professor*

Justin Poché, Ph.D., *Alexander F. Carson Faculty Fellow in the History of the United States, Assistant Professor*

Lorelle D. Semley, Ph.D., *Assistant Professor*

Jonathan A. Young, Cand. Ph.D., *Andrew W. Mellon Postdoctoral Teaching Fellow*

Clayton Howard, Ph.D., *Visiting Assistant Professor*

The History Department offers a wide range of courses dealing with most of the world's major civilizations. Historians study the process of change over time and examine all aspects of human experience in the past. Often they draw upon theories and methods of related disciplines, such as sociology, anthropology, political science, economics, arts and of literature. Majors should thus select courses in related disciplines to expand their historical insights and to acquire critical research tools that will enhance their ability to pursue serious historical study. Students considering a history major are strongly advised to pursue the study of foreign languages beyond the intermediate level and to study away for one or two semesters.

The History Department offers three levels of courses: (1) Introductory: for those beginning a serious study of history, the Department has designed 100-level courses which are broad surveys or topical introductions to the study of history; (2) Intermediate: courses numbered 200-299 are considered more focused in subject matter and intermediate in difficulty; students are generally expected to enter them with a firm grasp of fundamental historical facts and concepts; (3) Advanced: 300-level courses are focused and thematic in scope, require a higher level of preparation, provide significant historiographical and theoretical content, and, with smaller enrollments, provide opportunities for significant discussion; and 400-level courses (tutorials, seminars, and theses) are reserved for advanced historical study and for independent research and writing.

1. Majors must take between a minimum of 10 courses and a maximum of 14 courses. Advanced Placement credits do not count toward that total.
2. At least five courses must be numbered above 200.
3. All majors are required to take The Historian's Craft (History 200). This course is normally taken in the sophomore year; no seniors will be admitted to it. Historian's Craft is a prerequisite for all courses at the 300 or 400 level. Non-majors without Historian's Craft must receive permission from the instructor to enroll in advanced courses.
4. All majors must take at least two Pre-Industrial/Pre-Modern courses. (A list of Pre-Industrial/Pre-Modern courses is on the Department's home page and is available at the departmental office.)

5. Some courses, e.g., History 113 or History 126, fulfill two distribution requirements. Fourth-year majors will not be admitted to 100-level courses, except with special permission from the Department Chair.
6. Majors in the Classes of 2012 and 2013 must take at least one course at the advanced level (300- or 400-level). Majors in the Class of 2014 and after must take at least two courses at the advanced level.
7. Students in the Classes of 2012 and 2013 must take two courses in American history, two courses in European history, and two courses in Asian, Latin American, Middle Eastern, and/or African history. In each case, one 100-level introductory course may be taken but the second course in the geographical area must be at the 200 level or above. First-year students with Advanced Placement scores of 4 or 5 in European and/or American history or International Baccalaureate (IB) credit are exempted from this introductory course requirement but must take two courses in European history or in U.S. history at the 200-level or above. Majors in the Class of 2014 and after are not required to fulfill this geographic requirement, but they must fulfill the thematic concentration described below.
8. Thematic concentration: Each major must select a theme as a field of concentration within the major. Possible themes include: Race and Ethnicity, War and Memory, Comparative Empires, Political Transformations and Social Change, The Sacred and Society, Gender in Public and Private Life. With the assistance of a faculty advisor, the major will select a minimum of four courses that can be clustered within the chosen theme. One of these four courses may be at the 100-level; one of these four must be at the advanced level. The theme must incorporate geographic diversity. The Historian's Craft cannot be included in a theme. Templates for each of the suggested themes will be posted on the Department's website and will be available from the Department office. A student may also design a theme, as long as the theme incorporates geographic diversity while maintaining a clear focus. A self-designed theme must be approved by the Department's Curriculum Committee. An online application for the thematic concentration will be maintained on the Department's website and function as part of the regular academic advising.
9. Transfer students and students who study away will receive credit for up to four history courses if they are away for a year, and up to two history courses if they are away for a semester. Courses taken away must be approved by the History Department in advance.

**Advanced Placement Credit:** As described above, students with AP credit in history earn placement in the history curriculum but AP credit does not count toward the minimum of 10 courses.

The Department of History offers the opportunity for fourth-year students to be nominated for the History Honors Program. Students aspiring to graduate with Honors in History are required to take a minimum of two advanced courses and to work closely with a member of the history faculty on a research thesis during their senior year. The program offers the intellectual rewards of independent research and original writing, and provides recognition for outstanding achievement by students in the major.

## Courses

### History 101 — Themes

*Fall, spring*

An introduction to history as a mode of intellectual inquiry, this is an intensive reading, writing, and discussion course which is limited to 24 students. Seeks to develop a sense of history through an in-depth study of selected topics and themes. Emphasis is on student participation and the development of critical thinking. Readings involve some textual analysis, and there are frequent short papers. First year students only. Only one themes course may be applied toward the minimum of 10 courses needed for the major. One unit.

### History 103 — Perspectives on Asia 1: "Traditional" East Asia

*Fall*

Introduces the major philosophical, political, social, religious and artistic traditions that developed in Asia prior to the 20th century; examines the historical contexts in which those traditions evolved, and considers their legacy for the modern era. Students are also introduced to the historical discipline itself: the concepts, methods, and tools that historians use to study the past. Various works in translation (fiction, philosophical and religious tracts, chronicles) are used, together with films, slides, field trips, lectures and discussions. One unit.

**History 104 — Perspectives on Asia 2: Modern Transformations***Spring*

Focuses on historical and cultural movements in the Asian region. This a team-taught course and themes vary according to the interests and expertise of the Asian Studies faculty. Creative literature, anthropological accounts, journalists' reports, films and guest lecturers will be used to gain a multi-layered perspective of these complex societies. One unit.

**History 105 — Asia in Western Fiction and Film***Alternate years*

Examines and compares descriptions of Asia and portrayals of Asian societies found in Western novels, short stories and films produced since the mid-19th century, and relates them to colonial and post-colonial historical encounters between Asia and the West. One unit.

**History 106 — Origins of Japanese Culture***Alternate years*

Surveys the development of Japanese social and political institutions, religion, art, and literature from pre-history to A.D. 1600. Particular attention is paid to the relationship between cultural and political change. Students also learn how archeological discoveries, painting, sculpture, poetry, fiction, and performing arts are used to study history. One unit.

**History 109 — The Ancient Near East and Greece***Every third year, fall*

Examines the history of the Ancient Near East, Egypt, and Greece from the Neolithic to the fourth century B.C. Studies and compares the evolution of ancient humanity from prehistoric origins through the growth of ancient empires, explaining history as a discipline while studying the development of early human cultural advance. One unit.

**History 110 — Rome: Republic and Empire***Fall*

Provides an introduction to major themes in Roman history, from its foundation and relations with other Mediterranean powers, the development of the Republic, the evolution of Empire, to changes brought by Christianity. Political, legal, social and cultural themes are pursued, with emphasis on the primary historical and physical sources of knowledge. Fullfills one of pre-industrial/pre-modern requirements. One unit.

**History 111 — The Rise of the Christian West to A.D. 1000***Fall*

Western history from the later Roman period to the formation of Europe in the 11th century. Covers political, religious, economic, social, artistic and legal developments in the fusion of Roman and Christian civilization, the disintegration of the Western Roman empire in the face of barbarian invasions, relations with the Byzantine Eastern Empire, the impact of Islam, rural and urban life, the Carolingian revival, and the impact of new peoples on the European scene. One unit.

**History 112— Emerging Europe, 1000-1500***Spring*

The emergence of Europe in the 11th century to the era of the Renaissance. Covers political, religious, economic, social, artistic and legal developments in the formation of European states and territorial monarchy, European frontier expansion, urban growth, the evolution of Romanesque and Gothic styles, and the conflict of church and state. One unit.

**History 113 — Renaissance to Napoleon, 1500-1815***Annually*

Social, cultural, religious, economic, and political developments in Europe from the Renaissance to the fall of Napoleon. Special emphasis on the Protestant and Catholic Reformations, the evolution of monarchical power, the rise of European overseas empires, the scientific revolution, the Enlightenment, the French Revolution, and the rise and fall of Napoleon Bonaparte. One unit.

**History 114 — Napoleon to the European Union, 1815-Present***Annually*

This course will touch on the major events of modern European history from the French Revolution to the collapse of Communism. It will pay particular attention to issues that have troubled Europe throughout the modern era, many of which remain unresolved today. These include conflicts about values, most especially those between religious and secular world views; debates about social, economic, racial, and national inequality; changes in the role of women, men, marriage, and family in modern society; the experience of total war and its impact on individuals and nations; the emergence of mass politics and popular dictatorship; the ethics and methods of political protest; terrorism; and the consequences and legacies of superpower struggle in Europe. One unit.

**History 121 — Making of the Modern Middle East***Annually*

Examines the making of modern Middle Eastern states and societies from World War I to the present, including the Arab countries as well as Iran, Israel and Turkey. Against the backdrop of the rise of European economic and political domination vis-a-vis the Middle East and expanding relations of capitalist produc-



tion in the 18th and 19th centuries, the course surveys the main political, social, economic, and intellectual currents of the 20th-century Middle East with an emphasis on historical background and development of current problems in the region. Topics include imperialism, nationalism, state and class formation, religion, Orientalism, women, the politics of oil, the Arab-Israeli conflict and the Iranian revolution. One unit.

### **History 126 — Colonial Latin America**

*Fall*

Provides an introduction to Latin American history from pre-Columbian to the late 18th century, emphasizing native cultures, the conquest of the New World, the creation of colonial societies in the Americas, race, gender and class relations, the functioning of the imperial system, the formation of peasant communities, and the wars of independence. One unit.

### **History 127 — Modern Latin America**

*Spring*

Surveys the history of 19th- and 20th-century Latin America, focusing on six countries. Topics include the formation of nation-states, the role of the military, the challenges of development and modernization, the Catholic church and liberation theology, social and political movements for reform or revolution, slavery, race relations, the social history of workers and peasants, and inter-American relations. One unit.

### **History 137 — American Slavery, American Freedom**

*Annually*

Examines the intertwined origins and development of American slavery and American freedom, racial ideology and democracy, and the combustible interaction that created the central contradiction of antebellum America: a republican nation professing equality that was also an enormous slave holding society. Also examines the ways in which historians work and make arguments, and students will be asked to critically examine both primary and secondary documents. One unit.

### **History 200 — The Historian's Craft**

*Fall, spring*

An introduction to historical methods and to historiography—that is, how history is written and interpreted, and how the discipline or a topic within it has evolved. Students examine how historians formulate questions or lines of inquiry, how to locate and read primary sources, how to use secondary sources, how to develop research topics that are incisive and focused, and how to organize and present one's research in oral and written form. Required of all history majors. One unit.

### **History 201 — Colonial America**

*Alternate years, fall*

The exploration, settlement, and development of North America from the late-16th to the mid-18th century. Special emphasis: comparative analysis of the backgrounds, goals, and accomplishments of the original colonists; social structure, economic development, and religious life; immigration and white servitude; slavery; Indian-white relations; and development of the British imperial system. One unit.

### **History 203 — The Age of Jackson, 1815-1860**

*Fall*

American life and politics between the time of the Founding Fathers and the Civil War. Emphasizes Jackson's role as a national hero and political leader; constitutional issues; political and economic developments; continental expansion; antebellum literature, social life, and reform; and the breakup of the Jacksonian consensus as a prelude to the Civil War. One unit.

### **History 204 — Lincoln and His Legacy: The Civil War and Its Aftermath**

*Spring*

American life and politics from the Civil War to the end of the 19th century. Emphasizes Lincoln's leadership and vision, the proximate causes and military progress of the Civil War, "Reconstruction" of the former Confederate states, and the evolution of the 14th and 15th Amendments as protectors of civil rights. One unit.

### **History 205 — U.S. in the 20th Century 1: 1890-1945**

*Fall*

Examines the major political, economic, social and cultural forces that contributed to the modernizing of America. Special emphasis on: industrialization and Empire; the impact of racial, gender, class and ethnic struggles for justice with a democratic republic; "Americanism"; the expanding role of the government in the lives of its citizens; labor and capitalism; popular and consumer culture; war and homefront. One unit.

### **History 206 — U.S. in the 20th Century 2: 1945-Present**

*Spring*

Examines the major political, economic, social and cultural forces of the post-WWII era. Special topics include: Reorganizing the post-war world; McCarthyism; consumer and youth culture; the Civil Rights Movement; the New Left and the Vietnam War; the women's movements; Watergate and the resurgent Right; and post-Cold War America. One unit.

### **History 207 — 19th-Century U.S. Diplomacy**

*Alternate years*

Studies the foundations and development of American diplomacy to the turn of the 20th century, with emphasis on the American presidents and their secretaries of states. One unit.

**History 211 — Labor and Capital in America***Annually*

Examines the origins, development, and maturation of the Industrial Revolution in America, from 1800 to the present, with special emphasis on the experience of workers and the labor movement they built. Also takes into account the perspectives and interests of capitalists and the American entrepreneurial tradition to provide as full and complete a picture possible of the often contentious relations between workers and their employers. One unit.

**History 214 — Comparative Women's History***Alternate years*

Beginning in the 19th century, women's social roles were transformed with the spread of women in higher education, the transformation of women's work, and the impact of the women's rights movement. A particular focus is on the impact of nationalism, imperialism and two world wars on women and families. One unit

**History 216— American Religious History***Alternate years*

A study of the American religious experience from colonial times to the present with an emphasis on the major religions, persons, institutions, and movements. One unit.

**History 221 — American Urban History***Alternate years*

A study of the role of cities in American life and thought from the colonial period to the present, with emphasis on the popular experience of city life, the evolution of municipal government, the organization of urban space, the emergence of suburbs and inner-city ghettos, and visions of the ideal city in the United States. One unit.

**History 223 — Radicalism in America***Annually*

Americans recognize that we live in a profoundly different nation than that which was created out of the American Revolution. We might account for these changes in various ways—the genius of the Founding Fathers, the general prosperity of the nation, even the feeling that “things” just always get better over time. This course is based on the idea that these changes have been the result of human effort, and that the efforts of American radicals have been essential to the rise of the American democracy. It examines the thought and action of radicals of various stripe and means, from Tom Paine to Martin Luther King, from the brutal war on American slavery attempted by Nat Turner and John Brown, to the more genteel fight against patriarchy waged by Elizabeth Cady Stanton and Susan B. Anthony, and look closely at the various efforts of Wobblies, Syndicalists, and Reds to advance the cause of industrial democracy. One unit.

**History 224 — Catholicism in the United States***Annually*

A historical examination of the development of the Catholic Church and its people in the U.S. Particular attention devoted to issues of church and society as they have developed since the 19th century. One unit.

**History 225 — The Civil Rights Movement***Annually*

Provides an in-depth study of the civil rights movement from its origins in Jim Crow America to its stirrings in the 1950s, through to the heights of its successes in the mid-1960s and its dissolution thereafter. Assesses its legacy and consequence in the 1970s and afterward. Special attention is paid to the way in which the movement worked within and challenged consensus notions about progress and “the Negro's place” in America and also to the movement as an ideological problem for Americans and activists like Martin Luther King, Malcolm X and others. Also examines the ways in which historians work and make arguments, and students are asked to critically examine both primary and secondary documents. One unit.

**History 226 — Irish American Experience***Annually*

Examines the historical experience of the Irish, one of the largest ethnic groups in America. The Irish in America have left an indelible mark on the nation's economy, politics, and culture, while at the same time they have been shaped by their adoptive country. Among the topics addressed: colonial era immigration, the Famine, changes in ethnic identity, class conflict and the labor movement, the Catholic Church, machine politics and political affiliations, culture and the arts, nationalism and the fight for Irish freedom, upward mobility and the quest for respectability, relations with other ethnic and racial groups. One unit.

**History 230 — Environmental History***Spring*

Beginning with the early civilizations of Mesopotamia, Mesoamerica, China, and the Mediterranean, this course integrates human experience with the natural order. Examines changing ratios of humans to the land and of humans to other species and the impact of the transfer of plants, animals, and diseases between the hemispheres after 1492. Considers how perceptions of nature have differed over time. Case studies of environmental crises in the contemporary world are based on their 19th- and 20th-century roots. One unit.

**History 231 — Medieval England to 1216***Alternate years, fall*

Examines the political, social, legal and economic developments in England and the Celtic fringe from the prehistoric period, through the Roman and Anglo-Saxon invasions, into the Norman and Angevin eras, ending in 1216 with Magna Carta and the death of King John. Topics include the Romanization of Britain, the growth of Christianity, the roles of medieval women and minority groups, crime and violence. One unit.

**History 232— Medieval Lives***Every third year*

Focuses on medieval life-writings dealing with personal expressions of the intersection of faith and action, personal identity and communal responsibility. Chosen works deal with basic questions of morality and ethics, and exhibit the variety of rhetorical methods by which to communicate these issues. Readings range from Augustine's Confessions, the autobiographies of Guibert of Nogent and Peter Abelard, to the trial testimony of Joan of Arc. Fulfills one pre-modern/pre-industrial requirement for the major. One unit.

**History 233 — War and Chivalry in Medieval France***Every third year*

Examines the political, social, and cultural developments in France from Roman Gaul to the reign of Louis XI. Emphasizes the institutional development of the state, the vital role of Christianity in the religious, political and intellectual life of France, the evolution of social life and social classes, and the rich artistic and architectural heritage of this era in French history. One unit.

**History 234 — Medieval Spain***Alternate years, spring*

The historical evolution of the peoples of the Iberian Peninsula from their Roman experience to the creation of Spain as a political entity at the end of the 15th century. Emphasis is placed on political, social, economic, religious and artistic development, and the influence of the Visigothic and Muslim invasions and the Reconquest on the shaping of Luso-Hispania. One unit.

**History 236 — Renaissance Europe***Every third year*

Surveys the significant intellectual, cultural, social, and political developments across Europe, beginning with the social and economic structures of family life during the early Italian Renaissance, continuing with the political and artistic expressions of the Italian city-states, and tracing the spread of Renaissance influences to northern Europe through the early 16th century. One unit.

**History 237 — The Reformation***Alternate years*

The most significant political, intellectual, and religious developments of the Protestant and Catholic Reformation movements in 16th- and 17th-century Europe. One unit.

**History 238 — The Papacy in the Modern World***Alternate years*

Examines the evolution of the papacy from the Renaissance to the present, and considers the various roles played by the popes, not only in church government, but also in the arts, in politics and diplomacy, and in international advocacy of peace and justice. One unit.

**History 239 — Louis XIV's France, Ca. 1560-1715***Alternate years*

Studies the politics, religion, society, and culture of early modern France, from the Wars of Religion to the end of the reign of Louis XIV. Considers how and why France was the 'superpower' of the seventeenth century. One unit.

**History 241 — Modern France from Revolution to End of Empire***Spring*

From the Revolution of 1789, which gave birth to the nation, to human rights and to citizenship, to the creation of the European Union in the 1990s, France has been at the center of European culture. Paris was rebuilt in the late 19th century as "the capital of Europe," a center of artistic modernism as well as an expanding global empire. During three wars with Germany between 1870 and 1945, the French suffered the devastating effects of total war on their own soil. France played a crucial role in the creation of the European Union but was forced to adapt to becoming a diminishing power in the world since World War II. One unit.

**History 242 — British Society and Empire, 1763-1901***Alternate years*

By the end of the Seven Years War (1756-1763), Britain had emerged as a genuine world power, with holdings larger and richer than any other in the Western world. During the next 150 years, Britain would eclipse its European rivals in industry, trade, and sea power. At the height of its power in the late 19th century, Britain controlled one quarter of the world's population and one-fifth of its land surface. This course will survey the history of Britain and its empire from the late 18th century to the turn of the 20th century. This course rethinks certain familiar topics in British history by considering the intersections between home and empire and by highlighting how imperial considerations influenced Britain's social formation. Topics include the slave trade and slavery, rise of capitalism, industrialization and consumer culture, political reform movements (e.g., antislavery, Chartism, and Irish Home Rule), imperialism, religion, and British identity. One unit.

**History 243 — 20th-Century British Society and Empire***Alternate years*

By the turn of the century, at the height of its power, Britain controlled one quarter of the world's population and one-fifth of its land surface. Over the next 60 years, Britain would lose its status as a world and imperial power. This course focuses on the ways in which imperialism was constitutive of much of the domestic history of Britain from 1901 to 2001, even after Britain lost most of its colonies. Students examine Britain's declining role as a world and imperial power and interrogate the meaning of Britain's national and imperial identities. Discusses the two World Wars with analysis of their economic, social, cultural, and ideological repercussions within Britain and its empire. One unit.

**History 245 — Imperial Russia — Between East and West***Spring*

At its height, the empire of tsarist Russia stretched across one-sixth of the earth, running from Germany to the Pacific Ocean and bordering regions as disparate as Sweden, China, and Iran. Ever-preoccupied with their country's amorphous position between Europe and Asia, Russians have struggled for centuries to define how their vast homeland should modernize, which values leaders should embrace and which they should fight to change, and what the rights of individual citizens and their obligations to the state should be. This course examines debates about Russian identity and the country's relationship to East and West that raged from the time of Peter the Great in 1682 to the Revolution of 1917, including issues that are still the subject of great controversy today. One unit.

**History 251 — Colonial Ireland and India***Alternate years*

As British colonies gained their independence in the 20th century, Ireland and India offer interesting points of comparison for studying the nature of British colonialism. Such a comparison offers opportunities to understand distinctions and nuances within colonialism such as the complex interactions of peoples in inherently unequal power relationships; the difficulties of administering a vast multi-national empire in an age of nationalist ferment; and the often stark clash between pre-independence nationalist expectations and post-colonial realities. This course examines their places in the Empire through three lenses: an imperial lens that considers how Britain achieved dominance and maintained rule; a subaltern lens that focuses on indigenous peoples whose "pre (British)-imperial" histories and experiences of empire varied enormously and would continue to shape their relationships in the present; and a lens that probes the complicated interactions between colonizer and colonized, exploring Ireland's unique position within the Empire, as both a colonized territory and an imperial participant. One unit.

**History 253 — The Soviet Experiment***Annually*

The history of the Soviet Union is one of violent transformation, a shocking tale of both idealism and repression, achievement and suffering on a gigantic scale. This course examines the colossal political, social and cultural experiment that began with the Communist Revolution in 1917 and ended with the dissolution of the USSR in 1991. Topics include: the ideology of Soviet Communism, the hopes and fears the Revolution inspired, both at home and abroad, Vladimir Lenin's seizure and consolidation of power, the rise of Josef Stalin, industrialization and collectivization, struggles to persuade the various peoples of a multiethnic Empire to embrace Soviet values, the Great Terror, World War II, the division of Europe, Cold War conflict, and troubled efforts at socialist reform. One unit.

**History 255 — Europe: Mass Politics and Total War, 1890-1945***Alternate years, fall*

From the high point of European global power and cultural influence, Europe moved into an era of world war, popular millenarian ideologies, dictatorships, and unprecedented mass murder. This course examines the origins, evolution, and impact of the modern European ideological dictatorships, from the cultural ferment and socioeconomic change that characterized the pre-1914 "belle époque" through the two world wars. Topics include: modern art; liberalism and its discontents; the origins and nature of World War I; the Russian revolutions; the Versailles peace settlement; the struggling interwar democracies; the economic crises; communism and fascism; the Italian, German, and Soviet dictatorships; the Spanish Civil War; and the origins of World War II. One unit.

**History 256 — Europe and the Superpowers, 1939-1991***Alternate years, spring*

Postwar Europe was shaped in part by four major influences: the clash between Western liberalism and Soviet communism; the withdrawal from overseas empires; the effort to come to terms with the legacy of world war; and the creation of integrative European institutions. Concentrating on Europe, this course examines reciprocal influences between the Europeans and the two peripheral superpowers (USA and USSR) of the Atlantic community. Topics include: World War II, the Holocaust, science and government, the Cold War, the division of Europe, the revival and reinforcement of western European democracy, de-Nazification, Christian democracy, the economic miracle, European integration, the strains of decolonization, the rise of Khrushchev, the Berlin crises, De Gaulle and his vision, protest and social change in the sixties, the Prague

Spring, Ostpolitik and détente, the oil shocks, the Cold War refreeze, the Eastern European dissidents, the environmental movement, Gorbachev's reforms, and the collapse of communism. One unit.

### **History 261 — Germany in the Age of Nationalism**

*Alternate years, fall*

Late to unify, late to industrialize, and late to acquire democratic institutions, Germany had to cope with all three processes at once, with tragic consequences for human rights and international order. This course analyzes the development of German nation-building from the time of Metternich, through the age of Bismarck and the Kaisers, to the Weimar Republic and the rise of Hitler. We explore the trends and circumstances in German and European history that came together to produce Nazism. But we also explore the presence of diversity, the alternative pathways, and the democratic potential in pre-Nazi German history. Topics include religious tension and prejudice (Catholics, Protestants, and Jews), Prusso-Austrian duality, the German confederation, the revolution of 1848, German national liberalism, Bismarck's unification and its legacy, imperial Germany under the Kaisers, German socialism, World War I, the revolution of 1918, the Weimar Republic, and the Nazis. One unit.

### **History 262 — Germany from Dictatorship to Democracy**

*Alternate years, spring*

In Western Germany after World War II, a people that once had followed Hitler now produced perhaps the most stable democracy in Europe. At the same time, eastern Germans lived under a communist dictatorship that lasted more than three times as long as Hitler's. What is the place of the two postwar Germanies in the broader context of German and European history? To what degree were the two German states a product of their shared past, and to what degree were they products of the Cold War? What are the implications for reunified Germany? This course explores these questions by examining the history of democracy, dictatorship, political ideology, and social change in modern Germany. Topics include: Marx as a German; liberalism, socialism, communism, and political Catholicism in pre-Nazi Germany; popular attitudes toward Nazism; the legacy of Nazism and the Holocaust; the Allied occupation; de-Nazification, the Cold War, and the partition of Germany; Christian Democracy and Social Democracy; the Adenauer era, the Berlin crises, and the economic miracle; German-German relations and the Ostpolitik of Chancellor Willy Brandt; protest politics, Euromissiles, and the Green movement; the development and collapse of East Germany; and Germany since reunification. One unit.

### **History 267 — Modern Italy**

*Fall*

Italy has a long and distinguished history, but its political unification occurred only in 1861. This course analyzes the process of unification, the social and cultural life of 19th-century Italy, the deep divisions between the north and the south, Italy's role in both world wars, Fascism and resistance to Fascism, the postwar economic miracle, the role of the Mafia in Italian politics, and Italy's role in the formation of the European Union. One unit.

### **History 271 — Native American History 1: The Indians' New World**

*Annually*

A survey of American Indian history from the pre-Columbian era through the 1840s. What was life like in North America 500 years ago? How did Native Americans react and relate to people from diverse cultures? Can we make broad generalizations about their lives, or do particularities like sex, age and geographical location indicate diverse experiences among Native Americans? This course explores such questions and themes such as trade, work, war, disease, gender, and religion in early North America. It examines theories of origin and life in North America before 1492 and ends with "removals" to Indian Territory in the 1830s and 1840s. One unit.

### **History 272 — Native American History 2: Native Americans from the Plains Wars to the Present**

*Annually*

Explores American Indian history from the 19th-century Plains Wars to the present. Because of the complexity, diversity, historical depth, and geographic scope of North American Indian societies, this course seeks to provide a general framework, complemented by several case studies, through an approach that is both chronological and thematic. Among the topics addressed are the development and implementation of U.S. federal policies toward Indian peoples; Indian resistance and activism; definitions and practices of sovereignty; and cultural attitudes toward Indians in American society. Considers Native Americans not as victims, but as historical, political, economic, and cultural actors who resourcefully adjusted, resisted, and accommodated to the changing realities of life in North America and continue to do so in the 21st century. One unit.

### **History 275 — U.S. Mexican Border**

*Alternate years, fall*

This course examines the history and culture of the region encompassing the modern American southwest and Mexican north from Spanish imperialism to modern immigration debates. Particular attention is paid

to the interaction of Native-, Latin-, and Anglo American societies in creating a unique “borderlands” society through the present day. This history offers important insight into processes of religious conflict, political revolution, economic dependency and globalization through Latin American and U.S. history. One unit.

### **History 277 — Afro-Latin America**

*Alternate years, spring*

Examines the African Diaspora in Latin America from the aftermath of slavery to the present. Studies the struggles of Afro-Latin Americans in establishing citizenship and a dignified existence, emphasizing topics such as liberation movements; gender and racial politics; art; African religions in the Americas; national policies of “whitening”; and Afro-centric ideologies of the Caribbean. Course extensively uses music as both art and historical text. One unit.

### **History 281 — Imperial China**

*Alternate years*

Surveys Chinese political history from the formative era of the imperial system in the fourth century B.C. through the Communist revolution in 1949. Themes demonstrate how the tradition has shaped and is reconstructed to suit contemporary forces in China. Films, biographies, historical and philosophical writings, and western interpretations of events and personalities offer a variety of perspectives. Fulfills non-Western requirement and one pre-modern/pre-industrial requirement for the major. One unit.

### **History 282 — Modern China**

*Alternate years*

Introduction to events, personalities, and concepts of particular significance for understanding China's development from a traditional empire considered so weak that it was called the “sick man of Asia” to a modern state that will continue to play a major role in a global world. Covers the period from the Opium Wars in the mid-nineteenth century through the post-Maoist reforms using a variety of sources, including documents, film, literature, reportage and memoirs. Topics covered include ongoing debates within China itself about the often competing demands of modernization, nationalism, traditionalism, feminism, social justice, economic imperatives, rule of law, and human rights. One unit.

### **History 286 — Modern Japan**

*Spring*

This course begins by surveying political, social, economic and cultural developments during the so-called “early modern” period of Japanese history (1600-1850), when the country was governed by the samurai military class. The focus then shifts to the period between the 1850 and 1930, when Japan undertook a thoroughgoing “modern” revolution that transformed it into a major military, industrial and colonial power that rivaled Europe and the United States. While modernization resolved some of the challenges facing the country in the 19th-century, it also posed a new set of challenges for Japanese in the early 20th century.

### **History 287 — The Pacific War**

*Fall*

Examines the origins, conduct, impact, and legacy of the Pacific War. While the primary focus will be on the years between the Manchurian Incident of 1931 and Japan's formal surrender to the Allied Forces in 1945, attention will also be given to the period between 1867 and 1930—when Japan came of age as a modern imperialist nation competing with the Western colonial powers for power, territory, and influence in East and Southeast Asia—as well as to the aftermath and legacy of the war in the years since 1945. One unit.

### **History 288 — Japan Since the Pacific War**

*Fall*

Examines the political, economic, social intellectual, and cultural history of Japan since 1945. Some comparisons are made with the prewar period, in order to place these developments within a broader historical context. Topics include: individual, community and state; religion, education and socialization; gender relations; industrial development and its consequences; Japan and the global community; and postwar interpretations of Japanese history. Fulfills one non-Western requirement for the major. One unit.

### **History 290 — Vietnam: More Than an American War**

*Alternate years*

Examines Vietnam in terms of its own unique history and culture through a wide range of materials produced by Vietnamese writers, historians and filmmakers. Covers the Vietnam-American War with an eye to understanding all sides involved and with a critical approach to information. Examines different perspectives of a conflict that continues to trouble both sides by using new materials from Vietnamese and American participants. Films, memoirs and creative literature will offer students a sense of the tenor of life in post-war Vietnam. Fulfills one non-Western requirement for the major. Does not fulfill U.S. history requirement. One unit.

### **History 293 — Ottoman Empire 1, 1300-1600**

*Fall*

In the mid-16th century, all of Europe feared the power of the “Grand Turk,” whose empire stretched from Baghdad to Budapest and from the Adriatic to the ports of the Red Sea. Its population was made up of Muslims, Christians, Jews, Turks, Greeks, Armenians, Arabs, Kurds, Serbs and Bosnians, to name a few.

This course surveys the emergence of this demographically diverse and geographically vast Ottoman state from a small frontier principality into a world empire in its social, political and cultural contexts. One unit.

### **History 294 — Ottoman Empire 2, 1500-1922**

*Spring*

Surveys the major themes in the history of the Ottoman Empire between the 17th and 20th centuries in an effort to understand transformations in state and society, which have collectively been termed by historians, “decline.” Topics include transformations in the classical Ottoman land and military systems, forms of protest and rebellion, the formation of provincial magnates, Ottoman incorporation into the world economy, reform and revival, the Eastern Question and the rise of local nationalisms throughout the empire. One unit.

### **History 297 — Early Africa to 1800**

*Alternate years*

Early African farmers and hunters, men and women, kings and queens, commoners and slaves long stood at the center — not the margins — of global change. From the rise of agriculture to the culmination of the slave trades, Africans actively borrowed ideas, technologies, foods, guns, and other goods from Asian and European (strangers). But they profoundly influenced these strangers as well, contributing their innovative ideas, technologies, cultural expressions, and wealth. Through close study of oral traditions, epics, archaeological data, food, autobiography, and film, we will investigate early Africans’ global connections. Environment plays an important role in our study; we explore the ways that Africans creatively adapted to, manipulated, and altered the continent’s diverse environments, and how choices shaped the kinds of societies in which they lived. By immersing ourselves in Africa’s early history, we will also begin to understand and to critique how and why contemporary western media has come to portray Africans as (marginal) to global change. This course begins its study of global connections when the climatic changes that contributed to the rise of agriculture (after 20000 BCE), and it concludes in the late-18th century, following the period of Africa’s most intensive exports of slaves. One unit.

### **History 298 — Modern Africa Since 1800**

*Fall*

A survey of Africa’s complex colonial past, examining dominant ideas about colonial Africa and Africans’ experiences during colonialism, including important historical debates on Africa’s colonial past and the legacy of colonialism; pre-colonial Africa’s place in the global world; resistance and response to the imposition and entrenchment of colonialism; and the nature of colonial rule as revealed in economic (under) development, ethnicity and conflict, and the environment. One unit.

### **History 299 — Topics in History**

*Annually*

Explores various subjects in the historical sciences, emphasizing reading, discussion, and writing on a topic selected by the instructor. Course format and subjects vary from year to year. One unit.

### **History 305 — America’s First Global Age**

*Annually*

There is great talk about “globalization” and “global economies” during the late 20th and early 21st centuries. However, people living in America were touched by global economic processes as early as the time of Columbus. This course explores North America’s first global age beginning in the 1400s and extending through the 1860s. It examines this history thematically by focusing on various kinds of trades and industries such as gold, fish, timber, tobacco, silver, sugar, alcohol, fur, coffee, tea, and cotton. In addition to economic processes, the course addresses the social, cultural, and political implications of these global trade connections for Americans of African, European, and Native descent. One unit.

### **History 320 — Crafted by War: Late Medieval England**

*Alternate years, spring*

Political, legal, social, and economic development in England and the Celtic fringe from 1216 and the reign of Henry III to the death of Richard III in 1485. Covers the growth of English common law and Parliament, especially during the reign of Edward 1272-1307; agriculture and society, particularly during the years of demographic expansion in the 13th century and contraction after the Black Death; disturbances of the Hundred Years’ War, the Wars of the Roses, and the role of crime and violence in medieval society. One unit.

### **History 322— War and Cinema**

*Alternate years, fall*

Examines the depiction of war in American and British cinema, contrasting filmed versions to historical events, ranging from Medieval Europe to the jungles of Vietnam. Reading includes analysis of both the historical events and the background to the filmed versions. Emphasis given to the nature of film as a primary source reflecting the perspectives of the society generating it. One unit.

### **History 324 — Italy and France: War and Resistance**

*Alternate years*

Focuses on the nature of resistance to Fascism in Italy and France in the period between the two world wars. Students should have some background in European history in the 20th century. The course is appropriate

for students of the Italian and French language and to those interested in the period of the Holocaust and World War II. Among the works to be read are Carlo Levi, *Christ Stopped at Eboli*; Ignazio Silone, *Bread and Wine*; Richard Vinet, *the Unfree French*; Albert Camus, *the Plague*; Iris Origo, *War in Val D'Orcia*; Claire Chevrillon, *Code Name Christiane*; Clouet; Marguerite Duras, *The War: A Memoir*; Primo Levi, *Survival in Auschwitz*; Susan Zuccotti, *Italians and the Holocaust*. One unit.

### **History 325 — Women and Gender in the War, Holocaust and Resistance**

*Alternate years*

Beginning with the New Woman of the early 20th century, women's social roles were transformed with the spread of women in higher education, the transformation of women's work, and the impact of the women's rights movement. A particular focus will be the role of gender and sexuality in the construction of Fascism and National Socialism, and the impact of nationalism, imperialism and two world wars on women and the family. Many of the assigned texts are women's writings from the Holocaust and the Resistance. One unit.

### **History 327 — Cultures of the Cold War**

*Alternate years*

The superpower struggle that shaped the world post-1945 involved a competition not only for military might, but also for moral supremacy. During this time the United States and the Soviet Union came to define themselves in opposition to each other, both seeking to demonstrate the superiority of their respective social and political systems and advertise the alleged degeneracy of those of their arch-rivals. This course will look at how each country portrayed its own society and imagined that of its major global foe, and the way these representations often differed from reality. Because our major emphasis will be on the shaping and re-shaping of values and identities, we will draw heavily on cultural sources such as novels, short stories, films, cartoons, and music lyrics, as well as other more traditional primary and secondary historical texts. One unit.

### **History 329 — Collapse of Communism**

*Alternate years*

This seminar will study the Soviet dictatorship from the death of Josef Stalin in 1953 to the dissolution of the USSR in 1991. While it will discuss some of the "high politics" of the era—a narrative shaped by colorful figures such as Ronald Reagan, Margaret Thatcher, and Mikhail Gorbachev—the course will concentrate on social and cultural issues. What did family life look like in the Soviet Union? Can we speak of a Soviet "generation gap"? How did the USSR experience the 1960s? What did Soviet citizens think about their society and what, if anything, did they believe needed to be changed? Above all, we will analyze why the country failed in various post-1953 attempts to reform its political and economic system, what the fate of the Soviet Union teaches us about ideology and dictatorship, and what kind of legacy the Soviet era has left on Russia today. One unit.

### **History 340 — Gilded Age America**

*Spring*

This course examines the Gilded Age (1870-1900), a period when America experienced astonishing growth in prosperity, population, industry, urbanization, and westward expansion. Many Americans, as the name Gilded Age suggests, considered this period a golden age of progress. Yet many others perceived these trends as only superficial—just as a gilded piece of jewelry has only a thin layer of gold on its surface. Beneath the wealth and excitement that marked the rise of modern America, critics argued, lay the harsh realities of urban squalor, political corruption, worker and farmer exploitation, Robber Baron ruthlessness, as well as an alarming growth in the gap between rich and poor. As a result, the Gilded Age was one of the most contentious eras in American history, marked by record numbers of strikes and several insurgent political movements. But out of this turmoil eventually emerged the reform ideas that eventually formed the basis of the succeeding Progressive Era (1900-1920). Some of the many topics we will consider include: westward expansion, Reconstruction, immigration and nativism, industrialization, the labor movement, imperialism, and the changing roles of women. One unit.

### **History 342 — Americans in Paris**

*Alternate years*

Since Thomas Jefferson and Benjamin Franklin went to Paris in the era of the American and French Revolutions, Americans have been fascinated with Paris. Wealthy Americans did the Grand Tour to immerse themselves in the high culture that the young nation lacked. Paris became known as "the capital of the 19th century," a mecca for artists and expatriates seeking what their own societies lacked. Paris was the center of modernity in the arts, literature, music, and progressive social ideas. From 1914 to 1945, the political fortunes of the United States and France became linked as Americans went to France as soldiers; and thousands of US soldiers from the First and Second World Wars remain buried on French soil. The political relationship between the US and France has been punctuated, too, by periods of misunderstanding and resentment, but from culinary tourists like Julia Child to college students studying abroad, Americans have found inspiration in the "city of light." One unit.



**History 345 — Ottoman Lands in the Age of Reform***Spring*

In the mid-16th century, all of Europe feared the power of the “Grand Turk,” whose empire stretched from Baghdad to Budapest and from the Adriatic to the ports of the Red Sea and whose population was made up of Muslims, Christians, Jews, Turks, Greeks, Armenians, Arabs, Kurds, Serbs and Bosnians, to name only a few. However, by the 19th century, the tides had changed as the Ottoman Empire faced new challenges associated with the rise of European economic and political supremacy and manifested in the rise of the nation-state and the expansion of capitalist relations of production. Territorial losses to Russia in 1774 set in motion the first decisive effort to examine and reconsider Ottoman notions of state and society, which had endured since the early Ottoman period. In Europe, the Ottomans were increasingly viewed as a relic of the past, receiving the designation “the sick man of Europe.” The Ottomans embarked on reform and change designed to meet these challenges thus setting in motion a drive toward state centralization and modernization, which defined to a large extent the experience of modernity in the Ottoman Empire and the nation-states, which emerged out of its disintegration and dismemberment in the 19th and 20th centuries including Turkey, Arab states such as Egypt, Syria and Iraq, and Greece and the Balkan states. This course examines the major themes in the history of the Ottoman 18th–20th centuries in an effort to understand transformations in state and society, which have collectively been termed by historians, ‘modernization’ or ‘tanzimat.’ Specifically, we will consider the rise of new literary movements and local forms of national identity, the role of minorities and women, urban renewal and development and relations between the provinces and the central lands of the Ottoman Empire. One unit.

**History 350 — Latino History***Alternate years, fall*

Introduces students to the emerging field of United States Latino history. While the course emphasizes the intersection of U.S. and Latin American national histories, the migration process, and the formation of communities within the United States, it also examines the experience of Latinos in the U.S. through interdisciplinary themes that include ethnicity, poverty and social mobility, identity, popular culture, and politics—all in historical perspective. Readings stress the experiences of people from Puerto Rico, Mexico U.S. Southwest, Dominican Republic, Cuba, and Central America. One unit.

**History 352 — Rebels and Radical Thinkers***Fall*

This course examines revolutionary movements in Latin America from the early 1900s to the present, focusing on the radical ideas that inspired the rebels. It explores why radical thinkers seemed to find a fertile ground in Latin American political life to our days. The course will discuss both the words and actions of some of the most salient radicals of the region—e.g., Emiliano Zapata, José Carlos Mariategui, Frantz Fanon, and Che Guevara. We will also trace some of these ideas/rebels as depicted in films—produced either in Latin America, the United States and Europe—analyzing their significance in popular culture. This course fulfills one cross-cultural requirement. One unit.

**History 361 — Germans, Jews, and Memory***Every third year*

Explores the place of Jews in German life before, during, and after the Nazi period. Commences with an examination of the centuries-old issue of assimilation. Explores the 20th-century “German world” of Einstein and Freud, everyday Jewish life in Nazi Germany, the Holocaust, survivors and their problems, the place of Jews in divided Germany after 1945, the growing Jewish community in contemporary reunified Germany, and the changing relationships among the children and grandchildren of the Holocaust’s perpetrators, victims, and bystanders. Special attention is given to memory issues in postwar Germany. These issues too have a history. How have Germans dealt with their past? How has the passing of generations affected this issue? Are Jews and non-Jews in today’s Germany comfortable with each other? One unit.

**History 399 — Advanced Topics in History***Annually*

Explores various subjects in the historical sciences, emphasizing reading, discussion, and writing on a topic selected by the instructor. Course format and subjects vary from year to year. One unit.

**History 401 — History Seminar***Fall, spring*

An intensive research-oriented study on various themes; offered each semester; limited to 12 participants. One unit.

**History 408 — Tutorial***Fall, spring*

Reading of selected sources, with individual written reports and discussion, under the direction of a member of the department. Students enrolled in a tutorial must receive the approval of the instructor. One unit.

**History 420, 421 — Fourth-Year Thesis***Annually*

An individual, student-designed, professor-directed, major research project. Usually available only to outstanding fourth-year majors. A lengthy final paper and public presentation are expected. Students engaged in a thesis may be nominated for Honors in History. One unit each semester.

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# Mathematics and Computer Science

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John T. Anderson, Ph.D., *Professor and Class Dean*

Thomas E. Cecil, Ph.D., *Anthony and Renee Marlon Professorship, Professor*

John B. Little III, Ph.D., *Professor*

Cristina M. Ballantine, Ph.D., *Associate Professor*

David B. Damiano, Ph.D., *Associate Professor*

Alisa A. DeStefano, Ph.D., *Associate Professor*

Sharon M. Frechette, Ph.D., *Associate Professor*

Margaret N. Freije, Ph.D., *Associate Professor and Associate Dean*

Andrew D. Hwang, Ph.D., *Associate Professor*

Laurie A. Smith King, Ph.D., *Associate Professor*

Steven P. Levandosky, Ph.D., *Associate Professor*

Catherine A. Roberts, Ph.D., *Associate Professor and Chair*

Gareth E. Roberts, Ph.D., *Associate Professor*

Constance S. Royden, Ph.D., *Associate Professor*

Edward J. Soares, Ph.D., *Associate Professor*

Raphael Falk Jones, Ph.D., *Assistant Professor*

Sarah E. Wright, Cand. Ph.D., *Visiting Assistant Professor*

Kevin A. Walsh, Cand. Ph.D., *Instructor*

The primary goal of the programs in mathematics and computer science at Holy Cross is to enable students to become active participants in the study of fundamental and dynamic areas of human endeavor. The inherent structure and beauty of mathematics is at the core of all mathematical inquiry. Mathematics is also the language of the sciences and social sciences, and in our increasingly technology-driven society, it is part of our daily public discourse. Computing has become an indispensable tool for scientific and mathematical experimentation. The academic discipline of computer science studies algorithms, data structures, and their realization in software and hardware systems. It addresses the fundamental questions: What is computable in principle? And what tasks are algorithmically feasible? Thus the programs in mathematics and computer science are both informed by other disciplines and seek out ways that mathematics and computing have an impact on the world at large. In this context the department works toward helping students to become knowledgeable and sophisticated learners, able to think and work independently and in concert with their peers.

The department offers a number of introductory courses, a major in mathematics, a major in computer science and a minor in computer science open to students majoring in any department, including mathematics. Computing courses do not count toward the maximum number of courses that may be taken in one department for mathematics majors, nor do mathematics courses count toward the maximum number of courses that may be taken in one department for computer science majors.

## Advanced Placement and Introductory Courses

Students who have received a score of 4 or 5 on the AP Calculus AB exam will earn one unit of credit, and are advised to take Mathematics 136. Students will forfeit their AP credit if they opt to take Mathematics 133 or 135. Students who have successfully completed a year of calculus in high school, but who did not take the AP exam, or who scored a 3 or lower on the AP Calculus AB exam may consider starting with Mathematics 136, but only if they feel that they were successful in a strong high school course. Successful completion of Mathematics 136 fulfills any college requirement for a full year of calculus.

Students who receive a score of 4 or 5 on the AP Calculus BC exam and an AB subscore of 4 or 5 will earn two units of credit and are advised to take Mathematics 241 (Multivariable Calculus). One AP credit will be lost if the student starts in Mathematics 134 or 136, and both credits will be lost if the student starts in Mathematics 133 or 135. Students who receive a score of 3 or lower on the BC exam and an AB subscore of 4 or 5 will earn one unit of credit and are advised to take Mathematics

136. Students will forfeit their AP credit if they opt to take Mathematics 133 or 135.

The sequences Mathematics 133, 134 and Mathematics 135, 136 are alternatives to each other. No student may earn credit for any two of Mathematics 133 and 135, or, similarly, for Math 134 and 136. Mathematics 133 and 134 meet for extra time each week and have a weekly tutorial session to provide additional support.

Students who have received a score of 4 or 5 on the AP Computer Science exam will earn one unit of credit for Computer Science 131 and are advised to take Computer Science 132. Students will forfeit their AP credit if they opt to take Computer Science 131 or 110.

## The Major in Mathematics

At least 10 semester courses in mathematics are required for the major. The foundation consists of required courses in calculus and algebra: Mathematics 133 or 135, 134 or 136, 241, 242, 243, and 244. Mathematics majors begin their studies in the three-semester calculus sequence (Mathematics 133 or 135, 134 or 136, and 241). Majors who enter with advanced placement credit in calculus or who have taken a year-long calculus course in high school may begin in Mathematics 136 or Mathematics 241, as appropriate. Advanced placement credits may be used to count toward the 10 required courses for the major. Students who would benefit from a slower pace and more support in their first course may also begin in Mathematics 133, 134. The calculus sequence is followed by the one-semester course Principles of Analysis (Mathematics 242), which studies the theoretical foundations of the calculus. In addition, in their second year, mathematics majors normally take the two-semester sequence Algebraic Structures and Linear Algebra (Mathematics 243, 244).

Beyond the basic courses discussed above, majors are required to take at least four courses numbered above 300. These courses are electives, subject to the guiding principles that each major's course selections should include both a broad range of courses within mathematics and a study of at least one area in depth. To demonstrate breadth, mathematics majors must complete at least one semester course in three of the following four areas: Analysis, Algebra, Geometry and Topology, and Applied Mathematics. The course listings that follow show which regular upper-level mathematics courses fall within each of the four breadth areas, and all majors will consult with their academic advisers no later than the end of their second year to plan their major course selections with this requirement in mind. The four upper-level courses must also include a full-year linked sequence in one of the four areas to provide depth. The regularly offered full-year linked sequences are indicated in the course listings.

Majors are encouraged to take advantage of the close student-faculty contact afforded by upper-division seminars, independent study projects, and departmental honors, which permit students to explore topics of mutual interest to students and faculty that are not part of the regular course offerings. Also, throughout the curriculum, in courses and in independent work, students are able to explore and utilize the growing relationship between mathematics and computing.

## The Major in Computer Science

Computer Science Majors must complete a minimum of 10 one-semester courses in computer science. These include seven required core courses and at least three additional upper-level (numbered 300 or above) electives. In addition, all majors must complete the equivalent of one semester of calculus. Prospective computer science majors are strongly encouraged to complete the equivalent of two semesters of calculus. Advanced placement credit may be used to count toward the 10 required courses for the major.

The required computer science core consists of three introductory, two intermediate and two upper-level courses. The introductory core courses are the two semester Computer Science 131-132 (Techniques of Programming and Data Structures) sequence and Computer Science 135 (Discrete Structures), a course dealing with the discrete mathematical foundations of the subject. Mathematics 243 (Algebraic Structures) may be substituted for Discrete Structures. The intermediate core courses are Computer Science 226 (Computer Systems and Organization) and Computer Science 235 (Analysis of Algorithms), and the upper-level core courses are Computer Science 324 (Programming Languages Design and Implementation) and Computer Science 328 (Ethical Issues in Computer Science).

In addition to the core courses, majors are required to take at least three elective courses numbered above 300. We strongly recommend that students take at least one upper-level course carrying the project course designation. A project course allows students to combine skills and concepts they have previously learned during their undergraduate courses with new material in a complex implementation task. The project course is often scheduled for the last year of undergraduate study, where it can serve as a capstone for the undergraduate experience.

## The Minor in Computer Science

The requirements for the computer science minor include seven courses in total: two dealing with mathematical foundations and five in computer science. Advanced placement credit may be used to count toward the required courses for the minor.

The mathematics requirements are one course in calculus and Computer Science 135 (Discrete Structures), a course dealing with the discrete mathematical foundations of the subject. Mathematics 243 (Algebraic Structures) may be substituted for Discrete Structures. To fulfill the calculus requirement, prospective computer science minors may take either Mathematics 133, 135, or use AP credit. Prospective computer science minors are encouraged to complete the equivalent of two semesters of calculus.

The required computer science courses are Computer Science 131, 132 (Techniques of Programming and Data Structures) sequence, Computer Science 226 (Computer Systems and Organization), plus either two additional 300-level courses or 235 (Analysis of Algorithms) and an additional 300-level course.

## Other Information

Facilities available for study and research are excellent. The O'Callahan Science Library in the Swords Science Center and the College's extensive major computing facilities are described elsewhere in the Catalog. In addition, computer science and mathematics students will have the opportunity to use the Department's PC laboratory in the lower-division mathematics courses and selected computer science courses as well as the Linux network in upper-division mathematics courses and most computer science courses.

Students who are interested in teaching mathematics at the secondary school level and wish to undertake the College program leading to licensure, should consult with the Department Chair and with the Director of the Teacher Education Program early in the sophomore year. Students who are interested in majoring in mathematics and participating in the 3-2 Program in Engineering should consult with the director of that program and the Chair of the Department.

## Mathematics Honors Program

The program has two levels of distinction, Honors and High Honors. Each requires that the student develop a solid foundation in the core areas of real analysis and algebra and that the student build on this foundation by taking a full complement of courses within the department. High Honors is distinguished from Honors by the successful completion of a fourth-year honors thesis. Any questions concerning the program should be directed to the Departmental Honors Program Director or the Department Chair.

**Course Requirements for Honors.** All regular course requirements for the mathematics major. In addition, for Honors, students must take at least seven courses numbered above 300. These seven must include at least two seminar courses, at least two linked sequences, and three semester-long courses distributed between the Algebra and Analysis breadth areas.

**Course Requirements for High Honors.** All regular course requirements for the mathematics major. In addition, for High Honors, students must take six courses numbered above 300, and complete a fourth-year honors thesis. The six regular courses must include at least two semester courses in the Algebra breadth area, and two semester courses in the Analysis breadth area. Three of the six courses must be seminars.

*Note:* Exceptions to some of the course requirements for either Honors or High Honors may be possible, for example, for students who participate in the Study Abroad Program. Students considering Honors should consult with the Departmental Honors Program director before leaving for Study Abroad concerning any modifications of these requirements.

**GPA Requirements for Honors and High Honors.** The average GPA for mathematics courses above the level of Mathematics 136 (or mathematics courses above the level of 136 and computer science courses, for mathematics majors minoring in computer science) must be at least 3.40 at the end of the fall semester of the fourth year.

**Fourth-Year Honors Presentation.** During the fourth year all Honors majors must give an oral presentation open to the department on an important problem or result. This may be related to their coursework but it is not intended to duplicate material normally in the curriculum. Neither is this intended to be a large-scale project. The goal is to ensure a certain degree of mathematical literacy among the Honors majors.

**Fourth-Year Honors Thesis for High Honors.** This is a large project extending over the course of the fourth year. The thesis can either consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. This project should entail a significant amount of problem solving. It will culminate in an oral presentation during the spring term of the fourth year, which will be accompanied by a written report of the year's work. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis unless the thesis work is done as part of the student's participation in a departmental seminar. In the latter case, no extra credit will be given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the Department Chair, a student may earn one unit in each semester of the fourth year for completion of the thesis.

## Computer Science Honors Program

**Course Requirements for High Honors.** Students must complete all regular course requirements for the computer science major. In addition, for High Honors, students must take six courses numbered above 300 and complete a fourth year honors thesis. This is a large project extending over the course of the fourth year. The thesis can either consist of original research or be of an expository nature and is written under the guidance of one or more members of the department.

**GPA Requirement for High Honors.** The average GPA for courses in Computer Science must be at least 3.50 at the end of the fall semester of the fourth year.

## Courses

### *Mathematics Courses*

#### **Mathematics 110 — Topics in Mathematics**

*Fall, spring*

Consideration of diverse subjects in mathematics. Content varies from semester to semester with specific subject matter for each course announced just prior to enrollment. Designed for non-majors who wish to study mathematics other than calculus. This is the preferred course for students interested in taking just one mathematics course at the College. One unit.

#### **Mathematics 133 — Calculus 1 with Fundamentals**

*Annually*

A version of Mathematics 135 that is designed for students who require more class time to make the transition to college-level mathematics. See the description of Mathematics 135 for the course content. This course meets five hours per week. One and one-quarter units.

#### **Mathematics 134 — Calculus 2 with Fundamentals**

*Annually*

A version of Mathematics 136 that is designed for students who require more class time to make the transition to college-level mathematics. See the description of Mathematics 136 for the course content. This course meets five hours per week. One and one-quarter units.

**Mathematics 135 — Calculus 1***Annually*

Considers the calculus of real-valued functions of one variable for students who are planning further course work in mathematics, a major in the social or physical sciences, or the premedical program. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. The concepts of limit, continuity, and derivative are developed and applied to algebraic, logarithmic, exponential and trigonometric functions. Applications of the derivative are explored. This course meets three hours per week. One unit.

**Mathematics 136 — Calculus 2***Annually*

Considers the calculus of real-valued functions of one variable for students who are planning further course work in mathematics, a major in the social or physical sciences, or the premedical program. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. Course content include the theory, evaluation, and applications of integration, sequences and series including Taylor polynomials and series, and an introduction to ordinary differential equations. This course is the prerequisite for Mathematics 241. This course meets four hours per week. One and one-quarter units.

**Mathematics 241 — Multivariable Calculus***Fall, spring*

A study of the calculus of functions of several variables. Concerns the theory and applications of differentiation and integration of functions of several variables, vector fields, line integrals, Green's theorem. Prerequisite: Mathematics 134, 136 or the equivalent. This course meets four hours per week. One and one-quarter units.

**Mathematics 242 — Principles of Analysis***Fall, spring*

An in-depth study of the theory of the calculus of functions of one variable. Topics include sequences, series, continuity, differentiability, the extreme value theorem, the mean value theorem, Riemann integration, and the fundamental theorem of calculus. Prerequisite: Mathematics 241. One unit.

**Mathematics 243 — Algebraic Structures***Fall*

An introduction to the primary structures in abstract algebra—groups, rings and fields—and the corresponding concept of homomorphism for each of these structures. Emphasis placed on using the language of sets, relations, equivalence relations and functions, and developing techniques of proof, including elementary logic and mathematical induction. Prerequisite: Mathematics 134, 136 or equivalent. One unit.

**Mathematics 244 — Linear Algebra***Spring*

Designed to acquaint students with the basic techniques of linear algebra. Topics include matrices, vector spaces, subspaces, linear transformations, bilinear forms, determinants, eigenvalue theory, and the finite dimensional spectral theorem. Applications and additional topics are included as time permits. Prerequisite: Mathematics 243. One unit.

**Mathematics 301 — Topics in Geometry***Alternate years*

Centers on some area of geometry other than differential geometry. Possible topics include Euclidean and non-Euclidean geometry, projective geometry, the geometry of transformation groups, and the elementary geometry of algebraic curves. Prerequisite: Mathematics 241 and 244. Breadth area: Geometry and Topology. One unit.

**Mathematics 302 — Differential Geometry***Alternate years*

A first course in the differential geometry of curves and surfaces for students who have completed Mathematics 241 and a semester course in linear algebra. Topics include the Frenet-Serret formulas, smooth surfaces in 3-space, fundamental forms, differentiable manifolds, vector fields, connections and a brief introduction to Riemannian geometry. Prerequisite: Mathematics 241 and 244. Breadth area: Geometry and Topology. One unit.

**Mathematics 303 — Mathematical Models***Alternate years*

Introduction to the role of mathematics as a modeling tool, including the construction, interpretation and application of mathematical models. Applications chosen to illustrate various modeling paradigms such as deterministic, probabilistic, discrete and continuous modeling and may include population dynamics, biomedical applications, stock market analysis, and network and traffic flows. Prerequisite: Mathematics 242 and 244. Breadth area: Applied Mathematics. One unit.

**Mathematics 304 — Ordinary Differential Equations***Alternate years, fall*

Linear differential equations are studied; basic existence theorems are proved. Separation of variables, Laplace transforms, first- and second-order equation and linear systems, and topics in nonlinear systems are considered. Prerequisite: Mathematics 242 and 244. Mathematics 304–373 is a full-year linked sequence. Breadth area: Applied Mathematics. One unit.

**Mathematics 305 — Complex Analysis***Alternate years*

The fundamentals of complex analysis. Topics include the complex number system, analytic functions, the Cauchy-Riemann equations, Cauchy's integral theorem, Cauchy's integral formula, Taylor series, Laurent series, the calculus of residues and conformal mapping. Prerequisite: Mathematics 242. Breadth area: Analysis. One unit.

**Mathematics 351, 352 — Abstract Algebra***Alternate years*

An in-depth study of the structure of groups, rings and fields. Depending on the instructor, applications to Galois theory, number theory, geometry, topology, physics, etc., are presented. Prerequisite: Mathematics 242 and 244. Mathematics 351–352 is a full-year linked sequence. Breadth area: Algebra. One unit each semester.

**Mathematics 353 — Number Theory***Alternate years*

Elementary number theory is concerned with properties of numbers (integers, primes, etc.) as well as patterns and relationships among certain sets of numbers. Topics will include divisibility, congruences, special types of primes, the distribution of primes throughout the integers, number-theoretic functions, quadratic residues, and continued fractions. Further study may include the RSA code, a superior encryption algorithm based on elementary number theory, and a discussion of one of the most famous problems in mathematics—Fermat's Last Theorem—conjectured in 1630 yet unsolved until the 1990's. Prerequisites: Mathematics 242 and 244. Breadth area: Algebra. One unit.

**Mathematics 357 — Combinatorics***Alternate years*

A breadth-first introduction to the subject that discusses a representative sampling of combinatorial problems and general techniques for solving them, including a selection of counting techniques, techniques for existence questions, and a variety of examples. Examples may include partitions, graphs and trees, graph traversals, tournaments, graph coloring and chromatic polynomials, magic squares, Latin rectangles and squares, and combinatorial block designs. Prerequisite: Mathematics 244. Breadth area: Algebra. One unit.

**Mathematics 361, 362 — Real and Abstract Analysis***Alternate years*

Topological ideas are introduced through a treatment of metric space topology. After the study of open, closed, compact and connected spaces with emphasis on their behavior under continuous mappings, selected topics from functional analysis are considered. These include  $\limsup$  and  $\liminf$ , relation of uniform convergence to differentiation and integration, and the Stone Weierstrass approximation theorem. The second semester topics include an introduction to Lebesgue-Stieltjes integration, Hilbert space and other material from linear space theory. Prerequisite: Mathematics 242 and 244. Mathematics 361–362 is a full-year linked sequence. Breadth area: Analysis. One unit each semester.

**Mathematics 363 — Topics in Topology***Alternate years*

Considers various aspects of topology of surfaces and solids, including orientability, the Euler number, and the fundamental group. One of the goals of the course is the topological classification of surfaces. Prerequisite: Mathematics 242 and 244. Breadth area: Geometry and Topology. One unit.

**Mathematics 371 — Methods of Numerical Analysis***Alternate years*

The numerical solution of problems using computers. Considerable time is devoted to selecting the appropriate algorithm for a given problem and analyzing the resulting numerical errors. Includes such topics as error analysis of computer arithmetic, approximation of functions, solution of equations, numerical integration, numerical solution of ordinary differential equations. Prerequisite: Mathematics 242 and 244. Breadth area: Analysis. One unit.

**Mathematics 373 — Partial Differential Equations***Alternate years, spring*

Provides an understanding of a wide spectrum of phenomena through the use of mathematical ideas, abstractions, and techniques. Topics included are partial differential equations, including the heat and wave equations, Fourier analysis, eigenvalue problems, Green's functions. Prerequisite: Mathematics 304. Mathematics 304–373 is a full-year linked sequence. Breadth area: Applied Mathematics. One unit.

**Mathematics 374 — Dynamical Systems***Alternate years*

An introduction to the theory of discrete dynamical systems. Topics include iteration of functions, graphical analysis, periodic points, stable sets, chaos, symbolic dynamics, the dynamics of functions of a complex variable and the Mandelbrot set. The major theorems will be studied along with their proofs and the computer will be used as a research tool to do experiments which motivate and illustrate the theory. Prerequisite: Mathematics 242 and Mathematics 244. Breadth Area: Applied Mathematics. One unit.

**Mathematics 375 — Probability Theory***Alternate years*

An introduction to the theory and applications of probability. Includes both continuous and discrete distributions, conditional probability and Bayes' Theorem, random variables and expected values, joint distributions of several random variables, functions of random variables, and the Central Limit Theorem. Prerequisite: Mathematics 242 and 244. Mathematics 375-376 is a full-year linked sequence. Breadth area: Applied Mathematics. One unit.

**Mathematics 376 — Mathematical Statistics***Alternate years*

A course in the theory and applications of statistics. Topics include maximum likelihood estimation, the sampling distributions of estimators, confidence intervals, hypothesis testing, regression analysis, and an introduction to the analysis of variance. Prerequisite: Mathematics 242 and 244. Mathematics 375-376 is a full-year linked sequence. Breadth area: Applied Mathematics. One unit.

**Mathematics 392 — Seminar***Annually*

Provides an opportunity for individual and group investigation of topics not covered in ordinary course work. Active participation on the part of the students is normally required. Subject matter varies to suit individual students and is often related to the research activity of the professor. Examples of areas of study: Lie groups, functional analysis, complex analysis, probability theory, commutative algebra, applied mathematics, the classical groups, mathematical logic, automata and formal languages, topics in discrete modeling, and qualitative theory of differential equations. A breadth area designation will be made individually for each seminar course by the department chair, in consultation with the faculty member teaching the seminar. Breadth area depends on the subject matter. One unit each semester.

**Mathematics 400 — Directed Reading***Fall, spring*

An independent reading project for upper division students. Normally this is on a topic that is not covered by the regular course offerings. Permission of the instructor and the department chair is required for this course. One unit.

**Mathematics 495, 496 — Mathematics Honors Thesis***Annually*

A large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a departmental seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for completion of the thesis.

**Computer Science Courses****Computer Science 110 — Survey of Computer Science***Annually*

A survey of the science and art of computing intended for students not majoring in mathematics or science. Half of the course is an introduction to computer programming. Emphasis is placed upon language-independent topics such as structured programming, good programming style, the use of subprograms, and algorithm construction in general. The other half of the course explores how computers are built, how they operate, and what their fundamental limitations are. One unit.

**Computer Science 131 — Techniques of Programming***Fall*

An intensive introduction to object-oriented programming in a high-level language for students considering further course work in computing or students majoring in mathematics, the sciences, economics or any other field in which computing plays a role. It is expected that most of the class will continue with Computer Science 132, Data Structures. There is a required weekly lab meeting of this course. One and one-quarter units.

**Computer Science 132 — Data Structures***Spring*

Standard data structures such as stacks, lists, trees, and graphs are introduced. Algorithms and techniques for sorting, searching, graph traversal, hashing, and recursion are discussed. Analysis of algorithms and special topics are covered as time allows. There is a required weekly lab meeting of this course. Prerequisite: Computer Science 131, or equivalent. One and one quarter units.



**Computer Science 135 — Discrete Structures***Alternate years, spring*

An introduction to the discrete mathematical structures that form the basis of computer science. Topics include proof techniques, relations and functions, set theory, Boolean algebra and propositional logic, predicate calculus, graphs, trees, induction and recursion, counting techniques and discrete probability. It is recommended this class be taken concurrently with Computer Science 132. One unit.

**Computer Science 226 — Computer Systems and Organization***Fall*

Covers fundamental topics related to the design and operation of a modern computing system. Relationships are drawn between circuits and system software. Topics include hardware and software organization, virtual machines, physical fundamentals of transistors, digital logic design, memory system organization, architecture and management, CPU design, multiprocessors, data representation, machine language, micro-programming, assembly language, assemblers and linkers, CISC versus RISC, interrupts and asynchronous event handling, networking, and the past and present of computer system design, architecture, and organization. Prerequisite: Computer Science 132. One unit.

**Computer Science 235 — Analysis of Algorithms***Alternate years, fall*

Provides an introduction to the design and analysis of fundamental algorithms and their complexity. Presents several algorithm design strategies that build on the data structures and programming techniques introduced in Computer Science 132. The general techniques covered include: Divide-and-conquer algorithms, dynamic programming, greediness and probabilistic algorithms. Topics include: sorting, searching, graph algorithms, O-notation, and introduction to the classes P and NP, and NP-completeness. Prerequisite: Computer Science 132 and Calculus 1 or permission of instructor. One unit.

**Computer Science 324 — Programming Languages Design and Implementation***Spring*

Principles for designing and implementing programming languages are presented as well as styles and features that encourage and discourage the writing of good software. Topics include language syntax and semantics, comparison of language features and their implementation, methods of processing a program, establishing the run-time environment of the program and the major programming language paradigms (the imperative/procedural, functional/applicative, declarative/logic and object-oriented paradigms). Prerequisite: Computer Science 226. One unit.

**Computer Science 328 — Ethical Issues in Computer Science***Alternate years, fall*

Examines the ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. The course stresses the ways in which computers challenge traditional ethical and philosophical concepts, and raise old issues in a new way. Students will be expected to read and understand the ideas in the readings, explain the ideas, analyze issues and see them from diverse perspectives, and formulate and critique arguments. Readings include technical issues in computer science and may focus on a particular area such as software design as well as more traditional topics such as philosophical theories (e.g. ethical relativism, utilitarianism, deontological theories, rights and virtue ethics), privacy, intellectual property rights and proprietary software, security, accountability, liability, the digital divide, hacking, and viruses.

There are several course goals: (1) to give a fuller, richer, deeper understanding of the social impact of computers and the ethical issues in human activities affected by computers, (2) to prepare the student for living in a computerized world and perhaps working as a professional in the computing field, and (3) to improve presentation, debating and writing skills. Prerequisite: Computer Science 132. One unit.

**Computer Science 343 — Computer Graphics***Alternate years*

A survey of topics in computer graphics with an emphasis on fundamental techniques and the theory underlying those techniques. Topics include the fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations (e.g., positioning of objects and camera), raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading, color, curves and surfaces and animation. Students learn how to program graphics displays using a computer graphics package. Prerequisite: Computer Science 132 and Calculus 1 or permission of instructor. One unit.

**Computer Science 345 — Theory of Computation***Alternate years*

Basic aspects of regular, context-free, context sensitive and unrestricted grammars, propositional and predicate calculus, recursive functions, automata theory and computational complexity. Prerequisite: Computer Science 132. One unit.

**Computer Science 346 — Operating Systems***Alternate years*

Provides an introduction to the general model of operating systems principles and current implementation techniques. The principles and mechanisms that underlie operating systems services will be covered. Students will learn techniques for managing hardware resources and sharing them among many competing processes and threads. They will study the internal structures needed for process and thread management, synchronization, inter-process communication, memory management (including shared memory), file system management, distributed systems principles, device control, and security. Prerequisite: Computer Science 226. One unit.

**Computer Science 363 — Computational Vision***Alternate years*

An introduction to the algorithms underlying machine and biological visual systems. Examines the processes involved in converting a 2-dimensional image to a 3-D representation of the physical world. Computational models of visual processing will be compared to physiological and psychophysical results from human and other biological visual systems. Topics covered include: edge detection, stereopsis, motion computation, shape from shading, color and object recognition. Prerequisite: Computer Science 132 and Calculus, or permission of the instructor. One unit.

**Computer Science 364 — Compiler Construction***Alternate years*

The theories, tools and techniques for translator creation are the focus of this course. Topics include: regular expressions, grammars, finite state machines, lexical analysis, parsing, linguistic approaches to problem solving, intermediate code trees, register allocation, code generation, a variety of optimization schemes and techniques as well as Linux-style support for translation such as lex and yacc. An essential and distinguishing feature of the course is the project requirement. Students are required to build a working compiler that is a large software engineering project of significant complexity. This course carries the project course designation. Prerequisite: Computer Science 324 or permission of the instructor. One unit.

**Computer Science 399 — Topics in Computer Science***Alternate years*

This course gives the student a chance to see the principles introduced in earlier courses applied in specific areas and gives faculty an opportunity to teach material of special interest to them. The most likely topics are artificial intelligence, database systems, advanced theory of computation, and robotics. Prerequisite: varies by topic. One unit.

**Computer Science 400 — Directed Reading***Fall, spring*

An independent reading project for upper division students. Normally this will be on a topic that is not covered by the regular course offerings. Permission of the instructor and the Department Chair is required for this course. One unit.

**Computer Science 495, 496 — Computer Science Honors Thesis***Annually*

This is a large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. A student will earn at least one unit of credit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a department seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for the completion of the thesis. One unit.

# Modern Languages and Literatures

Ambroise Kom, Dr. d'Etat és lettres, *Eleanor Howard O'Leary Chair, Professor*

Claudia N. Ross, Ph.D., *Professor and Chair*

Amy Singleton Adams, Ph.D., *Associate Professor*

Susan Amatangelo, Ph.D., *Associate Professor*

Laurence Enjolras, Ph.D., *Associate Professor*

Baozhang He, Ph.D., *Associate Professor*

Sylvia M. Schmitz-Burgard, Ph.D., *Associate Professor*

Thibaut Schilt, Ph.D., *Assistant Professor*

Giovanni Spani, Ph.D., *Assistant Professor*

Kevin Walsh, Ph.D., *Instructor*

Anna E. Baker, Ph.D., *Visiting Assistant Professor*

Caroline Kita, Ph.D., *Visiting Assistant Professor*

Ying Li, Ed.D., *Visiting Assistant Professor*

Wenjia Liu, Ph.D., *Visiting Assistant Professor*

Michael Meere, Ph.D., *Visiting Assistant Professor*

Andrea Moudarres, Ph.D., *Visiting Assistant Professor*

Ahmed Elewa, Ph.D., *Visiting Instructor*

Lili Teng Foti, Cand. Ph.D., *Visiting Instructor*

Mary Ann Coppolino, M.A., *Lecturer*

Judy Freedman Fask, M.Ed., *Lecturer*

Stacy Giufre, Ph.D., *Lecturer*

Svitlana Malykhina, M.A., *Lecturer*

Adele E. Parker, Ph.D., *Lecturer*

Olga S. Partan, Ph.D., *Lecturer*

John S. Pirone, Ed.D., *Lecturer*

The courses offered by the Department of Modern Languages and Literatures provide a rich means for the intellectual and aesthetic development of Holy Cross students through the study of foreign languages, literatures, and cultures. Foreign languages lie at the very heart of the broader liberal arts curriculum and language study is a vehicle for the understanding of the cultural worldview of speakers of other languages. As such, it plays a key role in the multicultural or cross-cultural dimension of all majors and concentrations, and is an integral part of such concentrations as Asian Studies, Deaf Studies, German Studies, Latin American and Latino Studies, and Russian and Eastern European Studies.

The department offers courses in Arabic, American Sign Language (ASL), Chinese, French, German, Italian, Russian, and foreign literatures in translation. Major programs are offered in Chinese, French, German, Italian, and Russian. Minor programs are offered in French, German, Italian, and Russian. Students have also used the department's language and literature courses in the CISS-sponsored concentrations and student-designed multidisciplinary majors and minors. See the descriptions for each in the section of this Catalog entitled Center for Interdisciplinary and Special Studies.

Department advisors for majors and minors help students become aware of the College's many academic opportunities and assist them with their individual curriculum. Classroom instruction in the languages is complemented by small-group practice with native foreign-language assistants and through the use of state-of-the-art facilities in the Multimedia Resource Center. Co-curricular activities are provided by language tables, language clubs, honor societies, film series, lectures and cultural outings.

The department also offers a major program in Studies in World Literatures. Courses are conducted in English and employ translated texts. The program is designed to introduce students to the most representative works of various national literatures while highlighting the commonalities and differences among these works. Courses instruct students in approaches to textual interpretation and criticism, as well as guide them toward an understanding of the cultural themes reflected in the respective works.

All students, and modern-language majors in particular, are encouraged to avail themselves of study abroad opportunities which strengthen language skills and cultural understanding. The College has its

own programs at sites in Cameroon, China, France, Germany, Japan, Italy, Mexico, Peru, and Spain, and also regularly sends students to programs in Russia.

All Holy Cross students must satisfy the College's Common Area Requirement for language study (the "G" requirement). This requirement is satisfied by two consecutive levels of language study. Students who wish to satisfy this requirement by continuing the study of a language must begin their study at the level in which they are placed by the College's placement procedures. A score of 4 or 5 in the Advanced Placement exam for a particular language satisfies one semester of this two-semester Common Area requirement provided the student continues the study in that language at Holy Cross for at least one additional semester. Students who wish to satisfy the requirement with a language which they have not previously studied can do so with two semesters of the elementary level of a language.

**Advanced Placement Credit:** Students with AP credit in a modern language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in a language will forfeit the AP credit. Students with AP credit in the literature of a modern language will not be permitted to enroll in a course below the 300 level.

## *American Sign Language and Deaf Studies*

American Sign Language (ASL) is similar to spoken languages in that it has its own grammar and vocabulary, but it is different in that it is a visual language used by the Deaf community in the United States. Deaf Studies is the study of humanity--through a visual lens. The program cultivates an appreciation for the significance and beauty of American Sign Language and Deaf culture and leads students to see beyond the notion that deafness is a disability. Students pursuing coursework in Deaf Studies have opportunities for involvement in a program that provides personal and direct interaction with members of the Deaf community using ASL as the primary means of communication. The Deaf Studies program offers students numerous cocurricular events including speakers, special events, workshops, and films that complement and extend the language and culture of the Deaf community. Students pursuing ASL and Deaf Studies can apply to study for one or two semesters at Gallaudet University in Washington, D.C, the world's only Deaf university, where they can experience full immersion in ASL and Deaf culture. This option is available through Holy Cross' Study Away Program administered through the Center for Interdisciplinary and Special Studies (CISS). Through CISS, students can develop a multidisciplinary major or minor combining Deaf Studies with other disciplines within the College. Multidisciplinary majors and minors incorporating ASL and Deaf Studies curriculum have included themes such as *Literacy in Deaf Education*, *Deaf Studies and the Arts*, *Social Issues in Deaf Education* and *Language Acquisition and (Deaf) Culture*.

### **Deaf Studies 101 — Elementary American Sign Language 1**

*Fall*

This course introduces students to the basic expressive and receptive skills in ASL, including conversation strategies, spatial referencing and facial expressions. This course also provides an introduction to Deaf culture.. Attendance in ASL lab practicum is required in addition to the class time. One and one-quarter units.

### **Deaf Studies 102 — Elementary American Sign Language 2**

*Spring*

This course continues to develop the basics of the ASL language and the building of both expressive and receptive vocabulary. It further develops communicative competencies in the language focusing use of classifiers, temporal sequencing, spatial agreement and object identification through description. Study of Deaf culture is continued. Attendance in ASL lab practicum is required in addition to the class time. One and one-quarter units.

### **Deaf Studies 109 — Introduction to Deaf Studies**

*Fall*

This course covers issues relating to deafness, deaf people and the Deaf community, focusing on the cultural and linguistic aspects of deafness rather than the medical condition. It explores such questions as whether deafness is something to be "fixed" or celebrated, and it considers alternative ways of looking at members of society who are "different" in some way. It considers policy making, and explores the way that the "hearing" community influences opinions, decisions, and policies that affect the Deaf community. This course is a requirement for students proposing a CISS Student-Designed major or minor which includes Deaf Studies as one of its disciplines. Taught in English. One unit.

**Deaf Studies 201 — Intermediate American Sign Language 1***Fall*

A continuation of the Elementary ASL level. Focus is on increasing the students' vocabulary in ASL and the accurate use of the correct grammatical structures. Further exposure to more sophisticated dialogue is presented, with opportunities to improve competency in both visual and receptive ASL skills through direct social situations. For most class assignments, students are evaluated using the target language, either in video format or in-class presentations using ASL. Students gain an increased understanding of Deaf culture through consistent interaction with members of the Deaf community. In addition to the class time, students are required to participate weekly in a Community-Based Learning (CBL) partnership program where ASL is used for communication. One unit.

**Deaf Studies 202 — Intermediate American Sign Language 2***Spring*

A continuation of the Intermediate ASL 1, but with more focus on the principles of ASL. This course emphasizes receptive and expressive skills in the areas of grammatical structure, vocabulary, finger spelling, numbers, and non-manual markers. In addition to the class time, students continue using ASL through their weekly participation in a Community Based Learning (CBL) partnership program from Intermediate ASL 1. One unit.

**Deaf Studies 203 — Deaf Literature***Alternate years*

This course examines how culture and language intersect in 20th-century ASL literature. It explores the origins of deaf literature, its relationship with written literature, especially its effect on the development of aesthetic expression for ASL literature. It considers works about deafness and works written by deaf authors and the various attitudes toward deafness revealed in these works. Emphasis placed on historical background, meaning of the content, discussion of grammatical features and styles revealed in the study of selected video materials. One unit.

**Deaf Studies 299 — Special Topics***Annually*

A special topics course offered on alternate semesters and will include related areas in literature, linguistics, culture or visual communication. Topics vary with each offering. One unit.

**Deaf Studies 300 — The Deaf Community: Language & Culture***Alternate years*

Provides students with a positive perspective on Deaf people who use American Sign Language and their cultural identity. This course is based on a cultural perspective as an alternative to the pathological model and explores the historical evolution of the Deaf Community in terms of language, self-image, culture and arts. Taught in ASL. One unit.

**Deaf Studies 301 — American Sign Language: Comp and Con***Fall*

Classroom activities, lab work, social events, multimedia and assignments help students to develop advanced competency in receptive and expressive use of ASL and strengthening of cultural competency. In addition to the class time, students are required to participate in a Community-Based Learning (CBL) partnership program where ASL is used. Students are evaluated using the target language in video format, in-class presentations and at public forum presentations using ASL. One unit.

**Deaf Studies 350 — Experience in the Deaf Community: Internship Seminar***Spring*

Offers students a unique learning experience, a full immersion internship opportunity for the semester with concurrent weekly seminar. Students integrate the hands-on experience of their internship sites with related readings, classroom discussions and student presentations of specific topics. Students make a formal presentation. Students are involved with a unique collaborate "signed History" project. Using ASL as a means of communication, students conduct interviews with deaf individuals in the community. One unit.

**Chinese**

China, one of the world's oldest civilizations, is increasingly important to United States national security, foreign relations, trade, and climate change policy. Chinese language is a valuable asset for careers in business, government, technology, education, law, and journalism.

**Chinese major requirements:** 10 courses on Chinese language, literature, culture, and civilization as follows:

- A minimum of six courses in Chinese language or Chinese literature in Chinese at the 200 level or above including at least two at the 400 level. Majors who study abroad in their junior year must complete two courses in Chinese literature at the 400 level or above in their senior year at Holy Cross.
- A minimum of four additional courses taught in English or Chinese, including:
- Chin 103: Introduction to Chinese Culture

- One course on Chinese literature
- Two additional approved courses on China focusing on art, cinema, economics, history, linguistics, literature, politics, society, or religions

**China track concentration (offered through the Center for Interdisciplinary and Special Studies):** History 103 or History 104 (Perspectives on Asia), or Anthropology 199 (Contemporary Asia), or an approved course with a broad focus on Asia, and five additional courses on China, including three semesters of Chinese language above Elementary Chinese and two non-language courses on China.

**Chinese language and civilization major (offered by application through the Center for Interdisciplinary and Special Studies):** History 103 or History 104 (Perspectives on Asia), or Anthropology 199 (Contemporary Asia), or an approved course with a broad focus on Asia, four semesters of Chinese language above the elementary level, one course in Chinese history, and four additional non-language courses with a significant focus on China selected from at least two different disciplines.

**Study Abroad:** Students are encouraged to participate in the Holy Cross programs in Beijing or Harbin, China for one or two semesters. Students may also elect a second semester in our Chinese language and internship program in Shanghai. Students may elect to study abroad for the fall, spring, or fall and spring semesters. Prerequisite: three semesters of Chinese.

### **Chinese 101, 102 — Elementary Chinese 1, 2**

*Annually*

An introduction to spoken Mandarin and written Chinese. Providing a foundation in speaking, listening, reading, writing, and communication skills and an introduction to the Chinese culture. One and one-quarter units each semester.

### **Chinese 103 — Introduction to Chinese Culture**

*Annually*

An introduction to the history, geography, literature, and social issues of China through readings, films, music, poetry, and web-based resources. Taught in English. Three class hours weekly. One unit.

### **Chinese 201, 202 — Intermediate Chinese 1, 2**

*Annually*

Continued focus on the development of oral and written communication skills and on the strengthening of cultural competency in Chinese through the use of written texts and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

### **Chinese 255 — Chinese Culture Through the Camera's Eye**

*Annually*

An exploration of Chinese culture through 20th- and 21st-century Chinese cinema. Taught in English. One unit.

### **Chinese 301, 302 — Third-Year Chinese 1, 2**

*Annually*

Continued focus on the development of oral and written communication skills and cultural competency through the use of readings and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

### **Chinese 199, 299, 399 — Topics in Chinese Literature**

*Annually*

Offerings in Chinese Literature One unit.

### **Chinese 401, 402 — Fourth-Year Chinese 1, 2**

*Annually*

Continued development of oral and written communication skills and cultural competency through the use of authentic material in spoken Mandarin and formal written Chinese from a variety of media. One unit each semester.

### **Chinese 409, 410 — Introduction to Literary Chinese 1, 2**

*Every third year*

An introduction to the classical literary language of China. One unit each semester.

## **French**

The French program is comprised of four levels that follow a logical progression, from elementary (FREN 101 and 102), to intermediate (FREN 201 and 202), to transitional (300-level courses) to advanced (400-level courses). The transitional level is comprised of a language component (FREN 301) and a preparatory methodology course designed to bring students' proficiency to the level of accuracy and clarity required for the 400-level courses.

Prerequisites for each course dictate progression. Students who have reached a certain level may not register for a course at a lower level. Students may not take more than three 300-level courses beyond FREN 301 to prepare for the advanced level. Students who study in France or Cameroon may not take 300-level courses upon their return at Holy Cross.

French courses are numbered following a uniform system: the first digit of each number refers to the level of instruction: elementary (1), intermediate (2), transitional (3), and advanced (4). The second digit indicates the subject matter: language (0), survey (1), literature (2), French culture (3), Francophonie (4), Women Writers (5), African and Caribbean topics (6). The last digit indicates the number of courses that exist in a given subject matter. With regard to courses beyond FREN 301, the last digit does not indicate an increasing level of difficulty. For instance, FREN 304 is not more difficult than FREN 302. It is one of four preparatory methodology courses that exist at the transitional level. Both courses have the same prerequisite. Similarly, FREN 427 is not more difficult than FREN 421. It is one of seven courses in literature that exist at the advanced level. Both courses have the same prerequisite. Note that the digits “99” designate new courses, never offered before in the program. They are neither more advanced nor more difficult than any other course within the same level.

Majors and minors are encouraged to be well rounded in the discipline by taking a variety of advanced courses in literature, culture, film, and language.

Majors and minors are urged to seriously consider spending their third year at one of Holy Cross' two sites in France at the *Université de Bourgogne in Dijon* or at the *Université de Strasbourg*, or at its site in Cameroon at the *Université Catholique d'Afrique Centrale in Yaoundé*.

**French major requirements:** a minimum of 10 courses at the intermediate level or above, including the following:

- French 301 (Composition and Conversation)
- At least two courses must be at the 400 level
- At least one 400-level course in literature or an approved course in literature taken at a Holy Cross Study Abroad program (effective with the class of 2012)
- At least two courses must be taken in the fourth year

Courses on French language, and/or Francophone literature, film, art, civilization, and history taken in French in Study Abroad programs count toward the major. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval. Majors who study abroad will be required to take at least six courses at Holy Cross.

**French minor requirements:** a minimum of six courses at the intermediate level or above, including the following:

- French 301 (Composition and Conversation)
- At least one course must be at the 400 level
- At least one course must be taken in the fourth year

Courses on French language, and/or Francophone literature, film, art, civilization, and history taken in French in Study Abroad programs count toward the minor. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval. Minors who study abroad will be required to take at least three courses at Holy Cross.

### French 101 — Elementary French 1

*Fall*

This first half of an introduction to the fundamentals of the French language focuses on the acquisition of the basic listening, speaking, reading, and writing skills and presents an introduction to the cultures of the French-speaking world. This course is restricted to students with no previous study of French. Five class hours weekly. Conducted in French. One and one-quarter units.

### French 102 — Elementary French 2

*Fall, spring*

This second half of an introduction to the fundamentals of the French language reinforces and deepens basic listening, speaking, reading, and writing skills in French as well as knowledge of the cultures of the French-speaking world. Prerequisite: French 101 or the equivalent score on the placement test. Five class hours weekly. Conducted in French. One and one-quarter units.

### **French 201 — Intermediate French 1**

*Fall, spring*

The first half of a review of the fundamentals of French supplemented by reading of literary and cultural material and by practice in oral expression. Prerequisite: French 102 or the equivalent score on the placement test. Four class hours weekly. Conducted in French. One unit.

### **French 202 — Intermediate French 2**

*Fall, spring*

The second half of a review of the fundamentals of French supplemented by reading of literary and cultural material and by practice in oral expression. Prerequisite: French 201 or the equivalent score on the placement test. Four class hours weekly. Conducted in French. One unit.

### **French 301 — Composition and Conversation**

*Fall, spring*

Designed for gaining proficiency in oral and written French. Emphasis on developing correctness and fluency in everyday situations. Regular methods of instruction include discussions, Web activities, skits, listening comprehension, and grammar review. Required for French majors and recommended for first-year students with advanced placement. Prerequisite: French 202 or the equivalent score on the placement test. Four class hours weekly. Conducted in French. One unit.

### **French 302 — Approaches to Reading and Writing**

*Every third year*

Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

### **French 303 — French Life & Letters: Middle Ages to 1800**

*Every third year*

An overview of French life and letters from the Middle Ages to 1800. Focus is on literature, but other types of material are included to provide insights into the cultural, historical, and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

### **French 304 — French Life & Letters: the 19th, 20th and 21st Centuries**

*Every third year*

An overview of French life and letters from 1800 to the present. Focus is on literature, but other types of material are included to provide insights into the cultural, historical, and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

### **French 305 — Writing Around the Arts**

*Every third year*

Arts will be the thematic focus of the course and will encompass readings on urbanism and architecture, film, advertising, comic books, choreography, equestrian theater, political songs, painting, and photography. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

### **French 306 – Paris Through The Looking Glass**

*Every third year*

Paris will be the thematic focus of the course and will encompass a variety of readings on the City of Lights' history, urban design and landscape, landmarks and symbols, cultural institutions, artistic and intellectual neighborhoods. We will also examine how poets, novelists, playwrights, and filmmakers have represented Paris by studying samples of their respective art form. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres (poetry, theater, novel) and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

### **French 399 — Special Topics**

*Annually*

A thematic topic is the focus of the course. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

### **French 401 — Advanced French**

*Every third year*

Designed for students who seek to reach an advanced level of proficiency in French. The four skills are stressed. Particular emphasis on exercises that focus on complex language structures. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.



### French 402 — Translation

*Every third year*

Through the translation of selected passages, seeks to teach students to write with precision and clarity in both French and English. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 403 — Syntax

*Every third year*

An appreciation of the structure of the French sentence through two types of analyses: “*analyse grammaticale*” and “*analyse logique*.” Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 404 — Performing (in) French

*Every third year*

Aims to develop oral skills: pronunciation, effective public speaking strategies, and lyrical as well as dramatic interpretation. Student performances consist of the recitation of literary texts. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 405 — System & Style: The Dynamics of Language

*Every third year*

An examination of the different components and aspects constitutive of the French language through an analysis of its origins, phonetics, lexicon, morphology, syntax, and semantics as well as the network of rhetorical elements that combine to create a discourse. The study of language as a rigorously coded system that can assume a plurality of styles. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 413 — Seminar: French Poetry

*Every third year*

A critical study of French prosody and poetic practice with an analysis of poetical works drawn from Villon to the present. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 421 — French Literature from the Middle Ages to the Renaissance

*Every third year*

A critical study of the major works and authors of the Middle Ages (including *La Chanson de Roland*, Chrétien de Troyes, *Le Roman de Renart*, *La Farce de Maître Pathelin*, Villon), and the major poets and prose writers of the Renaissance (including Rabelais, Du Bellay, Ronsard, Montaigne). This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 425 — From Realism to Impressionism and Symbolism

*Every third year*

By focusing on French literary and artistic developments of the second half of the 19th century, this course examines the paradoxical link between the attempt to express or represent reality and the emergence of a symbolist and even an abstract aesthetics. Works by Baudelaire, Bizet, Cézanne, Debussy, Degas, Flaubert, Jarry, Manet, Monet, Maupassant, Rimbaud, Rodin, Toulouse-Lautrec, Verlaine, and others are discussed. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 427 — 20th-21st Century Novel

*Every third year*

The major trends and theories by prominent 20th-21st Century novelists are considered. Selected works by authors such as Gide, Proust, Mauriac, Sartre, Colette, Camus, Breton, De Beauvoir, Beckett, Bernanos, Giono, Vian, Queneau, Perec, Pagnol, Tournier, Robbe-Grillet, Sarraute, Duras, Hyvrard, Modiano, Sollers, Lainé, Wittig, Roche, Yourcenar, Leduc, Ernaux, Angot, Germain and others. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 431 — Contemporary France

*Every third year*

Focuses on current issues in contemporary France. Politics, society, the arts, domestic and international affairs, education, the media, feminism, etc., are among the topics analyzed and discussed. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

### French 441 — Francophone Cross-Culturalities & Creolizations

*Every third year*

A general introduction to the cultures outside France -in particular, those of America and Africa- that identify themselves as Francophone. Colonialism and post/neo-colonialism, the creation of new cultural identities and expressions from ethnic diversity, linguistic “variants” and marginalizations are among the topics analyzed and discussed. Prerequisite: A minimum or two French courses at the 300-level. Conducted in French. One unit.

**French 451 — French Women Writers***Every third year*

An examination of the works of major contemporary French women writers. Selected works by authors such as Colette, De Beauvoir, Yourcenar, Leduc, Duras, Delbo, Ernaux, Wittig, Hyvrard, Chawaf, François, Susini, Cixous, Sallenave, Redonnet, Lenoir, Angot, Bernheim, Germain, Detambel, Lê, Bouraoui and others. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

**French 461 — Writing Madness in Africa***Every third year*

Depending on the society, madness raises psychological, sociological, philosophical and political issues at the same time. In the colonial context, the African, the native is perceived as the “other,” the primitive, whereas the native also looks at the occupant, the European, as the “other,” a strange being. In modern African writing, madness may be represented from the conflict between the world views that leads to such a cultural production. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

**French 462 — Detective Stories from Francophone Africa and the Caribbean***Every third year*

Francophone African and Caribbean writers were inspired by the African American novelist, Chester Himes, a disciple of Dashiell Hammett. Therefore, this course necessarily starts with the history of detective story writing but also with Himes's Harlem “domestic stories” as he called his thrillers. The course will then deal with the appropriation of detective story writing techniques by African American novelists and their African and Caribbean peers. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

**French 463 — Immigrant Writers from Francophone Africa and the Caribbean***Every third year*

In the postcolonial era and especially since African and Caribbean countries' independence in the 1960's, south-north immigration has increased dramatically. Such displacement has given birth to a new literature/culture that addresses migrations, identity formation and multicultural issues. This course will explore writings by men and women Francophone authors from Sub-Saharan Africa, the Caribbean, and the Maghreb, all of them inspired by life experience in France, in Canada or another foreign land. A few related films will also be viewed and discussed. One unit

**French 499 — Special Topics***Annually*

A special course offered either semester for the study of a literary genre, form, theme or issue. Under this heading, courses in film are offered regularly. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

**French 491, 492 — Tutorial***Annually*

Eligible students may elect one or both of these courses with the permission of the section coordinator. Tutorials are normally offered only to students who have previously taken all other advanced courses offered in a given semester. One unit.

**German**

**German major requirements:** a minimum of 10 courses at the intermediate level and above. German majors are required to complete successfully German 301, 303, and 304 (or equivalent courses addressing German culture/literature of the 19th and of the 20th centuries, respectively). Majors are encouraged to enhance their knowledge of German thought and culture through allied courses in art, history, philosophy and political science. Majors who spent their third year abroad are required to take at least two courses at Holy Cross in their fourth year.

**German minor requirements:** a minimum of six courses at the intermediate level and above. German minors are required to complete successfully German 301 and German 303 or 304 (or an equivalent course addressing either the culture/literature of 19th- or 20th-century Germany). Minors who spend their third year abroad are required to take at least three courses at Holy Cross including one in their fourth year.

**German Studies major:** offered through the Center for Interdisciplinary and Special Studies (for details see CISS, Student-Designed Multidisciplinary Majors). The aim of the German Studies major is to develop an understanding of the cultural, social, and political life of the German-speaking peoples in their historical and international context.

**Requirements:**

- 2 courses in Intermediate German
- 1 course German Composition & Conversation
- 2 courses in German Culture/Literature
- 1 course on History
- 4 elective courses from German, History, Music, Philosophy, Political Science or Religion
- Approval of course selection by Coordinator of MLL's German section and the Director of the Center for Interdisciplinary and Special Studies
- Capstone project (if written in English, it needs to be accompanied by a brief abstract in German)

**German 101, 102 — Elementary German 1, 2***Annually*

Designed for students with no previous study of German, aimed at the acquisition of a basic speaking, listening, reading and writing knowledge. Five class hours weekly, including two hours of practicum. One and one-quarter units each semester.

**German 201, 202 — Intermediate German 1, 2***Annually*

A review of the fundamentals of the German language, supplemented by readings in literary and cultural texts as well as practice in oral and written expression. Prerequisite: German 102 or the equivalent. Five class hours weekly and laboratory practice. One and one quarter units each semester.

**German 250 — Metropolis Berlin***Every third year*

The city of Berlin represents a microcosm of change and growth in European society yet maintains a unique identity. Its development from a royal city to the capital of a united Germany will be examined through the lenses of literature, film, art, and architecture. In English. One unit.

**German 253 — Nazi and Postwar German Cinema***Every third year*

Films produced during the Third Reich played a crucial role in the mass culture of that regime. The course examines selected films made during that time as well as cinematic representations of the Hitler years during the postwar period to show how German film makers tried to come to terms with the Nazi past of their country. In English. One unit.

**German 301 — German Composition and Conversation***Fall*

Designed for students wishing to acquire proficiency in spoken and written German. Discussions focus on current and historic events, address stylistic devices and rhetorical strategies in literary texts, and explore students' interests. Weekly oral and written assignments with grammar review as necessary. Required for German majors and recommended for first-year students with advanced placement. Prerequisite: German 202 or the equivalent. In German. One unit.

**German 303 — German Culture: 1750-1890***Every third year*

An introduction to outstanding examples of German thought, art, and cultural developments in the 18th and 19th centuries. Important German cultural figures such as Frederick the Great, Goethe, Beethoven, Nietzsche and Marx are discussed. Readings, lectures, and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

**German 304 — German Culture: The 20th Century***Every third year*

An introduction to political and cultural developments in Germany in the 20th century. Aspects of the Weimar Republic, the Third Reich, East and West Germany, and the United Germany are studied. Readings, lectures, and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

**German 401 — Goethe and Schiller***Every third year*

Analysis of representative works of Lessing, Goethe, Schiller and their contemporaries within the context of the German Enlightenment and German Idealism and their major philosophical, aesthetic and moral concerns. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

**German 402 — German Romanticism***Every third year*

A study of selected Romantic writings against the background of related developments in the arts and in philosophy. Analysis of works by Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

### **German 403 — 19th-Century German Literature**

*Every third year*

A study of German literature in the age of burgeoning industrialism and materialism, extending from the late romanticism through the era of realism. Works of representative authors such as Heine, Büchner, Grillparzer, Droste-Hülshoff, Stifter, Keller, Meyer and Fontane. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

### **German 405 — Kafka, Hesse, Mann and Their Contemporaries**

*Every third year*

Introduction to the most significant masters of German prose in the first half of the 20th century. Works of representative writers such as Hauptmann, Schnitzler, Mann, Kafka, Hesse, Brecht. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

### **German 406 — Contemporary German Literature**

*Every third year*

A study of the literature written in German after World War II reflecting experiences of life as seen by representative authors of the Federal Republic of Germany, the German Democratic Republic, Switzerland, Austria and the newly unified Germany. Selected works by Bernhard, Celan, Frisch, Jandl, Jelinek, Hensel, Müller, Sebald, and Wolf. Prerequisite: German 202 or the equivalent. One unit.

### **German 461, 462 — Special Topics in German Literature and Culture**

*Every third year*

Intensive study of a special aspect of German literature such as themes, genres or movements. Topics announced in the preceding semester. Given in German or English according to staff decision. Recent topics: Brecht and the Political Theater, European Romanticism, Existentialism in German Literature. One unit each semester.

### **German 491, 492 — Third-Year Tutorial**

*Annually*

Eligible third-year students may elect German 491, 492 with permission of department chair and instructor. Topics to be determined by instructor. Recent topics: Modern German Drama, East German Literature. One unit each semester.

### **German 493, 494 — Fourth-Year Tutorial**

*Annually*

Eligible fourth-year students concentrating in German may elect German 493, 494 with permission of department chair and instructor. Recent topics: Bertolt Brecht, The Literature of the Third Reich, East German Fiction, Thomas Mann, the "Wall" in East and West German Literature, Theodor Fontane. Topics to be determined by instructor. One unit each semester.

## **Italian**

**Italian major requirements:** the major consists of a minimum of 10 courses in Italian language, literature and culture beyond the elementary level and includes the following courses:

- Intermediate Italian (Italian 201, Italian 202) (2 semesters)
- Composition and Conversation (Italian 301)
- Dante (Italian 260)
- One course in Medieval and/or Renaissance literature
- One course in 19th- and/or 20th-century literature

The remainder of the courses taken to fulfill the major requirements may include any combination of the other courses offered by the Italian section such as cinema, Special Topics, and tutorials (taken either during the third or fourth year of study). Students may also take a maximum of two courses in English. These courses may include Italian courses taught in translation or approved courses in related departments such as History, Music and Visual Arts.

Students who choose to major in Italian are strongly encouraged to study in Italy. Of the courses taken in Florence or Bologna, four courses may be applied to the major. Certain courses taken abroad may be accepted as the equivalent of the specific requirements listed above or as related courses. Those students who spend their third year in Italy may declare the major during the first semester of their fourth year, however it is recommended that they declare earlier.

All students who major in Italian are required to take two courses in their fourth year. Students may not take courses in English in their fourth year without the consent of their major advisor.

**Italian minor requirements:** the minor consists of a minimum of 6 courses in Italian language, literature and culture beyond the elementary level and includes the following courses:

- Intermediate Italian (Italian 201, Italian 202) (2 semesters)

• Composition and Conversation (Italian 301)

The remainder of the courses taken to fulfill the minor requirements may include any combination of the other courses offered by the Italian section such as literature, cinema, Special Topics, and tutorials (taken either during the third or fourth year of study). Students may take a maximum of one course in English: an Italian course taught in translation or an approved course in related departments such as History, Music and Visual Arts.

All students who minor in Italian are required to take one course in their fourth year.

Students may also pursue a major or minor in Italian Studies (Student-Designed Multidisciplinary Major/Minor) through the Center for Interdisciplinary and Special Studies (CISS).

**Italian 101, 102 — Elementary Italian 1, 2**

*Annually*

Designed for students with little or no knowledge of Italian language, this course provides an overview of basic Italian grammar with an emphasis on oral and written communication, listening comprehension, and reading. Five class hours weekly and laboratory practice. One and one-quarter units each semester.

**Italian 201, 202 — Intermediate Italian 1, 2**

*Annually*

Provides a review of Italian grammar with an emphasis on oral and written communication. Students also read and discuss Italian literature and cultural material. Four class hours weekly and laboratory practice. Prerequisite: Italian 102 or equivalent. One unit each semester.

**Italian 242 - Italian Cinema and Society**

*Alternate years*

An examination of Italian society through the medium of film. Social, cultural, and political issues such as the North/South question, political corruption, and immigration will be explored. Directors whose works will be screened and discussed include Pasolini, Salvatores, Rosi, Giordana, Moretti, Crialese, and Virzi. Conducted in English. One unit.

**Italian 253 — Italian Women Writers**

*Every third year*

Focuses on 20th-century works of Italian women writers such as Sibilla Aleramo, Grazia Deledda, Anna Banti, Natalia Ginzburg, and Dacia Maraini, among others. Topics include the history of women in Italy, Italian feminism, the representation of women in Italian literature, and literary genre. Conducted in English. One unit.

**Italian 255 — Italian Cinema**

*Every third year*

Studies the major trends in Italian cinema from the post-war Neorealist period to the present day. Films by directors such as Fellini, De Sica, Visconti, the Taviani brothers, Wertmüller, and Scola, among others, will be viewed and discussed. Conducted in English. One unit.

**Italian 260 — Dante**

*Annually*

Examines the life and work of Dante Alighieri with a focus on his masterpiece, *La Divina Commedia*. A portrait of the political, social, cultural, and religious climate in which Dante wrote will be provided. Conducted in English. One unit.

**Italian 299, 399 — Special Topics**

*Alternate years*

A special course offered either semester for the study of a literary or cultural theme, movement or issue. One unit.

**Italian 301 — Italian Composition and Conversation**

*Fall*

Offers students intensive oral and written practice in Italian language through an exploration of Italian culture. Authentic materials such as literary texts, newspaper and magazine articles, and video are utilized as a basis for class discussion and written compositions. Grammar is reviewed in context. Prerequisite: Italian 202 or equivalent. One unit.

**Italian 320 — Survey of Modern Literature**

*Alternate years*

Traces the principal literary movements of the Italian (and European) tradition from the 17th – 20th century. Works by Giambattista Marino, Carlo Goldoni, Alessandro Manzoni, Giovanni Verga, Luigi Pirandello, and Italo Calvino, among others, will be studied. Discussion of Italian history and literary genre will provide a context for the readings. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

**Italian 323—Introduction to Contemporary Italy**

*Alternate years*

Explores the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the “Leaden Years,” and the Mafia. Along with historical and cultural information, students

will read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, and others. They will also see films by directors like Scola, e Sica, and Giordana. Prerequisite: Italian 301 or equivalent. One unit.

### **Italian 411 — Italian Renaissance Literature**

*Alternate Years*

Focuses on representative works of the 14th, 15th, and 16th centuries in the context of Renaissance culture and history. Selected works by Petrarch, Boccaccio, Machiavelli, Leon Battista Alberti, Poliziano, and Castiglione will be studied. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

### **Italian 415—Sicily through Literature and Film**

*Alternate years*

Introduces students to the celebrated literature of Sicily, the land of mythology and the Mafia, and home to many of Italy's most important writers. The course concentrates on modern Italian literature, tracing the evolution of Sicily's culture from the Unification in 1861 to today. Students will read works by Giuseppe Tomasi di Lampedusa, Giovanni Verga, Maria Messina, Luigi Pirandello, Leonardo Sciascia, and Andrea Camilleri and see films based on their works. Prerequisite: Italian 301 or equivalent. One unit.

### **Italian 420 — The 20th-Century Novel and World War II**

*Every third year*

A study of 20th-century Italian narrative that focuses on the experience of the war. Topics include antifascist resistance, the partisan war, the Holocaust and Italian Jews. Authors studied include Italo Calvino, Carlo Levi, Giorgio Bassani, Cesare Pavese, Natalia Ginzburg, Primo Levi, and Renata Viganó. Students will also view and discuss films adapted from several of the works in class. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

### **Italian 491, 492 — Third-Year Tutorial**

*Annually*

Eligible third-year students may elect one or both of these courses, only with the permission of the department chair. For students who have previously taken all other advanced courses offered in a given semester. One unit.

### **Italian 493, 494 — Fourth-Year Tutorial**

*Annually*

Eligible fourth-year students may elect one or both of these courses only with the permission of the department chair. For students who have previously taken all other advanced courses offered in a given semester. One unit.

## ***Russian***

From literature, art and film, to technology, politics, economics, and sports, Russia's influence on the world has been significant. By far the world's largest country boasting untold resources, Russia remains an intriguing land of potential. By unraveling the meaning of its art, history, and politics, students can better understand how Russia helps shape the contours of world culture. The Russian Major and Minor at Holy Cross aim to develop students' speaking skills and also to ensure broad literacy in Russian history and culture. In addition to all levels of language study, the Russian Program offers a wide array of literature and culture courses in different centuries (early Russia, 19th century, 20th century, contemporary Russian), genres (drama, poetry, prose, film), and geographical focus (Kievan Rus, European Russia, Siberia). Students should take advantage of the variety of offerings to familiarize themselves with the many different aspects of Russian cultural history.

In the U.S., Russian is a "critical need" language. The National Security Language Initiative (NDLI) was launched in 2006 to dramatically increase the number of Americans learning critical need foreign languages such as Russian. At Holy Cross, students can attain advanced levels of speaking, reading and writing Russian during their undergraduate years. Courses are also available for native speakers. The Holy Cross Summer Program in Moscow runs from mid-June to mid-July at the Russian state University for the Humanities (RGGU). RGGU is a top-flight university located near the vibrant center of Moscow. The Moscow program offers students the opportunity to dramatically improve their Russian language skills while they immerse themselves in the everyday life, the arts and culture, and the history and political life of today's Russia. The Moscow Program gives students one Holy Cross credit toward the Russian major or minor and allows them to advance a language level.

**Russian major requirements:** Russian majors take a minimum of 10 and a maximum of 14 courses at the intermediate level or above. Majors must successfully complete Russian 201, 202 (Intermediate Russian) and Russian 301 (Composition and Conversation) or their equivalent, although major are

encouraged to continue language study throughout their college careers. Majors are also required to take a minimum of four literature and/or culture courses. Of these four courses, at least one must be selected from those conducted in Russian. It is recommended that majors take at least one course in each of the following categories: 1) historical period (*19th Century Russian Literature, 20th and 21st Century Russian Literature, Russian Revolution and the arts, Soviet Art & Literature, Writing Under Stalin*); 2) genre (*Russian Short Story, Russian Drama and the West, Fairytale: Russia and the World, Russian Cinema*); 3) thematic (*Madness in Russian Literature, Fire and Ice: Siberia in Fiction, Russian Tales of Desire*). Students may count toward the major one of the regularly offered courses on Russia in the Political Science or History Departments. These latter courses may not be taken in lieu of literature and culture courses conducted in Russian for a summer term, semester, or academic year. Majors are strongly encouraged to study abroad in Russia for a summer term, semester, or academic year. Majors who study abroad are required to take at least two courses at Holy Cross in their fourth year.

**Russian minor requirements:** Russian minors take a minimum of six courses on the intermediate level or above. Minors are required to successfully complete Russian 201, 202 (Intermediate Russian) and Russian 301 (Composition and Conversation). Students select at least three additional courses in Russian language, literature, or culture. Students' personal interests will dictate the distribution of these remaining courses. Students may count toward the major one of the regularly offered courses on Russia in the Political Science or History Departments. Minors who study abroad are required to take at least three courses at Holy Cross, including at least one in their fourth year.

Consult with Russian Program faculty on matters of placement and minor credit. Majors and minors who spend time in Russia on study programs may participate in academic and work internship programs offered by those programs for major and minor credit.

### **Russian 101, 102 — Elementary Russian 1, 2**

*Annually*

Promotes active communicative skills along with the basics of Russian grammar. By course end, read, write, understand, and speak Russian in a broad range of everyday situations. Various aspects of Russian culture and life are introduced through the medium of language. Five class hours weekly and language lab practice. One and one-quarter units each semester.

### **Russian 201, 202 — Intermediate Russian 1, 2**

*Annually*

Designed to activate students' spoken Russian, a wide variety of in-class activities allow students to practice Russian needed for most everyday situations. Textbook and workbook are supplemented with audio and videotapes. Conducted in Russian. Prerequisite: Russian 102 or the equivalent. Five class hours weekly. One and one-quarter units each semester.

### **Russian 250 — Madness in Russian Literature**

*Every Third Year*

From current events in post-Soviet Russia to classic Russian literature, Madness is an ubiquitous element of the Russian experience. We will cover a broad range of works from medieval to post-Soviet masterpieces to investigate the evolution of madness in Russian culture. The protagonists of the novels, plays, and short stories we will explore range from holy fools to everyday madmen to chronically troubled spirits. The reading will include Griboedov's *The Trouble with Reason*, Pushkin's *Queen of Spades*, Gogol's *The diary of a Madman*, Dostoevsky's *The Idiot*, Chekhov's *The Black Monk and Ward No 6*, Kuzmin's *Venitian Madcaps*, Nabokov's *The Defense*, Bulgakov's *The Master and Mararita*, and Pelvin's *Buddha's Little Fingers*. We will also examine manifestations of fictional insanity in film, opera, and the visual arts. One unit.

### **Russian 251 — Russian Tales of Desire**

*Every third year*

This course treats the representation of desire in great works of the Western literary tradition. We will examine the transformation of this great literary theme over the ages and in various literary genres. The readings will include Euripides's *Hyppolitus*, Dante's *La Vita Nuova*, The Don Juan stories of Tirso de Molina, Byron and Pushkin, Flaubert's *Madame Bovary*, Tolstoy's *Anna Karenina* and Nabokov's *Lolita*. Conducted in English. One unit.

### **Russian 253 — Fire and Ice: Siberia in Fiction**

*Every third year*

A consideration of Siberia as a native land, an adopted land, and a land of exile. Students start with Siberian folktales and the study of such native traditions as shamanism. Next, the course examines Siberia through Chekhov, Dostoevsky, and Shalamov as a land of both freedom and imprisonment. Finally, students read Rasputin, Astafiev, and Shukshin, whose work is devoted to the preservation of Siberia as a natural world

and a culture. Narrative and documentary films complement the reading selections. Conducted in English. One unit.

**Russian 255, 256 — Russian Short Story 1, 2**

*Every third year*

This course offers an opportunity to get acquainted with the most outstanding Russian writers and to read their masterpieces in the genre of the short stories. The first semester begins in the 18th century with Karamzin and continues through Chekhov. The second semester starts with Chekhov and brings students up to the present. Authors include Pushkin, Turgenev, Gogol, Tolstoy, Dostoyevsky, Gorky, Babel and Zoshchenko. Conducted in English. One unit.

**Russian 257 — Russian Drama and the West**

*Every third year*

Read Shakespeare, Moliere, Goldoni, and Ibsen and analyze their influence on such Russian playwrights as Pushkin, Gogol, Chekhov, Blok, Evreinov, and others. Special attention will be paid to Stanislavsky's acting system—a Hollywood favorite—and Meyerhold's experimentation on the Russian modern stage. Conducted in English. One unit.

**Russian 258 — Russian Cinema**

*Every third year*

This course examines the development of Russian cinema from its silent pre-revolutionary stage up to the Post-Soviet blockbusters. It focuses on the artistic and technical achievements of Russian filmmaking and their contribution to practical and theoretical aspects of western cinema. We will discuss the distinction between Russian cinema as an ideological tool of a totalitarian state, and western cinema as an entertainment industry. Screenings will include a variety of cinematic genres and styles such as Eisenstein's legendary *The Battleship Potemkin* (1925) and the Oscar-winning films *Moscow Does not Believe in Tears* (1979) and *Burnt by the Sun* (1994). Conducted in English. One unit.

**Russian 259 — Fairy Tale: Russia and the World**

*Every third year*

This course explores the ritual origins and subsequent uses and functions of the folk, literary, and contemporary fairytale. Its methods include anthropological, psychological, archetypal, structural, feminist, and spiritual readings of the world's most important tales. The course is both theoretical and practical. It aims not only to help students understand the various functions and methods of treating fairytale, but also to give them the tools to work with the genre themselves. The course also discusses historical problems of the study and classification of the fairytale. The cross-cultural approach of the course is designed to familiarize students with non-Western tales that challenge their assumptions about cultural boundaries and question the notion of what it means to be civilized. Conducted in English. One unit.

**Russian 260 — 19th-Century Russian Literature**

*Every third year*

This course considers the "Rabbles, Rebels, and Martyrs" of Russia's Golden Age of literature. During the 19th century, the Emancipation of the serfs, the Great Reforms, revolutionary activity and continued westernization changed Russian society dramatically. Perhaps it was these attempts at liberalization that produced the great works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky and Tolstoy. Read the classic works of Russia's Golden Age: *The Bronze Horseman*, *Hero of Our Time*, *The Overcoat*, *Crime and Punishment* and *Anna Karenina*. Conducted in English. One unit.

**Russian 261 — 20th- and 21st-Century Russian Literature**

*Every third year*

A survey of the major works, authors and movements of the 20th and 21st centuries. We will discuss the function of literature in the Russian society over the last one hundred years, from the modernist pre-revolutionary era to the present. We will focus on novels, short stories and poetry written during the Bolshevik Revolution and Civil War, Stalinism, the era of stagnation, and after the fall of communism. The reading will include such diverse writers as Chekhov, Blok, Zamyatin, Bulgakov, Nabokov, Akhmatova, Pasternak, Solzhenitsyn, Pelevin and others. Conducted in English. One unit.

**Russian 262 — Russian Revolution and the Arts**

*Every third year*

This course will focus on the artistic rebellion during the period from 1890 and 1930 against nineteenth-century realist canons in literature, music, and visual and performing arts. We will explore the wild experimentation of Russian modernist artists during this revolutionary era, which had a powerful impact on the artistic imagination worldwide. Reading will include plays, novels and poetry by Chekhov, Zamiatin, Majakovsky, Blok, Akhmatova, Bulgakov and others. We will analyze the innovative painting techniques of Kandinsky, Malevich, Chagall and the World of Art group, explore Stravinsky and Rakhmaninov's compositions, consider innovations in acting and dancing techniques, and learn about Eisenstein's montage that revolutionized western cinema. Conducted in English. One unit.



**Russian 263 — Soviet Art and Literature***Every third year*

In addition to pure propaganda, the Soviet doctrine of Socialist Realism also produced a rich tradition of art and literature that expressed the ideal of the “New Soviet Person.” While introducing students to the wealth of Socialist Realist art and ways to interpret its hidden meanings and messages, this course traces the evolution of the “positive hero” in Soviet literature and art. We consider the meaning of Socialist Realism as a way to practice and understand art. We also discuss the merits and the dangers inherent in the relationship between this kind of literature and Soviet society, one that allowed a nation on its knees to rebuild and modernize as well as one that silenced countless authors. Students are also asked to discern how, in satirical or subversive works, the tenets of Socialist Realism are subverted and their values questioned and why, in today’s Russia, there is a growing nostalgia (and market) for Socialist Realist art. Conducted in English. One unit.

**Russian 264 — Writing Under Stalin***Every third year*

This course examines major literary works of the Stalinist era as the artistic expression of the history of twentieth century art, its writers and poets, and their relationship to the Soviet dictator, Joseph Stalin. The course teaches students how to discern symbolic systems that encode the works, often as a form of protest. It also considers the ethical issues at the heart of the works that concern such resistance and it risks and the role that art plays in such discussions. This course presents the social, political and cultural history of the Stalin-era Soviet Union (1922-1953) through primary and secondary historical sources, literature, arts, film (documentary and interpretive), and music. It attempts to piece together the history of stalinism, while asking students to consider the moral complexities of the time and its relevance to Russia as well as to other modern day nations. Students grapple with multiple voices that compete to “own” the history of Stalin, including that of Stalin himself. Conducted in English. One unit.

**Russian 299, 399, 499 — Special Topics in Russian Literature***Annually*

A special course offered either semester on a single author or theme which has included religious imagery, women in Russian literature, the poetry of Anna Akhmatova, the short works of Bulgakov and Gorky, and courses on Russian poetry and the short story. Conducted in English or Russian. One unit.

**Russian 301 — Russian Composition and Conversation 1***Fall*

Continued development of oral and written language skills and cultural competency through the use of Russian literature, film, songs, and art. Prerequisite: Russian 202 or the equivalent. Three class hours weekly include writing laboratory with native speaker. One unit.

**Russian 303 — Advanced Studies in Russian Culture***Spring*

An analysis of literary works and documentary material with the aim of probing Russian cultural traditions of the 19th, 20th and 21st centuries. All discussions, readings and course work in Russian. One unit.

**Russian 391, 392 — Advanced Russian Tutorial***Annually*

This is a mixed-level course appropriate for students with advanced Russian language abilities from coursework, study abroad or native heritage. The course approaches a chosen theme from various media and focuses on both oral and written literacy. Student interest determines the theme(s) of study and the course is then titled accordingly. This course may be taken more than once. One unit each semester.

***Studies in World Literatures***

Studies in World Literatures courses are conducted in English and use translations in English of literary texts originally written in another language. Most have no prerequisites and are open to all students.

Faculty members are from the Department of Modern Languages & Literatures. The courses carry diverse Common Area designations (e.g., Arts, Literature, Cross-Cultural Studies) and many also fulfill requirements for various interdisciplinary concentrations and multidisciplinary majors and minors (e.g., Africana Studies, Asian Studies, German Studies, Medieval-Renaissance Studies, Russian and Eastern European Studies, Women’s Studies).

Those courses carrying a course number specifically designated as STWL consist of a comparative study of texts from several cultural and/or linguistic communities. Those courses carrying a course number designating a specific language group — for example, CHIN, FREN, GERM, ITAL, RUSS, etc. — consist of a study of texts from a specific national tradition.

## Major Requirements

To satisfy the requirement of the Studies in World Literatures major, students take a minimum of 10 and a maximum of 14 approved courses within the program. Because the STWL major emphasizes the points of connection among two or more traditions, students should select courses from a variety of programs and departments.

- One STWL designated course in literary or film studies. Students are encouraged to take this course as soon as possible after declaring the major.
- Five approved courses on the intermediate or advanced levels distributed as follows: two courses in the category of survey/theme; two courses in the category of genre/author; one course on the theory or philosophy of literature.
- Three approved electives in their area of interest.
- Students must also complete a capstone project in the form of an expository paper that is comparative in nature, focusing on either literature or film.

Up to two literature or film courses from a non-MLL Holy Cross department or an approved study abroad program may be counted toward the STWL major.

## Major proposal

Upon declaration of the major, students will be required to submit the following:

- A list of proposed courses;
- A written explanation of their course choices and the subfocus of their major.

At this point, depending on the focus and course work, students will be assigned an STWL faculty advisor.

## Capstone proposal

Before beginning course work on the capstone project (no later than spring of a student's junior year), students will be required to submit a written statement that describes the capstone project, identifies advisors and readers and outlines a timeline for the completion of the project.

For a complete list of courses that count toward the STWL major please see website: <http://academics.holycross.edu/stwl/courses>.

## Studies in World Literatures 221 — Coming-of-Age: Writing Women in the 20th Century

*Annually*

The course will trace the historical conditions of women's education in the Western traditions with reference to women's 'historical silence' or 'mouthpiece function'. Women's writing will be read as an escape from, answer to, repudiation of a gender discourse favoring men's determination of self and society. Readings and discussions will focus on women's desire for knowledge as well as women's articulation of desire – the desire to be different without having to adapt to standards not set by themselves. The goal of self-determination will be differentiated with regard to both equal rights and equal responsibilities. Finally, the course will address women's conceptualization of s history, literature, and language of their own. One unit.

## Studies in World Literatures 233 — Introduction to French Cinema

*Alternate years*

This film course is designed to provide students with the opportunity to study the unique contributions that French-speaking filmmakers have made to the art of cinema. The course is both an introduction to the study of film, and an in-depth survey of French-language filmmaking. We discuss the history of French cinema (from the invention of the cinématographe by the Lumière brothers until today, including cinematic trends such as Poetic Realism, Occupation Cinema, the French New Wave and Young French Cinema) with particular emphasis on sound films (i.e., films made since 1930). We also examine both the qualities of individual films and the cultural and historical factors that have shaped the development of the medium. The course is taught in English and the films (in French with English subtitles) are analyzed in relation to a historical overview of French cinema, an introduction to film theory, key concepts of film studies and various articles on each specific film. Emphasis throughout the semester will be on close readings of the films. One unit.

## Studies in World Literatures 251 — Tales of Desire

*Every third year*

This course treats the representation of desire in great works of the Western literary tradition. We will examine the transformation of this great literary theme over the ages and in various literary genres. The readings will include Euripides's *Hyppolitus*, Dante's *La Vita Nuova*, The Don Juan stories of Tirso de Molina, Byron and Pushkin, Flaubert's *Madame Bovary*, Tolstoy's *Anna Karenina* and Nabokov's *Lolita*. One unit.

**Studies in World Literatures 257 — Russian Drama and the West**

*Every third year*

This course reads Shakespeare, Moliere, Goldoni, and Ibsen and analyzes their influence on such Russian playwrights as Pushkin, Gogol, Chekhov, Blok, Evreinov, and others. Special attention will be paid to Stanislavsky's acting system – a Hollywood favorite – and Meyerhold's experimentation on the Russian modern stage. One unit.

**Studies in World Literatures 235 — Introduction to Postcolonial Discourses**

*Annually*

Contacts between Europe and the rest of the world, between colonizers and colonized people engendered profound social, cultural, economical, political and psychological transformations. A comparative examination and discussion of major ideas put forward by intellectuals who adapt a "Third World" perspective: Said, Fanon, Achebe, Ngugi, Spivak, Brathwaite, Babha and many others. One unit.

**Studies in World Literatures 241 — Francophone Cross-Culturalities & Creolizations**

*Every third year*

A general introduction to the emergence of diverse francophone cultures in the world. The main focus is on North American, Caribbean, North African, and sub-Saharan cross-cultural encounters and creolizations. Topics considered include: colonialism, post colonialism, neocolonialism, diglossia, majority/minority conflicts, and the interplay of Western and indigenous traditions in the development or invention of "new" cultures. Authors to be read are: Chopin, Djébar, Fanon, Kerouac, Ousmane, Roy, Vallières, and Zobel. Films include: *Black Robe*, *Chocolat*, *Battle of Algiers*. One unit.

**Studies in World Literatures 261 — Exile and Cultural Production in Africa and the Caribbean**

*Annually*

Exile is a universal phenomenon. It is generally understood as voluntary or forced expatriation, displacement. Exile may also be understood as inadequacy and irrelevance to function in specific world as compared to the "exile" of Prospero to Caliban island. They represent two extreme categories on the social spectrum: that of the natural ruler, and the naturally ruled. Explores "Caliban's" inadequacy to adjust to his own post-colonial society after a long sojourn in the Prospero's world. Most exiles end up writing books or producing films to "translate" their experiences. This course studies books and a few films produced by exile African and Caribbean artists. One unit.

**Studies in World Literatures 233 — Introduction to French Cinema**

*Alternate years*

This film course is designed to provide students with the opportunity to study the unique contributions that French-speaking filmmakers have made to the art of cinema. The course is both an introduction to the study of film, and an in-depth survey of French-language filmmaking. We discuss the history of French cinema (from the invention of the *cinématographe* by the Lumière brothers until today, including cinematic trends such as Poetic Realism, Occupation Cinema, the French New Wave and Young French Cinema) with particular emphasis on sound films (i.e., films made since 1930). We also examine both the qualities of individual films and the cultural and historical factors that have shaped the development of the medium. The course is taught in English and the films (in French with English subtitles) are analyzed in relation to a historical overview of French cinema, an introduction to film theory, key concepts of film studies and various articles on each specific film. Emphasis throughout the semester will be on close readings of the films. One unit.

**Studies in World Literatures 265 — Existentialism in Literature**

*Every third year*

Studies Existentialism primarily as it is expressed in literary texts, but consideration is also given to its philosophical roots and evolution in Western Culture. Among authors read are Pascal, Kierkegaard, Dostoevsky, Unamuno, Gide, Mann, Kafka, Sartre, Camus, Updike, and Flannery O'Connor. One unit.

**Studies in World Literatures 267 — (Post) Colonial Writing: African and the Caribbean Experience**

*Alternate years*

Read texts, watch films and discuss the vision proposed by artists from areas that entered modernity through imperialism. Problems such as dependency and appropriation of the other's language and culture are addressed. Important concepts such as Negritude (Senghor, Césaire); African Personality (Soyinka); Creoleness (Chamoiseau, Confiant); colonial education; violence, nationalism and resistance; postcolonial culture, modernity and identity are discussed. One unit.

**Studies in World Literatures 299 — Special Topics**

*Annually*

Offered for the study of a particular literary genre, form, theme, etc. Topics announced in the preceding semester. One unit.

**Studies in World Literatures 491 — Fourth-Year Capstone Project**

*Annually*

The Fourth-Year Capstone Project is an individual research project involving the study of at least two distinct textual traditions. For example, a comparative study of African, Asian, Caribbean, or European (French, German, Italian, Russian, etc.) literatures and cultures is acceptable. The capstone is directed by one principal faculty advisor, but must include consultation with at least one additional STWL faculty member. One unit.

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# Music

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Oswaldo N. Golijov, Ph.D., *Loyola Professor of Music*

Shirish Korde, M.M., *Distinguished Professor of Humanities and Chair (fall)*

Carol Lieberman, D.M.A., *Associate Professor and Chair (spring)*

Jessica P. Waldoff, Ph.D., *Associate Professor*

Chris Arrell, D.M.A., *Assistant Professor*

James David Christie, M.M., *Distinguished Artist-in-Residence; Director, Schola Cantorum*

Daniel J. DiCenso, Ph.D., *Assistant Professor*

Sarah Bob, M.M., *Lecturer, piano*

Stephanie Busby, M.M., *Lecturer, bassoon*

Tracy Kraus, *Lecturer, flute*

Eric Culver, D.M.A., *Lecturer; Director, Chamber Orchestra and Brass Ensemble*

Rohan Gregory, *Lecturer, violin/viola*

Joseph Halko, *Lecturer, oboe*

Bruce Hopkins, M.M., *Lecturer, trumpet/trombone*

Eileen Hutchins, *Lecturer, piano*

Matthew J. Jaskot, Cand. D.M.A., *Lecturer*

Alan M. Karass, *Lecturer*

Elizabeth Keusch, M.M., *Lecturer, voice*

Chi-Ju Juliet Lai, Cand. D.M.A., *Lecturer, clarinet*

Pamela E. Getnick Mindell, D.M.A., *Lecturer, Director, College Choir and Chamber Singers*

Michael Monaghan, M.A., *Lecturer; Director, Jazz Ensemble*

Thomas Mountain, Ph.D., *Lecturer and Recording Technician*

Mehmet Sanlikol, Ph.D., *Lecturer*

Jan Muller-Szeraws, M.M., *Lecturer, cello*

Pieter Struyk, B.M., *Lecturer, percussion*

Robert Sullivan, *Lecturer, guitar*

Peter Sulski, B.M., *Lecturer, violin/viola*

Marsha Vleck, M.M., *Lecturer, voice*

Douglas Weeks, Ed.D., *Lecturer, trombone*

The Music Department offers all Holy Cross students the opportunity to develop an understanding and appreciation of music through a wide range of courses in the history and theory of music, both on an introductory and an advanced level. It also provides an opportunity for further study to those who, by virtue of previous training and continuing serious interest, wish to focus on music.

Majors in Music must take a minimum of 10 music courses (the maximum is 14). Required courses are music 201, 202, 211, 212, 301, 302, and 400. Electives can include courses in History, Theory, Composition, Ethnomusicology, and Performance in addition to those required. Music 101 and Music 103 do not count toward the major. Music majors are strongly urged to participate in one or more of the performing organizations of the College.

All music courses are open to majors and non-majors. Students without prior experience should choose from courses 100-199; students with prior musical experience should choose from courses numbered 200 and above. Students with AP credit in music will not be awarded placement in the music curriculum and will not receive credit toward the minimum number of courses required for the major.

Facilities in the Music Department include a music library with state-of-the-art listening equipment and a sizable collection of scores, books, recordings and videotapes; practice rooms with pianos; classrooms; a studio for electronic and computer music; an ear training lab; music notation workstations; and a variety of traditional instruments.

The Department offers two merit-based scholarships. The **Brooks Music Scholarship** is offered to an incoming student with a distinguished academic and performance or composition record who plans

to major in Music at Holy Cross. The recipient of this scholarship is granted full tuition, independent of need. The scholarship is renewable annually, provided that the student maintains a strong academic record in the College as well as in the Music Department. Candidates should address inquiries to Chair, Music Department, College of the Holy Cross, Worcester, MA 01610. The application deadline is January 15th. **The Organ Scholarship** is offered on a periodic basis and is renewable on a yearly basis. The recipient of this scholarship will have available the 1985 four manual, fifty-stop mechanical action organ located in the beautiful St. Joseph Memorial Chapel. As the Holy Cross Organ Scholar, it is expected that the awardee will assist the College Organist in all aspects of the chapel music program. The Organ Scholar will also be expected to major in music, take voice lessons, study organ privately for four years, and have a career goal in church music and/or organ. Applicants for the scholarship should have experience in church music and a strong background in keyboard studies and sight-reading. Candidates should address inquiries to Prof. James David Christie, Music Department, College of the Holy Cross, Worcester, MA 01610. Deadline for submission of scholarship applications is January 15th in the year when the scholarship is being offered.

## Performance Program

The Performance Program consists of a series of courses offered by the Music Department in instrumental and vocal instruction at the intermediate and advanced levels. Instruction is provided by professional musicians selected by the Music Department. Eleven lessons are offered per semester. Admission to a course in Performance is gained by a successful audition with members of the department following at least one semester of prior study with a Holy Cross faculty member. No student may enroll in more than one Performance course each semester. Students must register for the course as a fifth course in the first semester in which they participate in the program. At the end of the first semester of registration in Performance, they will be assigned an IP (In Progress). During the second semester they may register for Performance as a fourth or fifth course with a letter grade. Students may only claim a maximum of two units of Performance with letter grade toward graduation. Students enrolled in the program for credit must:

- present a letter of evaluation from their teacher at the end of the semester;
- take a final jury examination given by members of the Music Department, at which time they will perform at least two pieces studied during the semester;
- take a semester of theory or history (excluding Music 101 and Music 103) prior to or concurrently with Performance.
- perform at least once each semester on recitals sponsored by the Department.

The Department sponsors student recitals and also encourages participation in the following performing organizations: Holy Cross Chamber Orchestra, Holy Cross Jazz Ensemble, Holy Cross Choir, Holy Cross Chamber Singers, Holy Cross Chamber Music Ensemble, Chapel Choir, Crusader Marching and Pep Band, Gamelan, Madrigals, and the Schola Cantorum.

## Courses

### Music 101 — Introduction to Music

*Fall, spring*

A one-semester introduction to art music in the Western tradition, its forms and history, with an emphasis on the major composers of the common practice period. Assignments focus on developing critical listening skills and an appreciation and understanding of Western art music. One unit.

### Music 103 — Fundamentals of Music

*Fall, spring*

Introduction to the rudiments of music theory (notation, scales, intervals, chords, rhythm and meter) and basic musicianship (keyboard skills, score reading and ear training). For students with no previous musical knowledge. One unit.

### Music 140 — Song through the Ages

*Alternate years*

Song through the Ages is a survey of song repertoire from the Western Art Tradition, including chant, madrigal, opera, oratorio, German Lieder, choral symphony, as well as folk and popular song. One unit.

**Music 142 — American Popular Song***Alternate years*

Historical survey of American popular song—Stephen Foster, blackface minstrels, sentimental parlor songs, songs of the Civil War, gospel hymns, vaudeville, Tin Pan Alley, Broadway musicals, Jerome Kern, George and Ira Gershwin, jazz-band songs and singers, country music, rhythm and blues, rock'n'roll, rock, popular “folk” songs, and more. One unit.

**Music 143 — History of Rock***Alternate years*

Survey of rock music from its beginnings in earlier forms of popular music to 1990. Attention is given to the relationship of rock music to its cultural, political, and economic contexts. One unit.

**Music 150 — American Music***Alternate years*

Surveys three main repertoires of music in the United States: folk and traditional music of urban, rural, and ethnic origin; jazz; and art music from Charles Ives to the present, with particular attention to the influence of science and technology on recent developments. One unit.

**Music 151 — World Music***Alternate years*

Introduction to music of selected African, Asian, and American cultures. Each culture is approached through its social and cultural context, its theoretical systems and musical instruments, as well as its major musical and theatrical genres. One unit.

**Music 153 — Music of Bali-Gamelan 1***Fall, spring*

Introduces students to Balinese music through the performance of selected pieces from the Gong Kebyar repertory. Instruction provided in the technique of playing the instruments that make up the Gamelan. One unit.

**Music 160 — Introduction to Electronic Music***Annually*

Surveys musical and scientific theories related to developments in electronic music. Topics include: physical parameters of audio waveforms and specific means of processing sound using digital synthesizers and computers. Students are introduced to techniques of electronic music composition through the analysis of selected works as well as studio assignments. No prerequisite. One unit.

**Music 161 — Digital Media for Musicians***Annually*

Explores the role of digital media in the world of music and teaches how digital tools are utilized by the contemporary composer. Students get “hands-on” experience with digital audio, MIDI, the internet, and a host of computer applications (PowerPoint, Photoshop, Dreamweaver, ProTools, Audacity, Adobe Premier), that are essential for the aspiring musician. One unit.

**Music 163 — Business of Music***Alternate years*

Explores the world of music business from both a contemporary and historical perspective. Students will examine the economic structure that surrounds the core relationship between the artist and the fan. Topics include: copyright, music publishing, recording contracts, music production, marketing, royalties and concert promotion. One unit.

**Music 195 — African American Music: From Blues to Rap***Alternate years*

This course is a survey of African-American music from the early 20th century to the present day. This course will consider various musical styles, with special emphasis on developments since 1950, including blues, gospel, R&B, rock and roll, doo-wop, soul, funk, disco, hip-hop, and rap - from the rural south to the urban north; from the east coast to the west coast; from the live stage to the recording studio. Though the primary function of the course will be to consider the development of musical style (that is, the music itself), we will also consider broader questions concerning the influences on and influences of African-American music, issues of cultural appropriation and race, and the agency of such music in social movements from the civil-rights era to the present day. One unit.

**Music 197 — Music of Peace and Conflict***Alternate years*

This course will survey the music related to military conflicts, political movements, and peace making efforts from the Middle Ages to the 21st century. Students will explore how folk music, popular music, and art music have been used to depict war, express pro- and anti-war sentiments and promote political and ideological positions. Throughout the semester students will examine the broader relationship between music and society, and how world events shape musical styles and genres. One unit.

**Music 199 — Special Topics***Annually*

Jazz: A Historical Survey, and others. One unit.

**Music 201 — Theory of Music 1***Fall*

The first semester of a two-semester intermediate theory sequence devoted to the materials of modal and tonal music: elementary counterpoint, harmony, and analysis. This course is designed to develop the skills and theoretical concepts (voice-leading, harmonization of melodies, figured bass, etc.) that underlie the performance, analysis, and composition of music. Prerequisite: Fundamentals of Music or equivalent background. One unit.

**Music 202 — Theory of Music 2***Spring*

The second semester of the two-semester intermediate theory sequence. Prerequisite: Theory 1 or permission of the instructor. One unit.

**Music 211 — History of Western Music 1***Fall*

Survey of the history of music, its notation, forms, and styles, in Western Europe from the development of music notation in the middle ages to the death of Bach in 1750. Topics include genres and composers of the medieval, renaissance, and baroque periods as well as the study of representative works from scores and recordings. Prerequisite: the ability to read music. One unit.

**Music 212 — History of Western Music 2***Spring*

Traces the history and development of Western music from 1750 to the present, with emphasis on the major composers and genres of the classical, romantic, and modern periods. Prerequisite: History 1 or permission of instructor. One unit.

**Music 213 — The Organ: History and Music***Every third year*

Introduction to the history of the construction and design of the pipe organ and its music from the Middle Ages through the present time. One unit.

**Music 214 — Music of the 20th Century***Alternate years*

Study of representative works of this century, illustrating their compositional techniques and relationship to the past (i.e., the music of Bartok, the different styles of Stravinsky, the atonal and serial music of Schoenberg and his followers). This course also includes selected readings on contemporary music theory and practice. Prerequisite: Fundamentals of Music or equivalent knowledge. One unit.

**Music 215 — Music of the Classical Era***Alternate years*

The rise and development of the Viennese classical style with an emphasis on the music of Haydn, Mozart, and Beethoven. Prerequisite: ability to read music, or permission of the instructor. One unit.

**Music 216 — Music of the Baroque Era***Alternate years*

Study of the most important developments in French, German, and Italian Baroque national styles, from the beginning of the 17th century to the middle of the 18th century. Prerequisite: ability to read music, or permission of instructor. One unit.

**Music 218 — Jazz/Improvisation 1***Fall*

Introduces students to the fundamentals of jazz harmony and improvisation. Topics include chord and scale construction, harmonic progression, symbols used in improvisation, jazz scales and modes. These theoretical concepts are applied to the analysis and performance of standard jazz tunes. A portion of the class is devoted to performance and improvisation. One unit.

**Music 219 — Jazz/Improvisation 2***Spring*

Examination and analysis of contemporary jazz improvisation techniques. Students are required to play their own instruments in class. Recorded jazz solos by jazz artists will be analyzed and discussed. One unit.

**Music 220 — Music of the Romantic Era***Alternate years*

An exploration of the repertoire, forms, aesthetics, and social contexts of 19th-century European art music, as well as its relationships with poetry, drama, philosophy, and the visual arts. One unit.

**Music 225 — Tutorial***Annually*

Tutorials in Computer Music, Conducting, Music History, Great Composers, Jazz, and other topics. By arrangement. One unit.

**Music 230-240 — Great Composers***Annually*

These courses are one-semester explorations of great composers (such as Bach, Mozart, Beethoven, Schubert, Mahler, and Stravinsky). Emphasis is placed on understanding masterworks of music in their time and place as well as on cultural questions concerning this music that connect their moment in history to our own. One unit.

**Music 241 — Music and Theatre***Annually*

Introduction to opera, musical comedy, and related genres such as dance and film music, with attention to the relationship between drama and music. A brief historical survey of each category with study of representative scenes and complete works. One unit.

**Music 251 — Concerto***Alternate years*

Study of representative works written for soloists and orchestra from the late 17th-century Concerto Grosso to the Solo Concerto of the 20th century. Repertoire includes the Brandenburg Concertos of J.S. Bach, the solo piano and violin concertos of Mozart and Beethoven, and selected works of Brahms, Liszt, Rachmaninov, Bartok, and others. One unit.

**Music 252 — Symphony***Alternate years*

Introduction to the orchestra, its instruments, and repertory from the inception of public concerts in the 18th century to the present day. One unit.

**Music 253 — Music of Bali-Gamelan 2***Fall, spring*

Introduces students to more advanced techniques of playing the instruments in the Gamelan. One unit.

**Music 254 — Music for Keyboard***Alternate years*

Survey of representative works for keyboard instruments (organ, harpsichord, clavichord, fortepiano and the modern piano) from the 17th century to the present. One unit.

**Music 255 — Music of Latin America***Alternate years*

The discovery and exploration of the different cultures of Latin America through their music. The course focuses on five regions that are musically rich and representative of the variety of roots from which Latin American people have emerged—Brazil, Argentina, Andes, Mexico and Caribbean Islands. One unit.

**Music 256 — Masterpieces for Small Ensembles***Alternate years*

Explores vocal and instrumental repertoire from the 17th century to the present that was intended for performance in an intimate setting and is therefore referred to as “chamber music.” Works for String Quartet, Piano Trio, Wind Quintet and Baroque Trio Sonata as well as music for voice with instruments (madrigals, art songs, cantatas) are studied. One unit.

**Music 261 — Advanced Digital Media for Musicians***Annually*

Second part of a two course sequence focusing on music creation using the latest digital technology, including hard disk recording, editing, mixing, and digital signal processing. Listening and analysis of historical music compositions and recordings from the 20th century which utilize both analog and digital technology. One unit.

**Music 299 — Special Topics***Annually*

Topics vary and include Survey of African American Music, and India: Religion/Music/Visual Art. One unit.

**Music 301 — Theory of Music 3***Fall*

Focuses on the analysis and composition of tonal music through the study of representative works of such composers as Bach, Haydn, Mozart, Beethoven, and Brahms. Students are required to produce original compositions. Prerequisite: Theory 2. One unit.

**Music 302 — Theory of Music 4***Spring*

Focuses on 20th-century musical systems with an emphasis on the study of compositional theory and the analysis of selected works of 20th-century European and American composers. Original composition is required. One unit.

**Music 303 — Theory of Music 5***Every third year*

Offers advanced theoretical studies for students who have completed the Theory 1-4 sequence. This course is especially valuable for those students who plan to pursue graduate studies in musicology or theory/composition. One unit.

**Music 325 — Tutorial***Annually*

Tutorials in Orchestration, Theory: Composition-Form-Analysis, Music History, Vocal Performance and Jazz Performance. By arrangement. One unit.



**Music 331, 332 — Performance***Fall, spring*

Instrumental or vocal lessons for students of intermediate competency. Interested students must consult with the Chair of the Department. One unit.

**Music 399 — Special Topics***Annually*

Topics include. Advanced Composition and Analysis. One unit.

**Music 400 — Fourth-Year Seminar***Spring*

Designed to integrate the three areas of music: History, Theory and Performance. Required for music majors. Topics vary and may be selected from the important repertoires of both Western and non-Western music. Prerequisite (or co-requisite): Music 212 and Music 302. One unit.

**Music 401 — Musicology***Alternate years*

An advanced topics course for students with a serious interest in music history and theory, especially majors planning to continue their studies in graduate school. Readings center on historical and analytical methods, recent trends in scholarship, and historiography. Prerequisites: Music 202. One unit.

**Musc 431, 432 — Performance***Fall, spring*

Instrumental or vocal lessons for students of intermediate to advanced competency. Interested students must consult with the Chair of the Department. One unit.

**Music 433, 434 — Advanced Performance***Fall, spring*

Instrumental or vocal lessons for students of advanced competency. Interested students must consult with the Chair of the Department. One unit.

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# Naval Science

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CAPT Ronald L. Harrell, USN, M.A., *Visiting Professor and Chair*

LT Mary Crabbe, B.A., *Lecturer*

CDR James O. Godwin, USN, M.A., *Lecturer*

LTJG James P. Lee, B.A., *Lecturer*

LT Austin Rasbach, B.A., *Lecturer*

CAPT Christopher Reinke, B.A., *Lecturer*

The Department of Naval Science, a recognized department of instruction within the College, educates and trains young men and women to serve as commissioned officers in the Navy and Marine Corps. Only those men and women reasonably disposed to accept a commission in the Navy or Marine Corps should plan to enter the Naval Reserve Officers Training Corps (NROTC) Program. This affirmation must be understood clearly by everyone who applies for the program.

## Scholarship Program

Graduating high-school students can apply through the national competition for a four-year Naval ROTC Scholarship. If selected for the four-year Naval ROTC Scholarship Program, they receive full tuition, all academic fees, military uniforms, a stipend of \$750 per academic year for textbooks, and a graduated monthly subsistence allowance (\$250/month for Freshmen, \$300 for Sophomores, \$350 for Juniors and \$400 for Seniors) while attending college. Additionally, the College of the Holy Cross offers free room to all four-year national scholarship winners living on campus. They are required to take certain college courses, undergo three summer training cruises, each approximately four weeks in duration, and are required to serve at least five years on active duty after commissioning.

Second-year college students can apply through the national competition for the two-year Naval ROTC Scholarship Program. If selected, during their third and fourth years they will receive full tuition, all academic fees, the annual stipend of \$750 for textbooks, military uniforms, and a monthly stipend the same as a four year scholarship student. In addition, they will attend the Naval Science Institute at Newport, R.I., for six weeks during the summer before their third year, will be required to take certain college courses, and will undergo one summer training cruise of four weeks duration. They will be required to serve at least five years on active duty after commissioning.

## College Program

First- and second-year students at the College may apply directly to the Professor of Naval Science for enrollment in the College Program (non-scholarship). After completion of at least one semester in the College Program, students who have achieved a GPA of 2.5 or higher, passed one semester of calculus with a grade of C or better, and performed well in the battalion may be recommended by the Professor of Naval Science for a Naval Service Training Command Controlled Scholarship. The scholarship includes all the same rights and responsibilities as a scholarship student detailed above.

College Program students not selected for a scholarship by the beginning of their junior year must be selected for advanced standing or will be dropped from the NROTC program. Selection for advanced standing is competitive and centrally managed by the Naval Service Training Command. This program provides military uniforms and a subsistence allowance of \$350/\$400 per month for Juniors/Seniors respectively while attending college. College Program students are required to take certain college courses and to undergo one summer training cruise of four weeks during the summer preceding their fourth year. Second-year College Program students who receive advanced standing or a scholarship must attend the Naval Science Institute in Newport, R.I. for six weeks during the summer preceding their junior year. Upon commissioning, College Program students are required to serve at least three years on active duty.

## Naval Science Students

Any student in the College may take Naval Science courses. Naval Science students receive credit for satisfactory completion of accredited Naval Science courses but have no official status in the NROTC Program and receive none of the benefits provided to NROTC students.

## General Information

The Holy Cross NROTC Unit is composed of approximately 65 midshipmen. The battalion is divided into companies, and the overall leader is the Midshipman Battalion Commander, a fourth-year student who is chosen for outstanding leadership qualities. The battalion meets for drill or classroom instructional periods twice a week. In addition, each year the battalion sponsors an active social program, which includes informal events, the Navy Marine Corps Birthday Ball, Dining In, Tri-Service Cotillion, various military and athletic excellence competitions, and field meets.

## Courses

### Naval Science 100 — Naval Science Lab

*Fall, spring*

Naval Science Laboratory. One weekly two-hour laboratory. Emphasis is placed on professional training which is not of an academic nature. The laboratory is intended for topics such as drill and ceremonies, physical fitness and swim testing, cruise preparation, sail training, safety awareness, preparation for commissioning, personal finances, insurance and applied exercises in naval ship systems, navigation, naval operations, naval administration, and military justice. Other topics and special briefings are conducted as determined by the Naval Service Training Command or the Professor of Naval Science. Required of all midshipmen. No degree credit.

### Naval Science 111 — Naval Orientation

*Fall*

An introduction to the customs, traditions, missions, rules and regulations of the Department of Defense and the United States Navy and Marine Corps. Topics include rank structure, uniform regulations, military law, terminology, ships and aircraft types, naval history, and present naval missions. Required of all midshipmen; intended for first-year students. No degree credit.

### Naval Science 112 — Naval Engineering

*Fall*

Detailed study of ships' characteristics and types including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control. Included are basic concepts of the theory and design of steam, gas turbine, and nuclear propulsion. Also discussed are shipboard safety and fire fighting. Required of all Navy option midshipmen; intended for third-year students. No degree credit.

### Naval Science 113 — Naval Weapon Systems

*Spring*

An introduction to the principles and behavior of electronic and electromagnetic systems to provide a foundational understanding of the interrelationships with naval combat systems. Topics and concepts explored pertain to a wide range of maritime applications, such as radar, sonar, communications, electro-optics, computer, missiles and electronics warfare systems. Required of all Navy option midshipmen; intended for third-year students. No degree credit.

### Naval Science 114 — Sea Power

*Spring*

A survey of U.S. Naval History from the American Revolution to the present, with emphasis on the Navy's role as an instrument of U.S. national security policy and foreign policy. Includes in-depth discussion of naval developments, key maritime strategies that have shaped the sea services, and naval contributions throughout various periods in American history, including major battles and campaigns in armed conflicts through the Gulf War. Required of all midshipmen; intended for first-year students. One unit.

### Naval Science 141 — Navigation

*Spring*

Practical piloting in restricted and open water to include discussions on tides, currents, electronic navigation, and celestial navigation theory. Coast Guard Navigation Rules, maneuvering board concepts, and a brief introduction to weather are covered. Required of all Navy option midshipmen; intended for second-year students. No degree credit.

**Naval Science 142 — Operations***Fall*

This course includes discussions on Rules of the Road and basic ship handling practices. Covers command and control and Naval Operations as they apply to each warfare platform. Required of all Navy option midshipmen; intended for fourth-year students. No degree credit.

**Naval Science 145 — Evolution of Warfare***Alternate years in fall*

This course is designed to cover the causes of continuity and of changes in the means and methods of warfare during major periods of history. It addresses the evolution of strategic principles and the influence of economic, moral, psychological, political and technological factors and strategic thought. It also examines the interrelationships between technological progress and military changes in rendering obsolete the successful strategies, policies, doctrines and tactics of the past. Required of all Marine option midshipmen. No degree credit.

**Naval Science 151 — Organizational Management***Fall*

This course focuses on the theoretical and practical concepts of leadership and management. It includes discussions of the principles and processes required of managers including: planning, organizing, controlling, motivation, communication, and decision making. Examples from both general business and the Naval establishment are used. The social, ethical and moral responsibilities of managers are also discussed. Required of all midshipmen; intended for second-year students. One unit.

**Naval Science 155 — Amphibious Warfare***Alternate years in fall*

Amphibious Doctrine is, at its core, a study of the evolutionary development of a unique form of armed engagement, i.e., the contested transition of military power from sea to land. Beginning with studies of selected examples of pre-20th-century landings, this course uses the World War I landing at Gallipoli as the turning point in methodology. Study then progresses through World War II and the Korean War to the present. Throughout, the increasing complexity and incredible detail of amphibious operations is made evident. Required of all Marine option midshipmen. No degree credit.

**Naval Science 246 — Marine Corps Leadership***Spring*

This course is designed to prepare students for success at USMC Officer Candidates School (OCS) and The Basic School (TBS). Emphasis is placed on leadership skills, basic infantry tactics, and general subjects including Marine Corps organization, history, customs and courtesies, and traditions. Practical application of skills such as land navigation and issuing combat orders is a central feature. Required of all Marine option midshipmen. No degree credit.

**Naval Science 352 — Leadership and Ethics***Spring*

This course focuses on the moral and ethical responsibilities of a successful military officer. It explores the fundamental concepts of western moral traditions and ethical philosophies, and examines conflicts of moral principles, principles of justice, just war theory, and conduct of war, among other areas. It includes case studies and ethical dilemmas and moral reasoning in a military setting. This capstone course, in the NROTC curriculum, builds on and integrates the professional competencies developed in prior course work and professional training. Required of all midshipmen; intended for fourth-year students. No degree credit.

# Philosophy

Lawrence E. Cahoon, Ph.D., *Professor*

Predrag Cicovacki, Ph.D., *Professor*

Christopher A. Dustin, Ph.D., *Professor*

Joseph P. Lawrence, Ph.D., *Professor*

Karsten R. Stueber, Ph.D., *Professor and Chair*

Jeffrey A. Bernstein, Ph.D., *Associate Professor*

May Sim, Ph.D., *Associate Professor*

William E. Stempsey, S.J., M.D., Ph.D., *Associate Professor*

Andrea Borghini, Ph.D., *Assistant Professor*

John P. Manoussakis, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*

Kendy Hess, Ph.D., *Brake-Smith Assistant Professor in Social Philosophy and Ethics*

Carolyn Richardson, Ph.D., *Andrew W. Mellon Postdoctoral Teaching Fellow*

James Johnson, Cand. Ph.D., *Lecturer*

Philosophy is concerned with fundamental questions about the nature of reality; the foundations of science, ethics and art; and the nature and scope of human knowledge. Philosophy is actually the meeting place for all disciplines, for any discipline becomes philosophical once it begins seriously to examine its own methodology and fundamental presuppositions. The study of philosophy is therefore recommended to all students, regardless of their major.

Philosophy involves both systematic forms of inquiry and a prolonged reflection upon its own history. For its majors, minors and all students interested in deepening their liberal arts education, the department offers courses in the history of philosophy that span the entire tradition from the pre-Socratics to the philosophers of our own century. These historical courses are best pursued in conjunction with courses that cover the principal areas of philosophical inquiry (Metaphysics, Ethics, Epistemology, and Aesthetics). Philosophy is much more than the acquisition of a certain kind of knowledge. It is the ability to think reflectively and to raise questions about problems that lie at the root of what might appear self-evident.

Courses exclusively reserved for first-year students are all sections of Introduction to Philosophy (Phil 110). Students are permitted to take only one course at this level.

The department offers both a major and a minor program that combines necessary structure with the freedom to follow an individually oriented course of study.

The minimum requirement for a major is 10 semester courses in philosophy. All majors are required to complete the following courses: 1) *either* Ancient (225) *or* Medieval Philosophy (230); 2) *either* Early Modern (235) *or* Modern Philosophy (241); 3) *either* Ethics (204) *or* Foundations of Ethics (207); 4) *either* Metaphysics (201) *or* Problems in Metaphysics (304); 5) *either* Theory of Knowledge (209), Philosophy of Mind (261), Philosophy of Language (262) *or* Philosophy of Science (271); 6) *either* Symbolic Logic (215) *or* Logic and Language (242).

In addition to these courses, students must take at least two advanced (300-level) seminars. Students are strongly encouraged to satisfy requirements 1) through 6) as early as possible within their program of study.

The minimum requirement for the minor is six semester courses in philosophy. All minors are required to complete the following courses: 1) *either* Ancient, Medieval, Early *or* Modern Philosophy; 2) *either* Metaphysics, Ethics, *or* Foundations of Ethics; 3) at least one advanced 300-level seminar.

As a general rule, majors and minors are urged to build a strong foundation of intermediate courses before progressing to the advanced courses.

In addition to a wide range of regular courses and seminars, the Department offers tutorials and other opportunities for independent study. Accomplished students are urged to complete their studies by writing a fourth-year thesis. The Fourth-Year Thesis in Philosophy comprises a semester-long project of concentrated research geared toward the production of a substantial piece of written work. It provides fourth-year majors with the opportunity to explore a specialized interest they have developed over the course of their studies. The principal arguments and conclusions of this paper will be publicly presented at the end of the semester.

Faculty and students together benefit from regular departmental colloquia and the lively exchanges initiated by the Philosophy Club, which is open to all interested students. In addition, membership in the Holy Cross Chapter of the National Honor Society in Philosophy, Phi Sigma Tau, is available to those who have a strong academic record, participate regularly in philosophical colloquia, and demonstrate a desire and ability to philosophize. Students are encouraged to compete for two essay competitions, the Strain Gold Medal and the Markham Memorial Prize.

## Courses

### *Introductory Courses*

#### **Philosophy 110 — Introduction to Philosophy**

*Fall, spring*

In a certain way, philosophy needs no introduction. Each of us has had moments of wonder: “Why do we exist?” “Why is there so much suffering in the world?” “Why does the world itself exist?” This one-semester course for first-year students helps strengthen that sense of wonder by giving the student insight into what some of the greatest thinkers have had to say about these questions. Readings from Plato, Aristotle, Aquinas, Descartes and Kant. One unit.

### *Intermediate Courses*

#### **Philosophy 201 — Metaphysics**

*Annually*

Aristotle described metaphysics as the “science which takes up the theory of being as being and of what ‘to be’ means taken by itself.” Before and since Aristotle, the meaning and significance of metaphysics has been in dispute. While some thinkers have dismissed metaphysics as meaningless speculation, others have held it to be the center of Western philosophy. Using primary texts of classical and contemporary writers, this course studies the origins of metaphysics in ancient Greece, major developments of metaphysical thinking, and contemporary challenges to metaphysics. One unit.

#### **Philosophy 204 — Ethics**

*Annually*

A study of moral philosophy with a twofold aim: (1) to give students an appreciation of the important historical and theoretical developments in moral philosophy; (2) to help students to think, write and speak clearly about important moral issues of our time. Examines both the thought of important Western philosophers such as Aristotle, Immanuel Kant, and John Stuart Mill, and topics of contemporary concern in personal and social ethics. One unit.

#### **Philosophy 207 — Foundations of Ethics**

*Annually*

Considers various challenges to the claims of morality, and whether and how moral philosophy can meet these challenges. Special topics include: the nature and justification of an ethical life, the limits of practical reasoning, the subjectivity vs. the objectivity of value, relativism, conflicts of obligation, the idea of moral “truth,” and the sources and ultimate value of morality itself. Examines how these issues come to life in classical texts, and how they are treated in recent philosophical literature. The goal is to understand the foundations of morality (if there are any), and to gain insight into what is perhaps the most striking thing about human life—the fact that we have values. One unit.

#### **Philosophy 209 — Theory of Knowledge**

*Annually*

Do you know that you are not a brain in a vat being force-fed experiences by an evil scientist? This course considers Descartes’ skeptical arguments that we can’t really know whether the world is the way it appears to us. These skeptical arguments lead us to consider what knowledge is, whether “knowledge” means the same thing in the philosophy classroom as it means outside it, and what justifies our beliefs. Writings of contemporary analytic philosophers are read and discussed. One unit.

#### **Philosophy 215 — Symbolic Logic**

*Alternate years*

An introductory study of the formal structure of reasoning patterns such as deduction. Includes an introduction to formal languages, sentential calculus, predicate calculus, and an investigation into logic’s value and limits. One unit.

#### **Philosophy 224 — Contemporary Continental Philosophy**

*Alternate years*

Focuses on a theme or question of general scope within continental European philosophy since Nietzsche. Topics may include subjectivity, historical consciousness, technology, and plurality. Philosophical approaches may include phenomenology, hermeneutics, existentialism, psychoanalysis, the Frankfurt School, and post-structuralism. One unit.

**Philosophy 225 — Ancient Philosophy**

*Annually*

We start by looking at the Presocratics (sixth and fifth centuries B.C.) to witness the emergence of philosophical, scientific, ethical and religious thinking. We will follow the similarities and differences of these Presocratics to trace the kinds of questions they set and the kinds of answers they accept. Addressing many of the same questions bequeathed to them by the Presocratics, the Ancients offered new solutions. We will think with the great thinkers about alternative conceptions of the divine, first principles and causes, form and matter, atoms and the void. Wonder along with Plato, Aristotle, Lucretius and Epictetus about happiness in relation, reason and desire, and our place in society and in the universe. One unit.

**Philosophy 230 — Medieval Philosophy**

*Annually*

A study of selected medieval thinkers such as Augustine, Boethius, Dionysius, Anselm, Bonaventure, Aquinas, Scotus, and Ockham. The birth of scholasticism, an analysis of this philosophical movement in the 13th century, and its decline are presented. One unit.

**Philosophy 235 — Early Modern Philosophy**

*Fall*

A study of the origins of modern philosophy: Descartes' turning toward the subject; his attempt at a justified method guided by the ideal of mathematical certainty; his influence on the development of European rationalism, Spinoza, Leibniz. Equal attention will be given to empiricist philosophers such as Bacon, Hobbes, Locke, Berkeley, and Hume and their approaches to philosophy and science. One unit.

**Philosophy 241 — Modern Philosophy**

*Spring*

A study of the later development of modern philosophy including Kant's new evaluation of metaphysics, epistemology, the nature of the sciences and morality and the idealist thought of Fichte and Hegel. Attention also to the thought of those opposing idealism, especially Marx and Kierkegaard. One unit.

**Philosophy 242 — Logic and Language**

*Fall*

An introduction to the 20th-century analytic philosophy and philosophy of language, which to a large part is guided by the conviction that traditional philosophical problems are based on linguistic and logical confusions. Familiarizes students with the formal languages of modern sentential and predicate logic, whose development was so important for the philosophical thinking within this tradition. It will reflect on the importance of language for understanding the world and will investigate related semantic concepts such as meaning, reference and truth. One unit.

**Philosophy 243 — American Philosophy**

*Alternate years*

A survey of the beginnings and development of American philosophic thought from the colonial period to the present. Detailed discussion of the work of Emerson, Peirce, and James and of important movements such as transcendentalism, pragmatism and analytic thought. One unit.

**Philosophy 245 — Phenomenology**

*Alternate years*

Explores the motivation and the methods of phenomenological philosophy. Focus is on Husserl's development of phenomenology as a "rigorous science," and its critical revision. Topics include the relation of Husserl's "transcendental" project to the classical metaphysical tradition, the distinction between "pure" and "applied" phenomenology, the idea of a phenomenological psychology, and the influence of phenomenology in the philosophy of art. Readings include works by Husserl, Sartre, Merleau-Ponty, and others. One unit.

**Philosophy 246 — Philosophy and Literature**

*Alternate years*

Explores the relationship between philosophy and literature. Reveals the enormous impact of philosophy on literary texts and tries to show how philosophy is present in all forms of intellectual life. Also tries to take seriously literature's claim to be doing something that philosophy itself cannot do. The authors chosen vary, but include such figures as Shakespeare, Goethe, Nietzsche, Thomas Mann and Proust. One unit.

**Philosophy 247 — Environmental Political Philosophy**

*Alternate years*

The Western philosophical ethical tradition is anthropocentric, meaning that what is good or right is based upon the wants, needs and interests of humans. From such a perspective, the environment is regarded as a resource to be managed or exploited for the benefit of people. Many contemporary environmental ethicists carry on in this tradition, while others argue for an expanded ethical theory—one that takes into account the intrinsic values of animals, plants, species, ecosystems, and perhaps even the earth as a whole. In this course we will survey these different approaches with an eye to whether or not they are defensible. In doing so, we will consider issues such as animals rights, population control, the rights of future generations and wildlife restoration (e.g., prairies, forests). One unit.

**Philosophy 248 — Existentialism***Alternate years*

Existentialism was a movement in recent (1850-1950) French and German philosophy that heavily influenced subsequent European thought and literature. It saw human beings as free and troubled, lacking guidance from tradition, God, and nature. This course explores existentialism through a reading of its philosophical exponents (Kierkegaard, Nietzsche, Heidegger, Sartre, Tillich) and literary and philosophical authors (Dostoevsky, Camus). Both religious and atheistic existentialism are considered. One unit.

**Philosophy 250 — Medical Ethics***Annually*

Examines topics of current interest in biomedical ethics, and the role moral philosophy plays in public debate about controversial issues. Aim is to help students think, speak, and write clearly about these issues. Discusses moral justification and an overview of several types of ethical theory. Considers such issues as the physician-patient relationship, truth-telling and confidentiality, informed consent, reproductive technologies, abortion, the right to die, euthanasia and assisted suicide, the AIDS epidemic, human genetics, and justice in the distribution of health care. One unit.

**Philosophy 254 — Philosophy East and West***Alternate years*

By exploring Greek texts from the Pre-Socratics to Plato in relationship with the Sanscrit Upanishads, this course attempts to reveal the common metaphysical root of Western and Eastern traditions. Christian and Buddhist texts are also investigated in an attempt to show how the sharp polarity between Eastern and Western thought emerged. One unit.

**Philosophy 256 — Theory of Values***Alternate years*

This course will examine the central questions dealing with the origin, nature, and conflicts of values: How are values created? Are different kinds of values (moral, aesthetic, spiritual, vital, economic, etc.) of the same origin? Do all values exist independently of people's minds? How are values different from facts? How to resolve the conflicts of values? Could there be one objective hierarchy of values, or are values intrinsically subjective? Could our better understanding of values help us in structuring and guiding our lives? One unit.

**Philosophy 260 — Philosophy of Art***Alternate years*

By reflecting on what philosophers have said about art, this course investigates the idea that art itself performs a philosophical, perhaps even a moral, function. Art is supposed by many to have the power to reveal something, and to be in some way "good" for us. In considering whether this is so, we have to confront two basic questions. The first is: Are there any "truths" about art (about what art is, about the purpose of art, about what makes art good or bad, etc.)? The second is: does art really reveal "truths" (What kind of truths? Truths about what? Can these truths be rationally articulated? If not, why should we take art seriously?) We shall concentrate on these, and related questions. Readings from Plato, Kant, Hegel, Nietzsche, Freud, Heidegger, Kandinsky, and Iris Murdoch. One unit.

**Philosophy 261 — Philosophy of Mind***Annually*

Questions concerning the nature of the mind and its relation to the body or questions about the essential capacities of human beings distinguishing them from plants, animals, and machines are raised. Different traditional and contemporary themes about the nature of the mind are discussed critically. Emphasizes topics such as the mind-body problem, the nature of consciousness, the explanation of action, and the problem of intentionality. One unit.

**Philosophy 264 — Philosophy of History***Alternate years*

Focuses on the growth of historical consciousness in the modern epoch, although it may also give attention to such Christian thinkers as Augustine. Emphasizes the contrast between the boldly progressive vision of Hegel, which celebrates scientific culture as the goal of history, and the more traditional vision of Vico (the Italian philosopher), which embodies a cyclical moment and defines historical culture more in terms of poetry than of science. Other authors typically read include Kant, Herder, Burckhardt, Nietzsche, Löwith, and Collingwood. One unit.

**Philosophy 265 — Political Philosophy***Annually*

Political philosophy addresses the questions of how and toward what end ought human beings live together, what a just and good society would be, and what makes power legitimate? These questions are pursued through a reading of the history of Western political thought, including the work of Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and J.S. Mill. Recent liberal theory also examined, focusing on the justice of welfare spending and the proper limits on government, using for example the work of John Rawls and Robert Nozick. One unit.



**Philosophy 267 — Contemporary Political Philosophy***Annually*

Examines the nature of liberal democratic politics in its relation to morality. The central question is: what are the rightful limits on and concerns of the government, law, and politics of a “liberal,” that is, free and democratic, society? “Neutralist” liberals argue that maximum individual liberty requires government neutrality toward particular moral ends or notions of the good life. Others, especially “communitarians” and “civic republicans,” fear that neutrality undermines both morality and community, and argue that government must promote both through endorsing some notion of the good life. What is the proper balance of liberty and morality? This question is pursued through the work of a number of important, most recent and American, political theorists. One unit.

**Philosophy 268 — Philosophy of Human Rights***Annually*

This course seeks to understand the concept of human rights and how human rights relate to ethical theories and social justice. Apart from fundamental metaphysical questions concerning the nature of human rights, questions concerning their universality or cultural relativity are also relevant. Comparing the works of non-Western and Western philosophers, we consider if rights are natural, or if they arose from specific historical, political and social circumstances. Such considerations about the justification of human rights direct us to the fundamental philosophical and ethical presuppositions at work in different authors’ approaches to rights. Since human rights are frequently invoked to protect human life and liberty, and to act as standards for adjudicating both national and international policies, a philosophical understanding of this concept, which this course seeks to provide, is essential. One unit.

**Philosophy 269 — Philosophy of Law***Alternate years*

Examines the nature of law and the place of law in human society. Considers the history of rule by law and reflects upon its value. Theories of law and of the relation of law to morality are explored. The course draws upon case histories and jurisprudential readings. It is not an introduction to legal reasoning, but a probe of the philosophical issues that underlie such legal concepts as equality, freedom of speech, evidence, obligation, rights, punishment, and justice. One unit.

**Philosophy 271 — Philosophy of Science***Alternate years*

An examination of the structure, function, value, and limits of science. Topics include the structure of scientific explanation, the role of experimentation, the nature of scientific progress, and the nature of scientific values. This course also investigates whether the activities of science are both rational and ethical. One unit.

**Philosophy 273 — Philosophy of Medicine***Alternate years*

The philosophy of medicine includes the metaphysical, epistemological and methodological aspects of medical practice and medical research. This course explores some of the theoretical and conceptual issues that form the basis for medical knowledge and thus influence the practice of medicine. Topics include the nature of health and disease, normality and pathology, the assumptions and goals of medicine, changes in the theoretical structure of medicine over time, the nature of medical knowledge, and methods of reasoning in medical research and practice. One unit.

**Philosophy 274 — Philosophical Anthropology***Alternate years*

We will explore the philosophy of culture through a reading of 20th-century philosophical and related writings, trying to discern what difference culture makes to our understanding of human beings. That is, what does the recognition that humans are fundamentally cultural beings do to our ethics, politics, and account of human mind and knowing? We will confront problems of cultural relativism, the role of cultural identity in politics, and what some claim is our contemporary “clash of civilizations,” reading, among others, Ernst Cassirer, Ernest Gellner, Johann Huizinga, and Samuel Huntington. One unit.

**Philosophy 277 — Philosophical Perspectives on Women***Alternate years*

Surveys the classic literature of Western philosophical views on women and the feminist response to it. Attention to feminism as a method of analysis as well as to representative issues whose philosophical significance has been identified by feminism, e.g. gender, friendship, dependence. One unit.

**Philosophy 278 — Philosophers on War and Peace***Alternate years*

Explores some major philosophical issues concerning war and peace viewed through the classic writings of Kant, Clausewitz, Lenin, William James, Tolstoy, Gandhi and contemporary authors. Emphasis is on the questions of the possibility of eliminating war, the morality of war both conventional and nuclear, and the moral problems involved in maintaining a policy of nuclear deterrence. One unit.

**Philosophy 282 — Philosophy of Religion***Alternate years*

This course is divided into two parts, both of which confront concepts and names for God with experiences of evil. The first part studies the tradition of theodicy, with attention to Augustine, Boethius, Leibniz and

contemporary liberation theology. The second part looks closely at the experience of extreme evil in genocide. Readings from P. Levi, E. Eiesel, E. Levinas, P. Celan and post-Holocaust “death of God” thinking. One unit.

### **Philosophy 284 — Philosophical Foundations of Catholicism**

*Alternate years*

This course will examine some of the philosophical foundations of Roman Catholicism and, more generally, of Christianity. We will consider the human capacity to know God, the nature of the triune God, and our response to God in Church and Sacraments. Special emphasis will be placed on the philosophical ideas that helped to shape the expression of foundational Christian doctrine. Readings will include selections from Plato, Aristotle, Plotinus, St. Augustine, St. Anselm, St. Thomas Aquinas, and other Patristic authors. One unit.

### **Philosophy 285 — Philosophy of Mythology**

*Alternate years*

Examines both philosophy's ground in mythical thinking and the tension that arises between the two spheres. Themes vary from semester to semester and will generally include, in addition to compendiums of Indian or Greek mythology, such authors as Plato, Vico, Schelling, Hegel, and Goethe. One unit.

### **Philosophy 286 — Classicism in Art and Thought**

*Alternate years*

Enlightenment culture is supposed to have liberated itself from ancient world-views. That is how “modernity” is defined. But it still expresses itself in classical terms. What is the meaning of this? Why do we remain wedded to a way of picturing the world which we claim to have progressed beyond? There are lots of superficial explanations. This course searches for a deeper understanding of what “classicism” is all about, and goes on to explore its recurrent manifestations in Enlightenment art and thought. Themes include order and disorder, freedom and desire, harmony and dissonance, individuality and the whole, unity and disunity, tragedy and reconciliation, nature and reason, and how we picture of ourselves in relation to the broad structure of reality. One unit.

### **Philosophy 287 — The Philosophy of Architecture**

*Alternate years*

More than any other art, architecture shapes our environment and the way we live. This raises serious and difficult questions about what architecture is and does, about the status of architecture as art, about the truths (if any) which it expresses, about the relationship between architectural forms and the character of human life, and about what it means to dwell. Such questions lie at the intersection of art and philosophy. In addition to readings from traditional and contemporary literature in aesthetics and architectural theory, this course reflects on these issues by looking at and responding to architectural examples. It examines the philosophy of architecture by studying architecture philosophically. One unit.

### **Philosophy 288 — Death**

*Alternate years*

Explores the antinomy of reason that is occasioned by the phenomenon of death, i.e. do we or do we not fully “die” when we die?, and the transformative rather than theoretical: how can we ourselves most effectively prepare ourselves for the deaths we will one day encounter? The image of Socrates, who faces his own death with supreme courage, serves as a model for the “philosophical” relationship to death. The readings for this course vary, but typically include Heidegger's Being and Time and Plato's Phaedo. Texts from Eastern Philosophy also play a prominent role. One unit.

### **Philosophy 289 — Ethical Issues in Death and Dying**

*Alternate years*

The ethical problems involved in caring for the terminally ill are among the most controversial issues of our day. This course examines ethical, philosophical, and public policy dimensions of death and dying. Topics include the definition of death, truth-telling with dying patients, suicide, euthanasia, deciding to forgo life-sustaining treatment, decisions on behalf of children and incompetent adults, the debate about futile care, and public policy issues. One unit.

## ***Advanced Courses***

### **Philosophy 301 — Moral Psychology**

*Alternate years*

This course addresses the nature of moral agency and moral reasoning from an interdisciplinary perspective. It will try to develop a philosophically plausible and a psychologically realistic account of human beings who are capable of acting for moral reasons. At the center of the discussion is the following question: How is it possible to conceive of human beings to be motivated by something other than pure self-interest—as moral philosophers constantly assume—if we are also biological organisms, a product of evolution and a process of “survival of the fittest?” Particularly important for our purpose is the question of whether our ability to empathize or sympathize with other people leads to altruistic and moral motivations. Readings will include Aristotle, Hume, Smith, Kant, Schopenhauer, Batson, DeWaal and others. One unit.

### **Philosophy 303 — Philosophy of Social Science**

*Alternate years*

Is it possible to study and explain human actions and human affairs using the methods of the natural sciences? Or does the study of human beings require its own methodology because human beings have thoughts, a free will, and can behave rationally? This course tries to find an answer to these questions by studying the most prominent responses to the above query provided by philosophers, historians and social scientists. Readings include works by authors such as Weber, Geertz, Hempel, Collingwood, Davidson, Winch, Marx and Habermas. One unit.

### **Philosophy 304 — Problems in Metaphysics**

*Alternate years*

Contemporary metaphysics addresses questions about the nature of reality such as: What is time? What are we? Is consciousness a physical brain process, or something non-physical? This seminar will take up some of these questions, readings are both historical and contemporary. One unit.

### **Philosophy 305 — Science and Values**

*Alternate years*

Science is usually seen in contemporary society as a privileged route to knowledge, and as value-neutral in its pursuit of truth. This seminar is intended to stimulate thought about the mutual influence of the natural sciences and human values. It is not a course in “applied ethics” or the ethics of technology. Rather, its goal is to come to a deeper appreciation of the conceptual underpinnings of scientific knowledge and how values are essential elements of these conceptual underpinnings. The seminar will be a study of classic texts and contemporary developments in the philosophy, history, and sociology of natural science. Both theoretical aspects and historical examples of how scientific facts and theories are constructed are discussed. A central theme is the debate about realism vs. constructivism in the philosophy of science. This includes a consideration of objectivity and subjectivity in the realms of both fact and value. Also discussed is the view that science offers the best description of reality and the different types of “scientism,” and the overvaluing of science in comparison with other ways of learning about the world. One unit.

### **Philosophy 306 — Problems in Moral Philosophy**

*Alternate years*

This seminar addresses the relationship between theories of the mind and corresponding political theories. Among the course reading are Plato’s Republic, where the association between the structure of the soul and the structure of different cities is explicit, and Aristotle’s Nicomachean Ethics, where the study of the soul’s structure is functional to the analysis of happiness in the polis. The second part of the seminar addresses two modern paradigms: Hobbes’ Leviathan and Rousseau’s Second Discourse on the Origin of Inequality. Two radically different theories are discussed which address human nature, the possibility of happiness, and the power of emotions while distinguishing themselves from their ancient models. One unit.

### **Philosophy 307 — Metaphysics and Natural Science**

*Alternate years*

This is a course naturalistic metaphysics which compares the speculative conceptions of philosophers to recent work in the natural sciences (this semester, physics). Readings of three 19th - and 20th-century “process” philosophers (Schelling, Peirce, Whitehead) who hoped to answer fundamental metaphysical questions from a naturalistic perspective. Each is coupled with a scientist’s exposition of relevant parts of contemporary physical theory, particularly, the Big Bang origin of the universe (Weinberg), complex systems (Prigogine), and quantum mechanics (Polkinghorne). Goal is to use the science to educate the philosophy, and the philosophy to educate the science, hence to understand the natural world through a dialogue between the two. One unit.

### **Philosophy 308 — Problems in Epistemology**

*Alternate years*

Prominent in contemporary theory of knowledge is the attack on “foundationalism,” the belief that claims to knowledge can receive ultimate or philosophical justification. Foundationalism has been central to the mainstream of philosophy since Descartes, although arguably it is as old as Plato. Thus “antifoundationalism” is a deep challenge to philosophy. This course examines the antifoundationalist critique, and the attempt to save philosophy from it, focusing primarily on the work of Richard Rorty, Michael Williams, and Hilary Putnam, but with selections from a number of earlier philosophers, including James, Nietzsche, Wittgenstein, Quine, and Heidegger. One unit.

### **Philosophy 309 — Approaches to Medical Ethics**

*Alternate years*

This course will examine the development and history of some of the most important approaches to medical ethics. It will examine three of the most important theoretical approaches: the principle-based common morality theory of Tom Beauchamp and James Childress; the libertarianism of H. Tristram Engelhardt, Jr.; and the virtue ethics of Edmund Pellegrino and David Thomasma. Many issues of contemporary concern in medical practice and research will be addressed in conjunction with the study of these theories. We will critique the contemporary practice of bioethics. One unit.

**Philosophy 316 — Problems in Aesthetics***Alternate years*

Selected issues or texts in the philosophy of art explored in depth. One unit.

**Philosophy 332 — Problems in Phenomenology***Alternate years*

Selected issues or texts in the Phenomenological good is explored in depth. One unit.

**Philosophy 335 — Philosophical Naturalism***Alternate years*

Philosophical naturalism holds that all reality is in or is continuous with physical nature, hence nothing is supernatural, purely non-physical or “ideal.” This also means the conclusions of natural science are directly relevant to the philosophical investigation of reality (that is, metaphysics). The historical problem for this view is to account for things that appear to be non-physical, like life, consciousness, knowledge, numbers, possibilities, God. This course encounters a variety of recent naturalisms to see whether they can handle these issues, reading John Dewey, W.V.O. Quine, Justus Buchler, Hans Jonas, and Hilary Putnam. One unit.

**Philosophy 340 — Albert Schweitzer – Reverence for Life***Alternate years*

In the course of the semester we will focus on an in-depth examination of Schweitzer’s ethics of reverence for life, as well as on its interconnectedness with the fields as diverse as art and politics. We will critically examine whether Schweitzer’s ethics of reverence for life, as well as his personal example, may serve as our moral guide in the twenty-first century. One unit.

**Philosophy 350 — Pre-Socratic Philosophy***Alternate years*

A study of the origin of Western philosophy and science before Socrates. It investigates the relationship between myth and philosophy, the development of various schools of philosophy (Pythagoreans, Eleatics), and concludes with a discussion of the sophists. Emphasis is placed upon the study of the texts of Pre-Socratic philosophers and the interpretations of modern scholars. One unit.

**Philosophy 354 — Plato***Annually*

“Platonism” has fallen on hard times in the contemporary philosophical marketplace. As a way of thinking about ethical, epistemological, or metaphysical issues, it is seen as an enterprise which is more or less bankrupt. The goal of this seminar is to overcome the modern prejudice against Platonism by rereading Plato, and understanding what he really has to say. Do his works represent a coherent philosophical vision? If so, what does this vision offer us? One unit.

**Philosophy 358 — Aristotle***Annually*

“All human beings by nature desire to understand.” Or so Aristotle claims, in the first sentence of his *Metaphysics*. The goal of this seminar is to understand this claim. What is Aristotle’s conception of (our) “nature,” and how is it related to his conception of reality as a whole? Is our nature most fully realized when our desire (to understand) is most fully satisfied? If so, what does this involve? What does it mean to be fully human? What does Aristotle think we ultimately discover in our attempt to understand the world? We shall pursue these questions, in depth, by exploring the fundamental connections between—and the significant tensions within—Aristotle’s *Metaphysics*, *Physics*, *Ethics* and *Poetics*. Ultimate focus is on Aristotle’s conception of tragedy, and the philosophical implications of the work of two tragic poets (Sophocles and Euripides). Attention is also given to whatever seems to separate Aristotle’s way of thinking and our own. One unit.

**Philosophy 360 — Aristotle and Confucius***Alternate years*

This course undertakes a close comparison of the ethics of Aristotle and Confucius, with attention to their views of the cosmos, the self, and human relationships. We compare the central ethical concepts of the two figures; ask to what extent these concepts and their associated practices are bound by the respective cultures; examine the most primitive assumptions of each author about human beings and our natural and social environments; and investigate to what extent each author’s ethics requires or would be aided by a theoretical “first philosophy.” One unit.

**Philosophy 362 — Augustine***Alternate years*

This seminar introduces the thought of Augustine through study of some main works in relation to key themes in Greek philosophy (chiefly Plotinus) and Christian theology. Augustine’s *Confessions* are generally read, but depending on the topical focus in a given year, this may be followed by study of his *City of God*, *De Trinitate*, or passages from other works. One unit.

**Philosophy 366 — Thomas Aquinas***Alternate years*

A detailed study of selected texts of St. Thomas Aquinas with reference to other significant medieval figures. The focus is on understanding St. Thomas’ thought both as an intellectual achievement in its own right and as part of a continuous tradition of philosophical and theological inquiry. Topics of special interest will include: the existence and nature of God, creation and the nature of reality, human and divine knowledge, as

well as problems in ethics and politics. Late medieval Scholasticism involved a rediscovery of and sustained dialogue with Aristotelian thought. Thus, participants in this course benefit from a prior knowledge of ancient Greek philosophy, although it is not a prerequisite for enrollment. One unit.

### **Philosophy 368 — Meister Eckhart**

*Alternate years*

This course typically focuses on Eckhart's sermons (which he composed in German) rather than the more formal philosophical treatises (which he wrote in Latin). It is in the sermons where Eckhart's mysticism is most pronounced. As a result, they serve as an ideal basis for evaluating the relationship between philosophy and mysticism. In addition, the question is raised to what degree Eckhart's thinking reveals the essence, not only of Christianity, but of religion as such. In this regard, Eckhart commentaries from Buddhist and Islamic thinkers may also be considered. One unit.

### **Philosophy 370 — Kant**

*Alternate years*

A reading course in the primary sources, concentrating mostly on Kant's Critique of Pure Reason and Critique of Judgment. The reading and discussion focus on Kant's theory of knowledge, as well as his metaphysical, aesthetic, and anthropological views. The approach is both historical and critical. One unit.

### **Philosophy 375 — Hegel**

*Alternate years*

An in-depth study of the philosophy of Hegel. This includes a probing and testing of his positions on the nature of reality and his theory of knowledge. Emphasis is on the philosophy of history, the history of philosophy, the state, and religion, and on their contemporary relevance. One unit.

### **Philosophy 380 — Nietzsche**

*Alternate years*

Friedrich Nietzsche is one of the archetypal modern masters. His notions of the "death of God," the "will to power," amor fati, the Dionysian and Apollinian, the overman and many others have entered the consciousness of the 20th century. His influence was (and still is) immense. The seminar is an in-depth study of Nietzsche's work. The discussion will be focused on the question of creation and negation, on nihilism and its overcoming, on the sense of morality and the criticism of Christianity. Nietzsche's books used in class are: The Gay Science, Thus Spoke Zarathustra, Beyond Good and Evil, Genealogy of Morals, Twilight of Idols, The Anti-Christ, and Ecce Homo. One unit.

### **Philosophy 383 — Heidegger**

*Alternate years*

This course consists of a reading and discussion of some of the major works of Heidegger. Attention is given to his criticism of Western philosophy, his understanding of truth, his teaching on the meaning of being human (Dasein), his pursuit of the question of the meaning of Being, and his critique of technology. One unit.

### **Philosophy 391 — Wittgenstein**

*Alternate years*

An intensive reading course focusing on Wittgenstein's early Tractatus Logico-Philosophicus and his late Philosophical Investigations. Topics of special interest include the author's views on philosophy, the constitution of linguistic meaning, truth, and the problem of solipsism. The course also tries to evaluate Wittgenstein's contribution to and relevance for contemporary philosophy. One unit.

### **Philosophy 400 — Tutorials**

*Fall, spring*

Independent study of various topics of special interest to individual students and faculty directors. Normally, tutorials will only be offered for topics that are not covered by regularly offered courses. One unit.

### **Philosophy 497 — Fourth-Year Thesis**

*Spring*

The fourth-year thesis should in some way represent the culmination of a student's work in philosophy, drawing on previous background and developed interests. It is therefore best undertaken in the spring semester of the fourth year. A student who is interested in writing a thesis must submit to the Chair of the Department a brief prospectus (2-4 pages) describing the proposed topic. This prospectus should clarify the problems, issues, or themes which the thesis will address, and present an initial plan of research. Ideally, the prospectus would provide at least a rough outline for the project as a whole. It should include a preliminary bibliography. The deadline for submitting a prospectus is the Monday following the Thanksgiving vacation. Once the prospectus is submitted, the Chair will review it in consultation with the prospective advisor who will approve the prospectus or suggest revisions. It is recommended that a student interested in submitting a prospectus meet with a potential advisor well in advance of the deadline. The prospectus is meant to ensure that the student has a coherent and manageable topic. It also ensures that substantive work on the thesis itself can begin at the outset of the spring semester. Equipped with an initial reading list, the student should be able to undertake preliminary research over the Christmas vacation. The completed thesis is to be submitted to the advisor and two additional readers (one of whom may be from outside the department) not later than the last regular day of classes. The readers will be chosen by the student together with the advisor and Department Chair. Shortly after the thesis is submitted (usually during the study period), the student will have the opportunity publicly to present, and to defend, his or her work. After the defense, the advisor (in consultation with the readers) will determine a letter grade for the thesis. One unit.

# Physics

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Janine Shertzer, Ph.D., *Distinguished Professor of Science*

De-Ping Yang, Ph.D., *Professor*

Robert H. Garvey, Ph.D., *Associate Professor*

Matthew B. Koss, Ph.D., *Associate Professor*

Tomohiko Narita, Ph.D., *Associate Professor*

Paul K. Oxley, Ph.D., *Associate Professor*

Timothy M. Roach, Ph.D., *Associate Professor and Chair*

Ben Kain, Ph.D., *Assistant Professor*

The Physics Department offers a flexible program of study in physics that may be designed to suit the individual needs of the student. The curriculum leading to the bachelor degree in physics is intended to provide a thorough foundation in the principles of physics. With appropriately selected advanced courses, a student is well prepared for graduate study in physics, applied physics, engineering, medicine, or law, or for entry-level positions in research, business, teaching, and other fields.

Students required to take a one-year course in General Physics as part of their academic program have two options: the traditional General Physics (lecture course with laboratory) or General Physics in Daily Life (with interactive experiments integrated into the lecture). General Physics in Daily Life emphasizes the applications of physics to natural phenomena and devices of everyday life. Both sequences are calculus-based and satisfy the requirements for science majors, the premedical program, and ROTC.

The requirements for a major in physics consist of both physics and mathematics courses. Physics majors must take three semesters of calculus (Math 135, 136 and 241 or the equivalent). The required physics courses are General Physics 1, 2 (Physics 111, 112) or General Physics in Daily Life 1, 2 (Physics 115, 116), Methods of Physics (Physics 221), Modern Physics with the laboratory (Physics 223, 225), Classical Mechanics (Physics 342), Thermal Physics (Physics 344), Electromagnetic Theory (Physics 351), and Quantum Mechanics (Physics 353). In consultation with their advisors, physics majors must choose at least two additional lecture courses and one advanced laboratory at the 200 level or above. A laboratory course is taken as a fifth course in any given semester. A minimum grade of C in General Physics 1, 2 or General Physics in Daily Life 1, 2 is required to continue in the major. Mathematics majors are not required to take Methods of Physics.

Advanced electives offered by the Department include Optics with the laboratory (Physics 231, 233), Electronics with the laboratory (Physics 234, 236) and Introduction to Astrophysics (Physics 355). General Physics 1, 2 or General Physics in Daily Life 1, 2 are prerequisites for all 200 level physics courses; Multivariable Calculus (Math 241) and Methods of Physics (Physics 221) are prerequisites for 300 level physics courses.

Programs of supervised research in theoretical or experimental physics (Physics 471, 472) are available for qualified physics majors. Students may also take Independent Study (Physics 461, 462) under faculty guidance to pursue topics of interest that fall outside the curriculum.

Two special academic programs may be of interest to Physics majors. The 3-2 Program in Engineering provides the opportunity to combine the study of physics with training in engineering. The Teacher Education Program leads to state licensure as a secondary school teacher of physics. Students interested in one of these programs should consult with the Department Chair and either the 3-2 Program Advisor or the Director of the Teacher Education Program.

A minor in physics is also offered for interested students. Physics minors must take two semesters of calculus (Math 131, 132) or the equivalent. The required physics courses are General Physics 1, 2 (Physics 111, 112) or General Physics in Daily Life 1, 2 (Physics 115, 116), and Modern Physics (Physics 223). In consultation with their physics advisors, minors are required to choose three additional physics courses, two of which must be lecture courses at the 200 level or above.

**Advanced Placement Credit:** Students with AP credit in Physics do not receive credit toward the minimum number of courses required for the major or advanced standing in the Physics curriculum.

## Courses

### Physics 100 — Topics in Physics

*Annually*

Recent offerings: Earth Science; Electricity and Magnetism in Everyday Life; How Things Work; Gravity and Science in Orbit. Non-science majors only. One unit.

### Physics 101 — Introduction to Astronomy

*Annually*

Motions of celestial bodies; the sun, Earth and moon; other terrestrial planets; Jovian planets; asteroids and comets; nebular model for the origin of the solar system; stars and stellar systems; Milky Way galaxy; the universe and the big-bang model. Non-science majors only. One unit.

### Introductory Physics:

Students can choose one of two versions of introductory physics: General Physics (PHYS 111/112) and General Physics in Daily Life (PHYS 115/116). Each is a two-semester, calculus-based, general physics sequence, suitable for majors of physics, chemistry, and biology, as well as for those participating in the Health Professions Advisory Program (premedical, pre dental, etc.), the 3-2 Engineering Program, or in the ROTC Program. General Physics meets for three 1-hour lectures plus a two-hour laboratory session each week. General Physics in Daily Life meets four days per week, and interactive experiments are integrated into the lecture.

The first semester in either sequence covers the theory of Newtonian mechanics and the methods associated with solving quantitative problems. Topics include motion in one and two dimensions; vectors, Newton's laws of motion, work and energy, linear momentum and collisions, rotational motion, static equilibrium, oscillatory motion, gravitation, fluid mechanics, and mechanical waves.

The second semester in either sequence covers electricity and magnetism, optics, and some aspects of modern physics. Topics include electric forces, fields, and potential, electrical components and circuits, magnetic forces and fields, electromagnetic induction, geometric optics, wave optics, and atomic physics.

### Physics 111 — General Physics 1

*Fall*

See Introductory Physics descriptions above. Prerequisite or co-requisite: Calculus 1 or the equivalent. One and one-quarter units.

### Physics 112 — General Physics 2

*Spring*

See Introductory Physics descriptions above. Prerequisite or co-requisite: Calculus 2 or the equivalent. One and one-quarter units.

### Physics 115 — General Physics in Daily Life 1

*Fall*

See Introductory Physics descriptions above. Prerequisite or co-requisite: Calculus 1 or the equivalent. One and one-quarter units.

### Physics 116 — General Physics in Daily Life 2

*Spring*

See Introductory Physics descriptions above. Prerequisite or co-requisite: Calculus 2 or the equivalent. One and one-quarter units.

### Physics 221 — Methods of Physics

*Fall*

Mathematical techniques needed for the study of physics at the intermediate and advanced level. Ordinary differential equations; vector calculus; partial differential equations; matrices; Fourier series; and complex variables. One unit.

### Physics 223 — Modern Physics

*Fall*

Introduction to several major areas of physics, including relativity, quantum physics (photons and deBroglie waves), atomic structure, nuclear physics, and elementary particles. One unit.

### Physics 225 — Modern Physics Laboratory\*

*Fall*

This course introduces students to advanced laboratory equipment and techniques, in the context of key experiments from modern physics. Examples of the experiments to be performed are: Nuclear Decay, Speed of Light, Gamma Rays, Balmer Lines Spectroscopy, and Cosmic Ray Muons. There is a strong emphasis on analytical methods and presentations of results. Taken concurrently with Physics 223. Overload. One unit.

### Physics 231 — Optics

*Alternate years, spring*

Through an in-depth study of geometric and wave optics, this course allows students to understand electromagnetic fields and optical phenomena under one coherent theory and fosters the concurrent use of many different mathematical methods. Students will also see how the concept of wave-particle duality of the photon

is manifested in geometric and wave optics. Geometric optics focuses on topics such as the Fermat's Principle, laws of reflection and refraction, image-forming properties of mirrors and lenses, analysis and designs of optical systems (the eye, microscopes, etc.). Wave optics covers topics such as dispersion by prisms, interference by two coherence sources (e.g., double-slits) or multiple sources (e.g., gratings), diffraction and scattering of light, thin films, polarization, optical spectra, lasers and holography. Prerequisite: Physics 112 or 116. One unit.

### **Physics 233 — Optics Laboratory\***

*Alternate years, spring*

In this advanced laboratory course students will assemble optical systems and test their performance, to understand the principles but also the quantitative relations between parameters such as wave length, intensity, geometric sizes and shapes, refractive index, polarization, etc. The experiments allow students to develop skills in a variety of areas, including precision adjustments of optical instruments, working with lasers, computer simulations of image formation, spectrometry, holography and use of optical fibers. Taken concurrently with Physics 231. Overload. One unit.

### **Physics 234 — Electronics**

*Alternate years, spring*

An introduction to analog and digital electronics using discrete semiconductor components and integrated circuit chips. Theory and methodology are discussed in terms of Kirchhoff's laws applied to DC and AC circuits, the characteristics of diodes and transistors, and the properties of IC chips. This course also explores the physics of semiconductors, behaviors of diodes and transistors, and their circuit applications including rectifiers, regulators, amplifiers, oscillators, and feedback systems, specifically operational amplifier circuits. The digital circuitry focuses on logic gates, comparators, binary number counting and processing, and programmable microcontrollers. Prerequisite: Physics 112 or 116. One unit.

### **Physics 236 — Electronics Laboratory\***

*Alternate years, spring*

This is the advanced laboratory course accompanying Physics 234. It is designed to allow students to explore various analog and digital circuits. Professional equipment including digital oscilloscopes, prototyping boards, digital multimeters are used in the design, construction, and testing of AC and DC circuits, including low- and high-pass filters, resonance circuits, rectifiers, transistor amplifiers with feedback, oscillators, 555-timer circuits, operational amplifiers, transistor-transistor logic (TTL) integrated circuits, logic gates, flip-flops, binary counters, binary-coded decimal representations and displays, binary computations, and a programmable microcontroller. Taken concurrently with Physics 234. Overload. One unit.

### **Physics 342 — Classical Mechanics**

*Spring*

Newtonian (non-relativistic) mechanics is studied in detail using advanced mathematical methods. One-dimensional motions that are studied include those with fluid friction, where the force is a function of velocity, and the forced harmonic oscillator. Two-dimensional motions include projectiles with air friction and motion under an inverse-square law central force. Motion of a system of particles includes the rocket problem, the two-body problem, coupled harmonic oscillators, and rigid-body rotation. Coriolis and centrifugal forces on the rotating Earth are studied. Finally, a thorough introduction of Lagrangian dynamics is presented. One unit.

### **Physics 344 — Thermal Physics**

*Fall*

How does a refrigerator work, and what is its maximum efficiency? How much energy do we need to add to a kettle of water to change it to steam? How and why does a snowflake form and how and why do liquids turn into solids? Why does an iron magnet lose its magnetism above a certain temperature? In fact, what do we mean by temperature, heat, and energy? Our understanding of these topics formed in two distinctly different ways starting about two-hundred years ago. James Joule, Sadi Carnot, and others developed what we now call classical thermodynamics, which treats matter and energy in terms of macroscopic quantities that obey the four "laws of thermodynamics." Later, Ludwig Boltzmann, James Clark Maxwell, Josiah Willard Gibbs, and others applied classical mechanics and probability theory to molecules in an approach now called statistical mechanics and kinetic theory. In our modern approach to thermal physics, we add our understanding of quantum physics and use both classical and statistical approaches as best suits the question under investigation. One unit.

### **Physics 351 — Electromagnetic Theory**

*Spring*

The aim of this course is to introduce the basic principles of electricity and magnetism and their application in a variety of situations. The focus is on the physics behind how electric and magnetic fields are created, but the course includes substantial mathematical complexity. A solid foundation of multivariable calculus is, therefore, required. Specific topics covered include: the electrostatic field and potential; work and energy in electrostatics; special techniques for calculating potentials; electric fields in matter; the Lorentz force and the Biot-Savart law; magnetic vector potential; magnetostatic fields in matter; electromagnetic induction and Maxwells equations. Prerequisites are PHYS 221 and MATH 241. One unit.



**Physics 353 — Quantum Mechanics***Fall*

The formalism of quantum mechanics; solutions of the one-dimensional Schrödinger equation including the infinite square well, the harmonic oscillator, and the finite well/barrier; solutions of the three-dimensional Schrödinger equation; the hydrogen atom; angular momentum and spin. Prerequisite: Physics 223. One unit.

**Physics 355 — Introduction to Astrophysics***Alternate years*

Celestial mechanics; spectra; solar physics; equations of stellar structure; thermonuclear reactions; stars and stellar systems; polytropes; stellar evolution; white dwarfs, neutron stars, and black holes; Milky Way galaxy; Hubble's law; active galactic nuclei; big-bang model. Prerequisite: Physics 223. One unit.

**Physics 461, 462 — Independent Study***Fall, spring*

One unit each semester.

**Physics 471, 472 — Undergraduate Research***Fall, spring*

Supervised research in theory or experiment. One unit each semester.

*\*Each of these laboratory courses is taken as a fifth course and, as such, is figured in the GPA, but does not count toward the 32 courses required for graduation.*

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# Political Science

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Donald R. Brand, Ph.D., *Professor and Chair*

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David L. Schaefer, Ph.D., *Professor*

Ward J. Thomas, Ph.D., *Professor*

Hussein M. Adam, Ph.D., *Associate Professor*

Loren R. Cass, Ph.D., *Associate Professor*

Caren G. Dubnoff, Ph.D., *Associate Professor*

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Stephen A. Kocs, Ph.D., *Associate Professor*

Vickie Langohr, Ph.D., *Associate Professor*

B. Jeffrey Reno, Ph.D., *Associate Professor*

Maria G. M. Rodrigues, Ph.D., *Associate Professor*

Denise Schaeffer, Ph.D., *Associate Professor*

Antonis Ellinas, Ph.D., *Assistant Professor*

Jennifer F. Lieb, Cand. Ph.D., *Instructor*

Matthew D. Dinan, Ph.D., *Jack-Miller Veritas Postdoctoral Teaching Fellow*

Dustin A. Gish, Ph.D., *Visiting Assistant Professor*

Christopher A. Stevens, Ph.D., *Visiting Assistant Professor*

Political science is the study of government, including the empirical study of American and foreign political regimes; theoretical approaches that attempt to explain political action in its various forms, both within nations and among them; and the study of philosophic texts that address the questions of the nature of justice, the best way of life, and the best political order.

Students majoring in political science are required to take the department's introductory course in each of the four sub-fields. We strongly encourage students to complete all four introductory courses by the end of the sophomore year. In addition to these introductory courses, political science majors must take at least six upper-division courses for a minimum total of 10 courses and a maximum of 14 to complete the major. Of the six upper-division courses, at least one must be in American government, one in political philosophy, and one in either international relations or comparative politics. For outstanding students, there is the possibility of undertaking a two-semester honors thesis in the senior year. Both course credits may be applied toward the minimum 32 course credits necessary for graduation, but only one course credit may be applied toward the minimum ten required courses in the Political Science major. Majors are also strongly encouraged to take courses in related fields like history, economics, and sociology. Proficiency in a modern foreign language is highly recommended as well.

The study of political science is valuable for non-majors as well as for majors. Today, just as in the ancient republics, every citizen has a duty to learn about the workings of his/her country's political system and of other political regimes as well as that of the international system so as to make informed judgments regarding issues of domestic and foreign policy. The citizen needs in addition a developed capacity to understand and evaluate the principles underlying the various political regimes, ways of life, and policy choices.

Beyond helping to promote intelligent and active citizenship, a political science major provides good training for careers in teaching, law, politics, government service, business, journalism, the armed forces, and international organizations. Finally, apart from a student's ultimate career plans, the study of political science helps to develop powers of reasoning, critical and analytical skills, and competence in oral and written expression.

Membership in Pi Sigma Alpha, the national student honor society in political science, is open to students with distinguished academic records.

**Advanced Placement Credit:** Students with a score of 5 in American Politics and Government and/or Comparative Politics and Government receive advanced standing in the curriculum.

## Courses

### *Introductory Courses*

#### **Political Science 100 — Principles of American Government**

*Fall, spring*

Provides an introductory overview of American government through study of the principal public documents, speeches, and constitutional law cases that define the American political tradition. By tracing the development of U.S. political institutions from the founding to the present, the course examines the ways in which American political ideals have become embodied in institutions as well as the ways in which practice has fallen short of these ideals. Introduces students to contemporary ideological and policy debates, and prepares them for the role of citizen. American Government. One unit.

#### **Political Science 101 — Introduction to Political Philosophy**

*Fall, spring*

A concise survey of the history of political philosophy. Intended to introduce students to some of the major alternative philosophic answers that have been given to the fundamental questions of political life, such as the nature of the best political order and the relation of the individual to the community. Authors to be studied include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx and Nietzsche. Political Philosophy. One unit.

#### **Political Science 102 — Introduction to Comparative Politics**

*Fall, spring*

A comparative analysis of political processes and institutions in Western liberal democracies, Communist and post-Communist states, and developing nations. Focuses on alternative models of economic and political modernization and on the causes of and prospects for the current wave of democratization throughout the world. Comparative Politics. One unit.

#### **Political Science 103 — Introduction to International Relations**

*Fall, spring*

Introduces students to major theories and concepts in international politics and examines the evolution of the international system during the modern era. Principal topics include: the causes of war and peace, the dynamics of imperialism and post-colonialism, the emergence of global environmental issues, the nature and functioning of international institutions, the legal and ethical obligations of states, and the international sources of wealth and poverty. International Relations. One unit.

### *Upper-Division Courses*

#### **Political Science 201, 202 — Constitutional Law 1, 2**

*Annually*

A two-semester course that examines the ways in which the Constitution has been defined over time by the Supreme Court. Topics include formation of the Constitution; separation of powers, judicial review, congressional and presidential authority; citizenship, suffrage and representation; and individual liberties. Emphasis is placed on the nature of legal reasoning and judicial process. American Government. Prerequisite: Political Science 100 or permission of the instructor. One unit each semester.

#### **Political Science 203 — Judicial Behavior**

*Fall*

Concentrates on two central questions: 1) how and why judges decide cases as they do; 2) how judges should decide cases. Do judges decide cases on the basis of which litigant presents the stronger factual evidence and the best controlling precedents? Do they rule according to what "the law says?" Or are the evidence and controlling precedents sufficiently ambiguous to allow for the influence of factors external to the law, and if so, what are these factors? Put differently, to what extent do judges decide cases according to their personal values? To what extent are they influenced by other judges? By legal norms? By concerns for the institutional place of their Court? By the values and attitudes of their particular region? By the way in which they were selected? American Government. Prerequisite: Political Science 100. One unit.

#### **Political Science 205 — Race and Ethnic Politics**

*Fall*

Addresses the role of race in American political processes and institutions. Drawing heavily on the perspectives of African-Americans, the course surveys the history of race in American politics from the era of emancipation to the present. Topics include black political culture, political behavior, and rhetoric; race and the media; black women in politics; and varieties of black nationalism and conservatism. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 206 — Public Policy***Annually*

Course begins by examining the role policy was intended to perform in a commercial republic. Lectures and readings will call attention to both the normative and empirical dimensions of policymaking. The intention is to understand policy in the broadest possible context—not as a distinct moment in time, but rather as the result of a dynamic process that itself has dynamic consequences. A constant theme will be the debate over whether markets or policymakers are best suited to allocate resources and provide basic services. As we develop the skills needed to evaluate policy we will rely on several case studies drawn from social welfare, regulatory, and civil rights policy. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 207 — American Presidency***Annually*

Studies the presidency as an office that shapes its occupants just as profoundly as specific presidents have shaped the character of the office. Traces the historical evolution of the presidency from the founding to the present. Among the topics considered are: presidential selection, the president as party leader, war powers and the president as commander in chief, the president as the nation's chief administrator, and the president as legislative leader. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 208 — Congress and the Legislative Process***Annually*

Studies the United States Congress as a constitutional institution, beginning with the American founding and the intent of the framers in designing a bicameral legislature with enumerated powers. Reviews Congress' evolution over time in response to changing political conditions, and examines key aspects of Congress today including electoral dynamics, partisanship, the committee system, leadership, budgeting, and the meaning of representation and deliberation. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 209 — Urban Politics***Annually*

Seeks to understand public decision making at the local level. Begins with an examination of the normative ideas regarding the purpose of city life—ideas that set the ethical standards by which we evaluate decisions. Turns to a critical study of the role of formal and informal institutions in creating a decision making arena. Also explores several theories posited by urban political scientists in an effort to explain the urban condition and applies those theories to a number of case studies drawn from urban America. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 210 — Urban Policy***Annually*

Examines the design and effectiveness of public policy and service delivery at the local level. Topics include crime, education, housing and economic development, and environmental justice. This course takes a broad definition of its subject matter, understanding policy to involve not only direct governmental programs, but also non-traditional approaches to service delivery including the use of non-profit and faith based organizations and also private enterprise. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 211 — Political Parties and Interest Groups***Spring*

Examines the major organizations and processes of American electoral behavior. Considerable attention paid to political parties and an examination of the role of parties in American political thought and development as well as the contemporary role of parties and interest groups in American politics. Topics include party identification; the relationship between elections and government; the impact of parties and interest groups on public policy; and American parties and interest groups in comparative perspective. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 224 — Democracy and Its Critics***Alternate years*

This course examines the contested history of democracy as a political order which is conducive to good government, by studying the fundamental principles and practices associated with democracy and democratic theory (e.g., liberty, popular sovereignty, majority rule, the rule of law, representation, elections, free speech, dissent, political equality, individual freedom, consent, and public deliberation). The course aims to promote reflection on the ends and means of democracy and to understand its claim to be a just political order and a form of good government. In order to defend the virtues of democracy, and therewith improve its practice as well as encourage its advance, we take seriously those thoughtful critics of democracy — both ancient and modern — who call our attention to its inherent weaknesses, limitations, and potential excesses or abuse. Readings may include works by Plato, Aristotle, Paine, Burke, The Federalist, Tocqueville, Rousseau, Lincoln, Dewey, Habermas, and Dahl. Political Philosophy. Prerequisite: Political Science 101. One unit.

**Political Science 225 — Liberalism and Its Critics***Every third year*

Explores the political, historical, philosophic and economic foundations of liberalism. First, the class focuses on distinguishing the various principles which define classical liberalism, including political equality, pri-

vate property, rule of law, constitutionalism, state/society distinction, secularism, privacy, etc. Readings on the major sources of these principles and the historical sources of their criticisms. Turns to contemporary debates about and within liberalism, focusing on such issues as the role of the state, communitarianism, discursive models of legitimacy, and multiculturalism. Political Philosophy. Prerequisite: Political Science 101. One unit.

### **Political Science 227 — Classical Political Philosophy**

*Alternate years in fall*

Close study of several works by major classical political thinkers such as Plato, Aristotle, Thucydides, Aristophanes, and/or Cicero. Focus is on such themes as the nature of justice; the relation among politics, science, and religion; the variety of political regimes; and the possibilities and limits of political reform. Political Philosophy. Prerequisite: Political Science 101 or Classics major. One unit.

### **Political Science 228 — Modern Political Philosophy**

*Alternate years in spring*

Close study of works by several major modern political philosophers such as Bacon, Montesquieu, Rousseau, Burke, Hume, and Nietzsche. Central themes include the rise and political consequences of the modern project of “mastering” nature; the political effects of commerce; the replacement of virtue by freedom and/or security as the goal of politics; the relation of political philosophy to history; and the Nietzschean critique of modern egalitarianism. Political Philosophy. Prerequisite: Political Science 101 or permission of the instructor. One unit.

### **Political Science 230 — Political Thought In Literature**

*Every third year*

Examination of fundamental problems of political life through the study of literary works such as Aristophanes, Sophocles, Shakespeare, Swift, Melville, and Faulkner. Themes include the effects of various forms of government on human character; the central ethical conflicts of political life; and the problem of race in the American polity. Political Philosophy. Prerequisite: Political Science 101. One unit.

### **Political Science 231 — Shakespeare's Political Thought**

*Annually*

Studies the political wisdom of Shakespeare through close readings of his plays, and other writings. Attention is paid to the action and arguments therein, which have enriched for generations the prudence of statesmen and minds of citizens, in addition to being a constant source of reflection on the human condition. Political as well as ethical problems emerge, and find resolution (comic or tragic), in the action. Arguments (implicit and explicit) guide students of politics to examine our longings for freedom and justice; the desire to rule and the grounds of authority; threats to the soul and virtue posed by the exercise of power; the character of regimes and forms of political order (classical, Christian, republican, monarchic, liberal, or imperial). Action and arguments together appeal to the mind through the imagination, forge political lessons, and thus constitute an extraordinary political education. Political Philosophy. Prerequisite: Political Science 101. One unit.

### **Political Science 233 — American Political Thought, 1: to 1830**

*Alternate years*

Focuses on some of the most important texts setting forth the principles underlying the founding of the American regime, as well as the subsequent development of those principles in the early nineteenth century. Two non-American writers (Locke and Tocqueville) are included because of the influence of their works on American political thought. Other writers and works studied include John Winthrop, Jefferson, The Federalist, and the Antifederalists. Political Philosophy. Prerequisite: Political Science 100 or 101. One unit.

### **Political Science 234 — American Political Thought, 2: 1830-Present**

*Alternate years*

Traces the development of American political thought from the slavery controversy and the Civil War up to the present. Major themes include Lincoln's re-founding of the American regime; the transformation of American liberalism by Woodrow Wilson and Franklin Roosevelt; and New Left and neoconservative thought. Other readings include works by Calhoun, Thoreau, Frederick Douglass, Mark Twain, and Henry James. Political Philosophy. Prerequisite: Political Science 100 or 101. One unit.

### **Political Science 245 — American Political Development**

*Annually*

Examines the recurring problems associated with political change, the evolution of national institutions, and the emergence of increased state capacities in the unique context of America's restlessness with authority and attachment to democratic ideals. Considers how a nation committed to what Samuel Huntington identifies as a creed of “opposition to power and concentrated authority,” created solutions to the unique problems of governance in the “modern” age. Course is both historical survey and historical analysis, and covers the emergent national state in the immediate post-Founding era, the Jacksonian hostility to centralization, the effect of the Civil War on national capacities, the reform of the civil service in the nineteenth century, and the construction of the American welfare state under Roosevelt's New Deal. This is not a history course, but a political science course that takes history seriously, using it as a departure for resolving persistent problems in American politics. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 249 — Comparative Public Policy***Alternate years*

This course examines domestic public policies in a range of developed democracies, including Germany, the United Kingdom, and the United States. Why do contemporary developed democracies differ in their public policies? And what are the economic, political, and social consequences of the various policies that they have adopted? The course places these two questions at its center. Specific policy areas to be discussed include anti-poverty policy and health care policy, among others. American Government. Prerequisite: Political Science 100. One unit.

**Political Science 250 — Immigration Politics and Policy***Alternate years*

This course will offer students the opportunity to study the politics surrounding immigration in the developed democracies, as well as to consider the various policy approaches that developed democratic states have adopted toward immigration. The course will also provide students with insight into various approaches and methods that political scientists have adopted in their research on immigration, and with opportunities to assess these approaches and methods critically. Finally, it will also enable students to gain a more subtle, informed, and comparative perspective on the American immigration debate than can be obtained from reports in the popular media. Comparative Politics. Prerequisite: Political Science 102. One unit.

**Political Science 251 — Latin American Politics***Spring*

A comparative study of political institutions and processes in selected Latin American countries, and an analysis of theories that attempt to explain Latin American development and underdevelopment. Examination of Latin America's experience with authoritarianism, democracy, revolution, and civil war, and of contemporary political challenges including drug trafficking, environmental degradation, human rights abuses, regional integration, and economic globalization. Comparative Politics. Prerequisite: Political Science 102. One unit.

**Political Science 253 — Violence and Non-Violence 1: Exploring the Roots of Violence***Alternate years*

This course is the first part of a full-year sequence that will explore — in both theory and practice and through a series of case studies that span both historical and cultural settings — the phenomenon of political violence, one of the central moral and political challenges of the contemporary world. The first semester of the course focuses on competing explanations of the causes of violence and their relationship to differing understandings of human nature. Approaches include psychoanalytic, behavioral, economic, and identity-based theories, which will be tested against case studies of political violence ranging from the military to racial violence in the United States to genocide (both the Holocaust and the Rwandan genocide of 1994) to contemporary religious extremism and suicide bombings. Comparative Politics. One unit.

**Political Science 254 — The Ethics of Violence and Non-Violence***Alternate years*

The second semester of the course turns to philosophical/religious/political debates over non-violence vs. violence as strategies to overturn regimes of oppression and create a more just social and political order. As in the first semester, the ethical debates over non-violent vs. violent approaches will be concretely illustrated through case studies drawn from a variety of historical and cultural contexts. The course will end by posing the question of justice vs. forgiveness in confronting the legacy of mass violence in deeply divided countries. The approach of the course is broadly interdisciplinary — utilizing materials from philosophy, religion, the social sciences, literature and film. Comparative Politics. Prerequisite Political Science 102 or 103. One unit.

**Political Science 255, 256 — Soviet Politics 1, 1917-1953;****Soviet and Russian Politics 2, 1953-Present***Alternate years*

A two-semester sequence dealing with Soviet/Russian politics and policies from the 1917 Revolution to the present. The first semester begins by examining the ideological bases of the Bolshevik Revolution, then proceeds to an examination of the Soviet Union under Lenin and Stalin, with emphasis on the political and ethical dilemmas associated with violent revolution and the rapid modernization of a backward country. The second semester focuses on the dilemmas of reforming the post-Stalin Soviet system, from Khrushchev through Gorbachev to Yeltsin and Putin. The last section of the course assesses the prospects for a successful transition to democracy and a market economy in post-Communist Russia. Comparative Politics. Political Science 255 is a pre-requisite for Political Science 256. One unit each semester.

**Political Science 257 — Politics of Development***Alternate years*

How can the world's less developed countries achieve sustainable development (in environmental, economic, and political terms)? This course discusses structural and institutional challenges to sustainable development in the global South, investigates different responses to these challenges (and their different degrees of success), and assesses the impact of development—and underdevelopment—on both societies and the environment. Comparative Politics. Prerequisite: Political Science 102. One unit.

**Political Science 258 — Democratization***Fall*

Assesses competing theories of the historical conditions and processes most likely to lead to the establishment of democratic regimes, and examines the benefits and drawbacks of particular democratic political institutions, such as presidential and parliamentary systems, for newly democratizing countries. Key questions explored include: Do the people of a country have to hold particular types of beliefs before that country can become a democracy? Do particular religious traditions, especially Islam, hinder the emergence of democracy? What role does economics play in transitions—can countries with any type of economic structure and revenue base become democracies, and can democratization and economic redistribution be pursued simultaneously? What are the advantages and disadvantages of plurality or proportional representation electoral systems for new democracies? Countries to be examined include South Africa, Indonesia, and Iraq. Comparative Politics. Prerequisite: Political Science 102. One unit.

**Political Science 263 — Black Political and Social Thought***Annually*

Addresses the role of race and ethnicity in American political processes and institutions. Beginning with an assessment of the categorizations of race and ethnicity, the course considers the ways in which race and ethnicity become politicized and institutionalized, differing strategies for addressing racial injustice, and the comparative advantages and disadvantages that result from different groups' places within American society. Policy issues addressed may include but are not limited to immigration and citizenship, affirmative action, political participation, and economic equality. Political Philosophy. Prerequisite Political Science 100. One unit.

**Political Science 265 — European Politics***Alternate years*

Explores the relationship between states and citizens in Western Europe, with particular focus on Britain, France, Germany, and Italy. Major topics include the nature and sources of nationalism, the ongoing transformation of national identity, revolutionary and reactionary traditions in European politics, the politics of immigration, the political effects of economic modernization, and the politics of European integration. Comparative Politics. Prerequisite: Political Science 102. One unit.

**Political Science 267—The Politics of European Integration***Alternate years*

Examines how European states, beginning in the immediate aftermath of the Second World War, have come to create the most extensive supranational entity to date. Considers different theories of European Integration, the institutions of the European Union, and the evolving relationship between the EU and its member states. Contemporary topics include European Monetary Union, EU enlargement, and the making of a European Constitution. International Relations/Comparative Politics. Prerequisite: Political Science 102 or Political Science 103 or permission of the instructor. One unit.

**Political Science 269 — Power and Protest: A View from Below***Alternate years*

What is the meaning and impact of politics seen from the perspective of those at the bottom of the pyramid of political power rather than from the usual focus on the actions and perceptions of political elites? In what ways do “the masses” become involved in politics? Under what circumstances are they likely to be successful in bringing about change? This course addresses these questions by exploring political power, political participation and political change from a broad historical and cross-cultural perspective - but always focusing on a view of politics from the bottom up. Cases studied include peasant protests and city mobs in pre-industrial Europe, the rise of labor politics in the United States, the Chinese Communist Revolution, post-World War II Third World national liberation movements, and the Black Power movement in the United States. Comparative Politics. One unit.

**Political Science 270 — Africa and the World***Fall*

Examines the historical and contemporary relationship between Africa and the rest of the world. Though Africa has been influenced by and acted upon by other peoples, it and its peoples have also had a significant influence on the course of history and development in the world. This course deals with Africa's relationships with the European world, Africa and the United States, Africa and the Socialist world, Africa and the Middle East and Africa's search for Pan-African unity. International Relations. One unit.

**Political Science 272 — Politics of the Middle East***Fall*

An examination of politics in selected Middle Eastern countries. Begins with a brief overview of the rise and spread of Islam in the region and the establishment of Muslim empires, then turns to an exploration of the role of European colonialism in post-independence Middle Eastern politics. Analyzes various explanations for the difficulty of establishing durable democracies in the region, explores the political implications of religious identity and secular nationalism, and assesses prospects for peaceful resolution of the Israeli-Palestinian conflict. Comparative Politics. Prerequisite: Political Science 102. One unit.

### **Political Science 274 — Modern China**

*Alternate years*

Explores the history of modern China from the Opium Wars of the 1840's to the present. Two central themes are the tension between reform and revolution as alternative paths for the modernization of China and whether, in order to emerge as a great power, China should embrace or reject Western models and values. This course focuses on the following questions: (1) the rise of the Communist Party and the reasons for its victory over the Nationalists; (2) Mao's ideological campaigns of the 1950's and 1960's, culminating in the Cultural Revolution; (3) the dynamics and dilemmas of post-Mao economic and political reform; (4) the 1989 Democracy Movement and the prospects for democratization in present-day China. Comparative Politics. One unit.

### **Political Science 275 — International Political Economy**

*Spring*

This course is designed to be an introduction to international political economy. Provides an overview of theories of international political economy, a historical review of the international political economy in light of these theories, and an application of the theoretical approaches to issues of trade, monetary relations, finance, and development. Readings and discussion focus on issues of conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. International Relations. Prerequisite: Political Science 102 or 103. One unit.

### **Political Science 278 — International Politics of East Asia**

*Spring*

This course examines China's emergence as a major power, and surveys the relationships of East Asian states with each other and with external powers including the United States. In addition to China, substantial attention is given to Japan, Korea, and Southeast Asia. Topics covered include military competition and regional security, trade relations, globalization, human rights, and potential conflict flashpoints such as North Korea and Taiwan. International Relations. One unit.

### **Political Science 282 — American Foreign Policy**

*Fall*

Explores major themes in U.S. foreign policy, focusing on the longstanding and ongoing debate between international engagement and isolationism. Topics discussed include the historical evolution of U.S. foreign policy, the roles played by specific institutional and societal actors in the formulation of policy, and contemporary issues facing the United States including international trade and finance, proliferation and regional security, the resort to force, human rights, and humanitarian intervention. International Relations. Prerequisite: Political Science 103. One unit.

### **Political Science 283 — International Law and Organization**

*Spring*

Despite the emphasis customarily placed on conflict and discord in the international system, it is clear that states in fact regularly seek to facilitate cooperation and mutual restraint. What motivates these efforts? How successful are they in overcoming the effects of international anarchy? This course addresses these questions by examining the institutions through which states attempt to organize their relations with each other. Topics include the history, functions, and relevance of international law, the role of international organizations (including but not limited to the United Nations), and contending approaches to the problems of world order and conflict management. International Relations. Prerequisite: Political Science 103. One unit.

### **Political Science 284 — Human Rights**

*Fall*

Since World War II, questions of human rights have come to occupy a central place in international politics. This course examines the historical evolution and political effects of international human rights norms. Topics include the philosophical and legal basis of human rights, the origins of modern human rights covenants in the aftermath of Nazi atrocities, the effects of the Cold War on human rights politics, the tensions between national sovereignty and international human rights standards, the debate between universalist and particularist conceptions of human rights, patterns of compliance with human rights agreements, and the development of human rights enforcement mechanisms. International Relations. Prerequisite: Political Science 103. One unit.

### **Political Science 285 — Global Environmental Relations**

*Every third year*

This course analyzes the roles of national governments, international institutions, and non-state actors in managing global and cross-border environmental problems. Principal topics include the process of international environmental negotiation, the nature of existing international environmental agreements, and the theoretical and practical problems involved in environmental protection and regulation at the international level. International Relations. Prerequisite: Political Science 103 or Environmental Studies Major. One unit.



**Political Science 286 — Comparative Environmental Policy***Fall*

The U.S. and countries throughout the world have experimented widely in their quest to address common environmental problems. This course undertakes a comparative study of the development of domestic and international environmental policies in three advanced industrial states (the U.S., U.K., and Germany), as well as providing an overview of developing country environmental policies. Focus of the course is on three questions: How do national differences in institutions, political culture, regulatory style, and economic structure shape domestic and international environmental policies? What impact do these differences have on the ability of states to achieve cooperative solutions to common environmental problems? What influence do international environmental interactions have on domestic environmental policy? Comparative Politics. Prerequisite: Political Science 102 or permission of the Instructor. One unit.

**Political Science 290 — National Security Policy***Spring*

Focuses on contemporary national security problems faced by the United States as it seeks to manage the post-Cold War international order. Topics include relations with other major powers and with the Islamic world, U.S. military interventions abroad, terrorism, the proliferation of weapons of mass destruction, and nuclear strategy. Attention is also given to the domestic dimensions of U.S. security policy, including the politics of weapons procurement and the longstanding ideological debate regarding American national interest. International Relations. Prerequisite: Political Science 103. One unit.

**Political Science 300 — Law, Politics and Society***Annually*

Examines the relationship of the American legal system to certain critical social and political processes. After a survey of existing law on civil liberties and rights, the role of groups in bringing test cases and the dynamics of civil liberties litigation are discussed, using case studies involving political surveillance, racial equality, church-state issues, consumer rights, women's rights and other issues. Implementation of court decisions is also assessed. American Government. Prerequisite: Political Science 100 or 201. One unit.

**Political Science 314 — Seminar: Political Philosophy and Education***Alternate years*

Many classical liberals as well as contemporary democratic theorists emphasize the importance of a well-educated populace in order to secure the conditions for liberty and the capacity for self-governance. One must therefore consider how one might transform children, who are dependent upon and subject to the authority of adults, into independent, rational adults capable of living among equals, without establishing in them habits either of subservience or dominance. If indeed well-educated citizens are required in order to achieve democracy rather than "mob rule," then what exactly is the role of the state in shaping the characters and preferences of its citizens? In considering what a "well-educated populace" might mean, we must address the tension that exists between the goal of a radically independent intellect and the goal of good citizenship. In a liberal republic, it should be possible in principle for these two goals to converge. Are there limitations to putting this principle into practice? Readings from Locke, Rousseau, Dewey, Freire, Oakeshott and others. Political Philosophy. Prerequisite: Political Science 101 or permission. One unit.

**Political Science 315 — Contemporary Feminist Political Theory***Alternate years*

Examines some of the core concepts, questions and tensions that cut across various strands of contemporary feminism. Topics include: What is feminist political theory trying to explain, and how might we go about it? Why is it that feminist inquiries into political matters so often lead to questions about the foundations of knowledge? What are the political implications of feminist struggles to combine unity and difference? How have questions of race and class transformed feminist theory? This course also applies various feminist perspectives to specific policy debates. Political Philosophy. Prerequisite: Political Science 101 or permission. One unit.

**Political Science 320 — Seminar on Political Violence***Alternate years*

Explores contemporary political violence through a series of in-depth case studies across time and space. Topics include the psychological/sociological profile of revolutionaries or terrorists, the causes of and justifications for political violence, the internal dynamics of revolutionary or terrorist movements, explanations for their success or failure, and the ways in which states have attempted to deal with the aftermath of mass political violence. Comparative Politics. Permission of the instructor. One unit.

**Political Science 326 — Citizenship in Contemporary Latin America***Annually*

An interdisciplinary course that fulfills major and concentration requirements for Political Science, Latin American Studies and Peace and Conflict Studies. Aims to maximize students' understanding and actual experience of citizenship struggles in Latin America. Discusses key concepts and approaches to the study of social movements in the region, as well as empirical citizenship struggles implemented by different populations (indigenous peoples, forest people, landless groups, labor, and women, in different Latin American countries). Active participation by students, through class discussions and presentations, is a major requirement of the course. Comparative Politics. One unit.

**Political Science 333 — Seminar: Ethics and International Relations**

*Fall*

Can considerations of justice and morality be incorporated successfully into national foreign policies, given the will to do so? Or must a successful foreign policy always be amoral? This course examines problems of ethical choice as they relate to international politics. Topics include the relationship between ethical norms and international law, the laws of war, the tension between human rights and state sovereignty, the ethical implications of global inequity, and the difficulties involved in applying standards of moral judgment to the international sphere. International Relations. Prerequisite: Political Science 103 or CISS 130-Introduction to Peace and Conflict. One unit.

**Political Science 451 — Tutorial Seminar**

*Fall, spring*

Individual research on selected topics or projects. Permission of the instructor and the department chair is required. One unit each semester.

**Political Science 490, 491 — Political Science Honors Thesis**

*Annually*

By permission. One unit each semester.

# Psychology

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John F. Axelson, Ph.D., *Professor*

Daniel B. Bitran, Ph.D., *Professor*

Danuta Bukatko, Ph.D., *Professor*

Mark Freeman, Ph.D., *Distinguished Professor of Ethics and Society*

Andrew M. Futterman, Ph.D., *Professor*

Charles M. Locurto, Ph.D., *Professor*

Richard C. Schmidt, Ph.D., *Professor*

Amy R. Wolfson, Ph.D., *Professor and Associate Dean for Faculty Development*

Gregory J. DiGirolamo, Ph.D., *Associate Professor*

Mark C. Hallahan, Ph.D., *Associate Professor and Chair*

Suzanne R. Kirschner, Ed.D., *Associate Professor*

Patricia E. Kramer, Ph.D., *Charles A. Dana Faculty Fellow, Associate Professor*

Alison Bryant Ludden, Ph.D., *Associate Professor*

Charles S. Weiss, Ph.D., *Associate Professor and Director, Grants and Corporate and Foundation Giving*

Florencia K. Anggoro, Ph.D., *Assistant Professor*

Alo C. Basu, Ph.D., *Assistant Professor*

Jumi Hayaki, Ph.D., *Assistant Professor*

Benjamin D. Jee, Ph.D., *Visiting Assistant Professor*

Emily K. Schmidt, Cand. Ph.D., *Visiting Instructor*

Matthew R. Elliott, Ph.D., *Lecturer*

Annie B. Fox-Galolis, Ph.D., *Lecturer*

Neal E. Lipsitz, Ph.D., *Lecturer*

Colleen Smith, Ph.D., *Lecturer*

Psychology is the scientific study of behavior and mental life. The discipline is broad, with different fields of study that range from conducting basic research in laboratory or field settings, to meeting the needs of individuals or groups in clinical settings, to addressing philosophical questions of the discipline. The Department represents these various orientations, encouraging students to engage in the analysis of psychological phenomena from diverse perspectives.

Psychology majors must take a minimum of 10 courses in psychology. The first course taken by majors is Introduction to Psychology (Psychology 100). Introduction to Psychology or its equivalent is required for all courses at the 200 level and beyond. Then, typically in their second year, students begin an in-depth examination of the process of psychological inquiry by taking a course in statistics (Statistics—Psychology 200) and a course in methodology (Research Methods in Psychology—Psychology 201). In the third year, students explore the historical and philosophical roots of psychology by taking History and Theory of Psychology (Psychology 205). Majors are also required to explore fundamental areas of the discipline by completing one course from each of the four following categories: Biological Psychology (Physiological Psychology, Evolution of Behavior, or Learning), Cognitive Psychology (Sensation and Perception, Cognition and Memory, Psychology of Language, or Cognitive Neuroscience), Developmental Processes (Developmental Psychology, Psychology of Adolescence, Psychology of Aging, or Culture and Development), and Individual and Social Processes (Abnormal Psychology, Personality, or Social Psychology). Majors shall take at least two additional courses in psychology of which at least one must be a 300 level course. These courses should be chosen in accordance with a student's own developing interests and curricular needs.

Note that majors must fulfill the College's common requirement in the social sciences by taking at least one social science course outside the Psychology Department. Similarly, majors must fulfill the common requirement in the natural and mathematical sciences by taking at least one natural science or mathematics course outside the Psychology Department. Academic advisors can assist students in selecting common requirement courses that help provide a coherent, well-integrated program of study.

The Psychology Department provides students with ample opportunity to work independently under the individual direction of their professors, including courses for advanced study (Directed

Readings-Psychology 470) and research (Research Projects-Psychology 480). Our faculty is actively engaged in research on a variety of topics, including the effects of hormones and drugs on behavior, individual differences in animal intelligence, cognitive development in children, interpersonal coordination, sleep, social and cultural psychology, health psychology, and grief and bereavement. Many of the Department's majors have presented papers at regional and national undergraduate and professional meetings and have published their work in professional journals. The undergraduate liberal arts degree in psychology also provides students with many advanced-study and career options and has led to students being placed in graduate programs in psychology and medicine as well as a wide variety of workplaces.

**Advanced Placement Credit:** Students with AP credit in psychology (a score of 4 or 5) are awarded advanced placement in the curriculum and forfeit that credit if they take Psychology 100, Introduction to Psychology. AP credit counts toward the minimum number of courses required in the major. Students with AP credit in Psychology should contact the Department Chair to discuss enrollment in an appropriate 200-level course.

## Biological Psychology Concentration

The Psychology Department, in cooperation with the Biology Department, offers an interdisciplinary concentration that concerns the study of neuroscience and behavior. The concentration requires an understanding of various fields including biology, psychology, chemistry, physics, mathematics and computer science. Concentrators majoring in either biology or psychology are exposed to original research throughout the concentration and spend their fourth year engaged in a thesis project. Admission to the concentration is by application. Interested students should consult with the Concentration Director, Prof. Gregory DiGirolamo, prior to enrolling in second-year courses.

## Courses

### Psychology 100 — Introduction to Psychology

*Fall, spring*

An introduction to the principles of psychology as emerging from the areas of physiological, sensation and perception, developmental, learning, cognition and memory, social, personality, and abnormal. Required for the psychology major. One unit.

### Psychology 200 — Statistics

*Fall*

An introduction to descriptive and inferential statistical methods in analysis and interpretation of psychological data. Required for the psychology major. One and one-quarter units.

### Psychology 201 — Research Methods in Psychology

*Spring*

A thorough survey of methods and techniques employed in psychological research is covered. Topics include observational research, surveys, case studies, experimental designs, and ethical issues in research. Emphasis is on critical evaluation of research. Students develop the skills to design an experiment, statistically analyze and interpret the results, and to present the findings in a written and oral report. Required for the psychology major. One and one-half units.

### Psychology 205 — History and Theory of Psychology

*Fall, spring*

An examination in historical perspective of what are considered to be the major systems (e.g., psychoanalysis, behaviorism, existential psychology) of psychology. The course begins by using a number of philosophical questions regarding the status of psychology as a scientific discipline, moves on to a comprehensive treatment of the systems themselves, and finally, returns to initial questions to determine the extent to which they have been answered. Required for the psychology major. One unit.

### Psychology 220 — Sensation and Perception

*Annually*

The two major contemporary theories of perception are discussed for each of the sensory/perceptual systems (e.g., vision, audition, and haptics). For both theoretical approaches, a critical examination is made of the relation of sensory processes, perceptual abilities, and action systems with the goal of explaining how we are able to perceive the world. Fulfills the Cognitive Fundamental Area Requirement. One unit.

**Psychology 221 — Physiological Psychology***Fall, spring*

The structure and function of the nervous system is studied to provide an appreciation of the biological basis of behavior. The first half of the course emphasizes neuroanatomy, basic cell physiology, effects of drugs on behavior, and the autonomic nervous system. Later topics include physiological influences on sleep-wake and circadian rhythms, reproductive behavior, eating and drinking, learning and memory, emotions, and mental illness. Fulfills the Biological Fundamental Area Requirement. One unit.

**Psychology 223 — Learning***Alternate years*

An intensive evaluation of how behavior is acquired and maintained. Focuses on Pavlovian and operant conditioning in animals and human subjects. Special topics include the application of these principles to psychotherapy, drug addiction, self-control, and biological influences and constraints on learning. Fulfills the Biological Fundamental Area Requirement. One unit.

**Psychology 225 — Developmental Psychology***Annually*

A survey of theory and research pertaining to both cognitive and social development from birth to adolescence. Special topics include prenatal development, early experience, perception, learning, memory, language, emotions, achievement, moral development, gender role development, parenting, and peer relationships. One unit.

**Psychology 226 — Personality***Alternate years*

Covers several major conceptions of personality such as the psychoanalytic, humanistic, cognitive, trait, and behavioral approaches. The theories of such psychologists as Freud, Maslow, Kelly, Allport, and Skinner are presented to attain a broad understanding of human personality. Fulfills the Individual and Social Processes Fundamental Area Requirement. One unit.

**Psychology 227 — Social Psychology***Annually*

An overview of the methods and research findings of social psychology. Emphasis is on the experimental analysis of topics such as person perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior. Fulfills the Individual and Social Processes Fundamental Area Requirement. One unit.

**Psychology 228 — Psychology of Adolescence***Annually*

A survey of research and theories related to physical, social and cognitive development during adolescence with a particular emphasis on identity and school, family, and peer contexts. Topics include puberty and brain development, social transitions and culture, peer pressure, motivation and achievement, identity formation, extracurricular involvement, autonomy and moral development, sexuality, problem behaviors, eating disorders, and emerging adulthood. Fulfills the Developmental Processes Fundamental Area Requirement. One unit.

**Psychology 229 — Abnormal Psychology***Annually*

Examines mental illness throughout the life span, with discussions of the developmental, biological, behavioral, psychosocial, cultural, and other theories that attempt to explain emotional and behavioral problems. One goal for the course is to develop an understanding of how information about mental illness and mental health is obtained, and the problems associated with the evaluation and interpretation of this information. Fulfills the Individual and Social Processes Fundamental Area Requirement. One unit.

**Psychology 232 — Developmental Science and Education***Alternate years*

This course considers the ways in which the scientific research in developmental psychology has relevance for practice in educational settings. The course focuses primarily on research on cognitive development and how it helps us to understand children's literacy, mathematical reasoning, and scientific thinking. Other topics include motivation, social cognition, and special topics such as ADHD. One unit.

**Psychology 235 — Cognitive Neuroscience***Annually*

This course is a topical introduction to the field of cognitive neuroscience, in which we look specifically at the neural substrates of cognitive function: from how we remember and see, to how we control our own actions and thoughts and have conscious awareness. We will cover the experimental toolkit of cognitive neuroscience (ranging from reaction time tests to functional MRI), and the results of recent research into perception, attention, learning and memory, and their neurological underpinnings. Throughout the course, special attention is given to dysfunctions of cognitive functioning resulting from brain damage or psychopathologies. Fulfills the Cognitive Fundamental Area Requirement. One unit.

**Psychology 236 — Cognition and Memory***Annually*

Examines current perspectives on how a physical system can have intelligence and know its world. Historical, cognitive science (computer metaphor) and connectionist perspectives will be surveyed. Of interest is how we can model cognitive 'machinery' and how this machinery produces such phenomena as attention, pattern recognition, and information storage. Fulfills the Cognitive Fundamental Area Requirement. One unit.

**Psychology 237 — Psychology of Language***Alternate years*

An overview of the psychology and neuropsychological bases of language. Language is defined through the evaluation of human and animal communication. Topics such as Chomsky's linguistic principles, speech perception, speech production, language acquisition, reading and bilingualism are included. These basic concepts of language are then applied to an understanding of different forms that language can take: spoken, written, and sign, and language disorders (e.g. aphasia, dyslexia). Fulfills the Cognitive Fundamental Area Requirement. One unit.

**Psychology 239 — Psychology and Aging***Annually*

An overview of behavioral changes in adulthood and unique psychological aspects of later-life. The first half of the course describes research methods in lifespan development, examines biological processes that are associated with aging, and explores cognitive, emotional, personality and social changes that characterize successful aging. The second half examines abnormal aging; in particular, the assessment and treatment of common problems in later life, e.g., depression, Alzheimer's Disease, bereavement. Fulfills the Developmental Processes Fundamental Area Requirement. One unit.

**Psychology 242 — Clinical Psychology***Alternate years*

A general introduction to the origin, development, and techniques of clinical psychology is covered in this course. Included is a survey of treatment issues, interviewing, importance of assessment and diagnosis. Importance of specific areas, e.g., behavior therapy, to the modern-day approach to clinical psychology is stressed. One unit.

**Psychology 253 — Evolution of Behavior***Alternate years*

Explores the origins and nature of human nature. Focuses on the evolutionary origins of human nature as revealed through the available fossil record and through analysis of other primate species, particularly chimpanzees. Topics include sex differences, language development, the origins of psychiatric disorders, and the evolutionary basis for human social behavior and human intelligence. Fulfills the Biological Fundamental Area Requirement. One unit.

**Psychology 261 — Culture and Development***Alternate years*

Examines the diversity of ways in which humans grow and change throughout life. The varied socio-cultural environments to which humans adapt are explored, highlighting both the universals and the variations that characterize development from birth to old age. Fulfills the Developmental Processes Fundamental Area Requirement. One unit.

**Psychology 299 — Special Topics in Psychology***Annually*

A first-time course offering. From time to time courses on particular topics will be offered. One unit.

**Psychology 315 — Biology of Mental Disorders***Alternate years*

An in-depth consideration of the historical and philosophical basis of biological psychiatry. A thorough overview of the major neurotransmitter systems and behavioral genetics precedes course topics that examine the current understanding of the biological aspects of major psychological disorders, including anxiety disorders, psychosomatic disorders, affective disorders (unipolar and bipolar depression), schizophrenia, and Alzheimer's disease. For each of these disorders, the current state of knowledge concerning modes of treatment are reviewed, with an emphasis on the relative efficacy of pharmacotherapeutic agents, including minor tranquilizers, antidepressants, and antipsychotics. One unit.

**Psychology 316 — Drugs of Abuse***Alternate years*

Drug addiction is the central theme of this course. Understanding drug action begins with a consideration of how drugs affect the brain. A basic working knowledge of brain chemistry is established with emphasis on information concerning the various major neurotransmitter systems that are affected by drugs of abuse. Considered next are the different addictive drugs, including alcohol, cannabis, heroin, cocaine and amphetamines, and the hallucinogens, and specific issues pertaining to the drug addict. The impact of drugs and addiction on society is the subject of the last part of the course. Issues with regard to prevention and treatment are considered. The ultimate goal of this course is to provide sound biological and psychological information from which a rational drug policy can be formed. One unit.

**Psychology 321 — Neuroanatomy and Behavior***Alternate years*

Open to third- and fourth-year students interested in a comprehensive study of brain and spinal cord anatomy and function. Structure is studied to provide a foundation for understanding clinical applications of nervous system injury and disease. Begins with study of gross anatomy of the sheep brain. Topics include motor and sensory systems, limbic system, cranial nerves, cerebral cortex, and blood supply to the brain. One unit.

**Psychology 338 — Consciousness and Control***Annually*

This seminar focuses on the neurobiological mechanisms underlying cognitive control and consciousness and its disturbances following brain injury or psychiatric illness. We define cognitive control as the ability to flexibly adapt behavior to current demands, by promoting task-relevant information and behaviors over temporally-extended periods and in the face of interference or competition. Consciousness we define as a subjective awareness of the world and free will. These abilities seem central to most higher cognitive functions, and contribute to the unique character of human behavior. Our goals are to define the neural mechanisms that underlie cognitive control and consciousness, to understand how these mechanisms govern behavior, and to use this knowledge to improve our understanding of the relationship between brain and behavior in psychiatric disorders and neurological damage. One unit.

**Psychology 339 — Adult Psychopathology***Annually*

This advanced psychology seminar addresses some of the more common mental disorders of adulthood. As an advanced seminar, students are asked to play an active role as we consider the diagnostic criteria, epidemiology and etiology, and evidence-based treatments for each disorder. One unit.

**Psychology 340 — Mental Health and Culture***Alternate years*

An advanced seminar that explores the impact of cultural constructs (e.g., gender, ethnicity, socioeconomic status, sexual orientation) on the prevalence, diagnosis, nature, and treatment of mental illness. Students examine topics such as the following: psychiatric illnesses that disproportionately affect members of one gender or ethnic group; differences in help-seeking behavior across ethnic groups; diversity and multicultural competence in psychotherapy research and clinical practice. One unit.

**Psychology 342 — Seminar: Gender-Role Development***Alternate years*

Provides an examination of the role that gender plays in psychological development. Topics include depression and self-esteem, aggression, emotion control and emotion expression, and social interaction. Theoretical perspectives as well as the empirical literature on gender development will be explored to assess the nature of gender-patterned behaviors. One unit.

**Psychology 343 — Seminar: Psychodiagnosis***Alternate years*

An advanced seminar focusing on philosophical, historical, and methodological aspects of diagnosing mental illness. The centerpiece of this course is an in-depth analysis of a series of clinical cases. Students develop a thorough understanding of reliable and valid diagnostic criteria and interviewing procedures. One unit.

**Psychology 344 — Seminar: Theories of the Person***Alternate years*

Explores classic and contemporary approaches to understanding personality. Questions considered include: How much of personality is determined (by one's genes, childhood, or environment)? Do people have enduring traits or dispositions, or is personality a function of the situation? Have personality types changed through history, and do they vary across cultures? Can people be classified into "types" or can you only really know a person in her uniqueness? Do different personality theories generate different conceptions of what is normal and abnormal? What are the social consequences of using different theories to classify human beings? Course addresses these issues through reading and discussion of works by psychoanalytic, humanistic, cognitive, behaviorist, and social constructionist theorists. One unit.

**Psychology 345 — Seminar: Face Perception***Annually*

Investigates the vast amount of information available from faces, such as age, gender, emotions, traits, and aesthetics. Discussion focuses on how we encode and remember faces and how we use information from faces in social interactions. One unit.

**Psychology 349 — Psychology of Music***Annually*

This course explores the psychological foundations of musical experience and behavior and why music has the importance in people's lives that it seems to have. Topics include the evolutionary origins of music, the processes involved in perceiving musical structure, the development of musical ability and its relationship to other skills, performing and composing music, understanding emotion and meaning in music, and the neural processing of music. One unit.

**Psychology 350 — Sleep and Behavior**

*Alternate years*

Focuses on the complex relation between sleep, circadian rhythms, and behavior across the lifespan. Topics include: sleep architecture, developmental changes in sleep, “normal sleep,” sleep deprivation, and sleep disorders. Fulfills the Advanced Course Requirement or the Elective Course Requirement. One unit.

**Psychology 352 — Seminar: Modern Interpersonal Relationships**

*Annually*

Provides a forum to systematically ask focused questions about, investigate, and discuss matters related to the development, maintenance, and problems of intimate relationships. By examining a variety of historic paths and human factors, we can attempt to describe and explain the current state of significant relationships, the personal and institutional problems that have arisen over the past 50 years, and ways in which the psychological health community currently attempts to remedy and prevent these problems. One unit.

**Psychology 353 — Language Thought and Culture**

*Alternate years*

Do language and culture affect how people perceive their physical and social world? This seminar will examine a variety of topics relevant to this question. Specific topics will include cross-linguistic differences in areas ranging from color categorization to person perception; the universal and culture-specific effects of status on interpersonal communication; gender differences in communication style; cultural differences in the understanding of the self and their effect on basic psychological processes; and expert-novice differences in perception, categorization, and communication. One unit.

**Psychology 355 — Seminar: Resilience and Development**

*Alternate years*

Covers risk and resiliency from early childhood through adulthood and focuses on defining resilience; sources of risk and protection within families, schools, and communities; and prevention programs. Special topics will include strengths-based models of resiliency, child maltreatment and health, problem-solving and creativity, resiliency across cultures, mentoring, and school- and community-based prevention and intervention. One unit.

**Psychology 366 — Seminar: Mind, Body, Health and Medicine**

*Alternate years*

Examines a range of topics related to mind-body interaction, health care, and life style. Topics include nutrition and diet, stress and stress-reduction therapy, and a critical analysis of complementary and alternative medicine. This course should be of particular interest to premedical students considering a career in health care. One unit.

**Psychology 399 — Seminar Special Topics**

*Annually*

A first-time course offering. Seminars are offered in a variety of topics within psychology, are smaller than lecture courses, and provide an opportunity for more student participation and discussion. One unit.

**Psychology 450 — Biological Psychology Concentration Seminar**

*Fall, spring*

This seminar is a requirement for biological psychology concentrators for every semester in their third and fourth years. We will meet once a week for one hour to discuss issues of common interest to the concentration. We may discuss recent publications that touch on concentrators' areas of research interest, as well as discuss other curricular activities that will serve to enrich the concentrator's experience in this program of study. The course is for no credit and is not graded, though it does appear on the transcript.

**Psychology 470 — Directed Readings**

*Fall, spring*

A reading program conducted under the supervision of a faculty member, generally focusing on an area of psychology not covered in-depth in course offerings. One unit.

**Psychology 480 — Research Projects**

*Fall, spring*

Students may undertake an independent research project under the direction of a particular faculty member. One unit.



# Religious Studies

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Alan J. Avery-Peck, Ph.D., *Kraft-Hiatt Professor in Judaic Studies and Chair*

John E. Brooks, S.J., S.T.D., *Loyola Professor of Humanities*

Todd T. Lewis, Ph.D., *Professor*

Frederick J. Murphy, Ph.D., *Class of 1956 Professor in New Testament Studies*

William E. Reiser, S.J., Ph.D., *Professor*

William A. Clark, S.J., S.T.D., *Associate Professor*

Mary E. Hobgood, Ph.D., *Associate Professor*

Caroline E. Johnson Hodge, Ph.D., *Associate Professor*

Alice L. Laffey, S.S.D., *Associate Professor*

Joanne M. Pierce, Ph.D., *Associate Professor*

Mathew N. Schmalz, Ph.D., *Associate Professor*

Caner K. Dagli, Ph.D., *Assistant Professor*

Matthew T. Eggemeier, Ph.D., *Assistant Professor*

Peter Joseph Fritz, Ph.D., *Assistant Professor*

John Gavin, S.J., Ph.D., *Assistant Professor*

Mary M. Doyle Roche, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*

James Nickoloff, Ph.D., *Associate Professor Emeritus*

George Pattery, S.J., Th.D., *International Visiting Jesuit*

Robert L. Green, Jr., Cand. Ph.D., *Bishop James A. Healy Postdoctoral Teaching Fellow*

Ryan Overbey, Ph.D., *Visiting Assistant Professor*

Bernadette J. Brooten, Ph.D., *Kraft-Hiatt Professor of Christian Studies at Brandeis University*

Gary P. DeAngelis, Ph.D., *Lecturer and Associate Director, Center for Interdisciplinary and Special Studies*

Catherine Muldoon, Ph.D., *Visiting Assistant Professor*

The Department of Religious Studies has a two-fold function: serving the general student body in a liberal arts college and preparing students who wish to concentrate in the area of religious studies for their future work.

The Department of Religious Studies at Holy Cross addresses religion as a fundamental dimension of human history and personal experience. Recognizing that students are in a process of coming to terms with their own traditions and personal spiritualities, it offers courses that systematically explore a wide range of religious traditions, theological perspectives, and ethical questions that are central in the formation of a personal religious identity. Since Holy Cross is a Jesuit college and the majority of its students come from the Roman Catholic tradition, the Department offers courses that provide them with an opportunity to know and understand their Catholic tradition and situate that tradition in the larger context of other religious traditions and in the broader cultural context in which we live. Such courses allow students from all traditions to come to terms with the fact of pluralism, both religious and cultural. By addressing these topics and providing these insights, the Department of Religious Studies seeks to promote religious understanding and informed citizenship in a global community.

Because the field of religious studies is multidimensional, our program for majors acquaints students with the diverse aspects of the phenomenon of religion, including world religions, bible, theology and ethics. It also enables students to pursue in-depth the particular area of their own interest. A major is required to take a minimum of 10 and a maximum of 14 courses in the Department, including one course in each of the following five areas: World Religions; Introduction to Old Testament; Introduction to New Testament; Theology; Ethics; and two intensive courses (seminars or tutorials) in the student's area of concentration. For those students who intend to pursue graduate studies, the Department strongly advises competence in the classical and modern languages, as well as the social sciences and philosophy, and encourages an independent research project in the fourth year.

Tutorial reading programs and individual research projects are available to qualified students by arrangement with the appropriate Department faculty.

# Religion/Religions

## Introductory Courses

### Religious Studies 101 — Introduction to the Comparative Study of Religion *Alternate years*

Introduction to the nature and place of religion in the human experience as critically understood through the modern disciplines of comparative history, text criticism, and social science. Viewpoints covered include the psychoanalytic, philosophical, biological, artistic, and anthropological. Sources range broadly from the Bible to modern fiction, Lao Tzu to Celtic myths. The course also examines the effects of modern change on religion in global perspective. One unit.

### Religious Studies 120 — Comparative Religions/World View *Spring*

Systematic exploration of similarities and differences within and among several traditions (Hinduism, Christianity, and Islam) and an examination of several key issues within the academic study of religion. One unit.

### Religious Studies 147 — Introduction to Judaism *Annually*

Introduction to the history, theology, and practices of the Jews which uses the evidence of Judaism to exemplify the interrelationship between a religious civilization and the historical and cultural framework within which it exists. How does what happens to the Jews affect their formulation of their religion, Judaism? By answering this question and by learning the details of Jewish belief and practice, students will come to comprehend both Judaism and the social construction of religion in general. One unit.

### Religious Studies 149 — Judaism in the Time of Jesus *Alternate years*

Judaism as we know it took shape in the first six centuries C.E., in roughly the same period that saw the emergence of Christianity. This course describes and interprets early Judaism against its historical backdrop, evaluating the theological beliefs and ritual practices Jews developed and espoused. The main focus is Judaism's central theological conceptions, concerning, e.g., life-after-death, the messiah, divine providence, revelation. The larger goal is to comprehend how religious ideologies respond to and make sense of the world in which the adherents of the religion live. One unit.

### Religious Studies 161 — Religions: China and Japan *Spring*

Introduction to the history and phenomenology of the religions of China and Japan. An examination of Confucianism, Taoism, Shintoism, Chinese-Japanese Buddhism and Zen Buddhism as an expression of reaction to the total human situation in which persons live. One unit.

### Religious Studies 165 — Ancient and Medieval Hinduism *Spring*

Introduction to key themes in ancient and medieval Hinduism. Considers the sacrificial worldview of the Vedas and Brahmanas and then moves to discuss the significance of the Upanishads and yoga. Special attention will be given to the two chief Hindu epics: the Ramayana and the Mahabharata. Also examines key elements in Hindu law through a reading of The Laws of Manu. Concludes with a consideration of Hindu devotional theism in the worship Shiva, Krishna, and the goddess Kali. One unit.

### Religious Studies 195 — Jews and Judaism in America *Every third year*

Evaluation of the history and ideologies of Jews in America as an example of contemporary religious life in general: why and how do modern people maintain religious affiliations? In what ways do their religions carry forward inherited ideals, and in what regards are they simply, or primarily, products of the modern period? These questions are answered through an examination of the character of the American Jewish community and an analysis of the perspectives of American Jews on contemporary social and political issues. Appropriate for students with no prior knowledge of Judaism or Jewish history. One unit.

## Intermediate Courses

### Religious Studies 206 — Buddhism *Fall, spring*

Survey of the Buddhist tradition, from its origins in ancient India through its evolution as a pan-Asian faith. Topics include the legends of the Buddha, the early monastic community, the emergence of Theravada and Mahayana teachings, Buddhist ethics and social philosophy, meditation traditions, and the later development of distinctive Tibetan, Chinese, and Japanese schools. Utilizes textual and anthropological sources. One unit.

**Religious Studies 207 — Islam***Fall, spring*

Examination of Islamic religious beliefs and practices from the origins of Islam to the present. Particular stress is placed on Islamic religious ideals, institutions and personalities. Central topics include: Islamic scripture and traditions, prophecy, law, rituals, theology and philosophy, sectarianism, mysticism, aesthetic ideals, art and architecture, pedagogy, and modern reinterpretations of the tradition. Also explores wider issues of religious identity by looking at the diversity of the Islamic tradition, tensions between elite and popular culture, and issues of gender and ethnicity. One unit.

**Religious Studies 214 — The Modernization of Asian Religions***Alternate years*

How could Chairman Mao be turned into a deity on taxicab good luck charms? Are Japanese truly a “non-religious people?” Can India abandon its secular constitution to become a “Hindu nation?” How are Buddhist monks involved in adapting to the profound crises affecting their societies? This seminar addresses these issues and examines the modernization of Asian religions across the region, analyzing the impact of colonialism, the diffusion of scientific thought from Europe, and the impact of Protestant missions. Drawing upon recent research on Hinduism, Theravada and Mahayana Buddhism, Shinto, Daoism, and the “New Religions” of Japan, this interdisciplinary course draws upon studies from history, religion, and anthropology. One unit.

**Religious Studies 216 — Readings in Asian Religious Texts***Alternate years*

Focuses on critical and analytical readings of sacred writings in translation from the Asian religious traditions: Hinduism, Buddhism, Confucianism, Daoism. The genres sampled include law codes, works of ascetic mysticism, religious biography, popular narrative, and scholastic treatises. Also examines the cross-cultural definition of “text,” the idea of a “scriptural canon,” and the construction of tradition in the western historical imagination. One unit.

**Religious Studies 255 — Ecology and Religion***Alternate years*

Explores various perspectives on nature articulated in the history of the world’s religions beginning with hunter-gatherer and tribal peoples. Distinctive doctrines derived from sacred texts and by philosophers/theologians, as well as the impact of ritual practices, are reviewed to understand the impact of religion on human ecology. After considering the perspective of Enlightenment thought on the natural world, the course surveys early North American exponents of ecological spirituality (Thoreau; Emerson; Muir), the writings of Eco-theologians (Fox; Berry; Schweitzer; McFague), and how cosmologies articulated by modern ecologists (Leopold; Lovelock) and activists (Earth First! And Greenpeace) have sought to define as sacred the human connection with the natural world. One unit.

**Religious Studies 260 — Comparative Mysticism***Fall*

A phenomenological analysis of mystical experience, both theory and practice, and an investigation of the epistemological and ontological status of this experience. Approach is pluralistic considering mysticism from the following perspectives: psychological, religious, anthropological, philosophical and scientific. Examines various conceptions of ultimate reality and a variety of practices constituting the mystic path or way. Mystical experience is broadly conceived as a state of consciousness whose dominant symbols and structures of thought, behavior and expression relate to the ultimate transformation of self and world. One unit.

**Religious Studies 265 — Modern and Contemporary Hinduism***Annually*

A survey of Hinduism in the modern and contemporary periods. Issues examined include: opposition to British rule, Hindu temple worship, village Hinduism, new Hindu movements, caste, and the role of women in Indian society and culture. Special consideration is also given to the life of Mahatma Gandhi. Readings include novels by Rabindranath Tagore, Mulk Raj Anand, and Premchand. This course also draws heavily upon ethnographic case studies. Students may enroll in Modern and Contemporary Hinduism if they have taken either Ancient and Medieval Hinduism (RELS-165) or Comparative Religions Worldview (RELS-120). One unit.

**Religious Studies 276 — Comparative Catholicisms***Spring*

Comparative examination of Catholicism in four broad culture areas: the United States, Europe, Africa and Asia. Topics include: inculturation, interreligious conflict, popular devotion and the cult of Mary, sanctity, Catholic charismatic and healing movements, as well as Catholic social and political resistance. Special attention is given to whether we can understand world Catholicism as a unified system of religious beliefs and practices. One unit.

**Religious Studies 277 — Modern Religious Movements***Spring*

Examines the phenomenon of modern religious movements within the United States. The movements considered are popularly known as cults, and one of our most important objectives will be to examine critically

this term and other categories, such as brainwashing. Ranges broadly, from a consideration of contemporary movements such as Scientology, the Branch Davidians, the People's Temple, and UFO Cults, to other groups that have experienced longer histories, such as the Latter Day Saints (the Mormons) and the Watchtower (Jehovah's Witnesses). Special attention is also given to contemporary religious movements within Catholicism. A consideration of modern religious movements is inevitably highly charged. The fundamental purpose of the course is to provide the analytic tools to consider not only modern religious movements themselves but also the discourse surrounding them. One unit.

### **Religious Studies 279 — Religion & Violence**

*Alternate years*

Religion and Violence considers religious justifications of violence. The course begins with an examination of sacrifice through a survey of Aztec culture in relation to the theory of "generative scapegoating" articulated by Rene Girard. The course then moves to discuss religious justifications of warfare as "crusade" and "jihad." The class also reads the Hindu epic "The Mahabharata" and examines its theory of ethical obligation in extreme circumstances. The course then considers terrorism through a comparative discussion of the Provisional Irish Republican Army and Palestinian organizations such as Hamas and Islamic Jihad. A crucial part of this discussion is engaging ethical theories regarding the classification of "non-combatants" as well as considering both critiques and defenses of asymmetrical forms of violence. Substantial attention will be given to analyzing the category "terrorism" and to what extent it has value as a classification for certain kinds of violence. The class concludes with a consideration of violence to the body as reflected in asceticism, torture, and ordeal. One unit.

## ***Advanced Courses***

### **Religious Studies 305 — Mahayana Buddhism**

*Alternate years*

Seminar examining prominent movements within the Northern School of Buddhism, with particular attention to Indic, Tibetan, and east Asian developments. Topics include the Bodhisattva doctrine, Madhyamika and Hua-yen philosophies, Pure Land lineages, and the esoteric schools. Focuses upon influential texts (Lotus Sutra, Vimalakirtinirdesa Sutra) and associated devotional practices. One unit.

### **Religious Studies 311 — Zen Buddhism: Seminar**

*Spring*

Examination of Zen Buddhism and its influences on East Asian civilizations. Surveys the texts and monastic practices that define Zen spiritual cultivation and the history of the Soto and Rinzai schools' evolution. Special attention is also devoted to the distinctive poetic (haiku), fine arts (painting, gardening, tea ceremony), and martial arts (swordsmanship) disciplines that this tradition has inspired in China and Japan. One unit.

### **Religious Studies 312 — Theravada Buddhism**

*Alternate years*

Seminar examining the prominent texts, doctrines and practices of the Theravada Buddhist tradition. Surveys the historical development of the tradition in India, with attention to major schools of interpretation and practice. Theravada social philosophy and ethics are studied, as are the patterns of accommodation with non-Buddhist religions. The second half of the course focuses upon the distinctive practices of Burma, Sri Lanka, and Thailand as well as reformist modern movements. One unit.

### **Religious Studies 315 — Islamic Philosophy and Theology**

*Alternate years*

Introduction to the major issues, figures, and texts of Islamic philosophy and theology. Attempts to answer the question of what Islamic philosophy and theology are and how they figure in Islamic tradition. While dealing with such towering figures as Kindi, Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, the school of Ibn al-Arabi, Nasir al-Din Tusi, and Mulla Sadra, also discusses central issues and concepts of Islamic philosophy, including existence and essence, God's existence and knowledge of the world, knowledge and its foundations, cosmology, causality and its role in sciences of nature and political thought. Kalam or Islamic theology is the focus of the second part of the course. Examines classical debates around such issues as God's names and qualities, free will and determinism, reason and revelation, ethics, and political philosophy. One unit.

### **Religious Studies 327 — The Holocaust: Confronting Evil**

*Annually*

Seeks to interpret an event that defies representation and lacks discernible logic or meaning. By evaluating how others have depicted, attempted to create meaningful narratives about, and drawn conclusions from the Holocaust, we hope ourselves to reach some understanding of this event, of its significance for modern society, and of its potential for helping us to recognize our own responsibilities in a world in which ultimate evil is possible. One unit.

**Religious Studies 340 — Gardens and World Religions.***Alternate years*

A survey of the historical and cultural backgrounds of the major garden traditions of the world associated with religions. This course moves from considerations of human aesthetic and spiritual experience in the natural world to a survey of the major garden traditions associated with the western Mediterranean and Europe: in classical Greece and Rome, Christianity, and Islam. The course then moves to East Asia and classical traditions of China and Japan. Special focus will be given to elements of the campus Japanese Garden Initiative: teahouse gardens and monastic viewing gardens. Field trips to regional gardens will be made. For the final project, students design small virtual contemplative gardens for possible construction at specific campus sites. One unit.

## Bible

### *Introductory Courses*

**Religious Studies 118 — Introduction to the New Testament***Fall, spring*

Introduction to early Christian literature and thought in light of the historical, literary, and religious milieu of the Greco-Roman world, including Judaism. Topics discussed include the diverse of representations of Jesus, the emergence of the category “Christian,” and the genres of New Testament and other early Christian books. Contemporary approaches are addressed, but the primary focus is the ancient texts themselves. One unit.

**Religious Studies 122 — Jesus and His Contemporaries***Annually*

A historical and theological study of Second Temple Judaism (520 B.C.E. to 70 C.E.) paying attention to the variety, richness and complexity of the Judaism of this period. Major Jewish groups are treated: Sadducees, Pharisees, Essenes, Priests, Scribes and Christians. Focus also is on apocalypse as a literary genre and apocalypticism as a worldview and social phenomenon. Attention is paid to the interrelatedness of belief, community structure, ethics, economics and politics. Special emphasis is placed on the ways in which Jesus has been seen to fit into this context. One unit.

**Religious Studies 126 — Introduction to the Old Testament***Fall, spring*

Introduction to the texts of the Hebrew Scriptures/Old Testament, the course explores the social and cultural worlds that produced the texts, examines the biblical texts themselves, and investigates the assumptions and methods employed by pre-modern, modern (post-Enlightenment), and postmodern interpreters of the Bible. One unit.

**Religious Studies 190 — History of the Early Church***Alternate years*

This course will focus on the first four centuries of the Christian Church, beginning with the earliest followers of Christ described in the New Testament and continuing through the conversion of Constantine in the fourth century. We will examine how the structure of the church develops, as well as its theologies, doctrines and liturgies. We will pay attention to the variety of Christian viewpoints in these early centuries and how Christians debated with each other and with outsiders on their most basic beliefs. We will track various themes throughout this period, such as prophesy, heresy vs. orthodoxy, gender dynamics, martyrdom, asceticism, interaction with non-Christians, the importance of ritual. One unit.

### *Intermediate Courses*

**Religious Studies 212 — The Gospels***Alternate years*

This course explores the New Testament gospels as literary creations and expressions of faith of Christian communities living in the Roman Empire. We will explore the various themes, imagery, rhetoric, theologies, opinions of Jesus, communal and historical contexts, and social structures (such as gender relations, patronage, slavery, etc.) that inform each text. Students will develop the skills to ask critical questions and will learn the methodological tools for beginning to answer these questions. One unit.

**Religious Studies 221 — Women in Early Christianity***Every third year*

Exploration of the activity of women in the early church as witnesses to the resurrection of Jesus, missionaries, teachers, ascetics, martyrs, and deacons. Considers the historical and social context of women's lives in the Greco-Roman world in an environment of religious pluralism, women's self-understanding, and the controversy over women's leadership in the developing church. Texts studied include the canonical gospels of Matthew, Luke, and John, the non-canonical Gospel of Mary, as well as Christian texts from the second to fourth centuries. One unit.

**Religious Studies 229 — Paul the Apostle***Spring*

Study of the writings, thought, and historical context(s) of the apostle Paul and the Christians who claimed his authority. Particular attention is paid to Paul's self-representation, to the positions he took on issues of vital concern to the first Christians, and to the diverse representations of both Paul and his teachings by second- and third-generation Christians. One unit.

***Advanced Courses*****Religious Studies 301 — Quest for the Historical Jesus***Annually*

Since the Enlightenment, scholars have recognized the difficulties involved in trying to recover the historical Jesus. This course acquaints the student with the exegetical and historical problems encountered in the quest for the historical Jesus; reviews the history of scholarship to the present to determine presuppositions, methods and results; examines the range of options currently available and the exegetical strategies used to support those options; encourages the student to take up an option and defend it. One unit.

**Religious Studies 323 — Households & Early Christianity***Alternate years*

This course focuses on how the household influenced early Christianity, both as a primary meeting place and as a conceptual tool for constructing Christian discourses on marriage and kinship, poverty and wealth-getting, work and leisure. It begins with a broad study of the ways that ancient Greek, Roman and Jewish writers conceived of the household: its economic production, religious practices, and role in larger society. It also includes a study of the physical structures of houses in the Roman empire in order to learn more about the occupants and their lives. Finally, the seminar will investigate how households, both as physical spaces and ideological focal points, influenced the development of Christian worship and theology. One unit.

**Theology*****Introductory Courses*****Religious Studies 114 — Introduction to Theology***Fall, spring*

Introduction to major claims in Christian theology through a close examination of historical and contemporary Catholic and Protestant theologies. Topics include: methods in doing theology and in biblical interpretation; images of God and of Jesus; the human condition; different marks and models of the church; and religious diversity. Readings address the interplay in theological reflection between religious tradition and social location, and analyze the implications and challenges of Christian claims in light of gender, race and poverty. One unit.

**Religious Studies 116 — Introduction to Catholicism***Alternate years*

Introduction to the academic study of the beliefs and practices of Roman Catholic Christianity, and of the situation of the church in the contemporary United States. Topics include: approaches to the study of Catholicism; creeds and doctrinal foundations of the Church; structure, authority, and community; spirituality, worship, and the sacramental tradition; Catholic moral and social teaching; current issues and controversies in Catholicism. One unit.

**Religious Studies 117 — History of Christianity 1***Fall*

A survey of the origins and development of Christianity, both its theology and its structures, from the apostolic period to the eve of the Reformation. Special attention is paid to the evolution of Christian doctrine and worship during the early and medieval periods of the Christian history. The interplay between orthodoxy and heterodoxy will be stressed in a close examination of heretical movements and their impact on the formation of the tradition. The interaction between Church and society will also be addressed. One unit.

**Religious Studies 119 — History of Christianity 2***Spring*

A survey of the development of Christianity, both its theology and its structures, from the Reformation period to today. Special attention is paid to the development of the various Protestant traditions, and their doctrine and worship. The interplay between Roman Catholicism and the Protestant churches is discussed. The impact of these Christian traditions on American society is also addressed. One unit.

**Religious Studies 133 — Contemporary Catholic Spirituality***Fall*

An introduction to contemporary Catholic spirituality. Examines the lived experience and theological writings of influential 20th and 21st century Catholics with a focus on both contemplative and active spiritualities. Authors will likely include: Thomas Merton, Mother Theresa, John Paul II, and Oscar Romero. One unit.

### Religious Studies 139 — Understanding Jesus

*Fall, spring*

An examination of the figure of Jesus as presented in the gospels with attention devoted to historical questions about Jesus' life and teaching, the theological claims about Jesus being made by the gospel writers, and the direct challenge which the gospel story presents to the church and the world today. One unit.

## Intermediate Courses

### Religious Studies 200 — Reformation & Counter Reformation

*Alternate years*

The most significant political, intellectual, and religious developments of the Protestant and Catholic Reformation movements in 16th- and 17th-century Europe. Cross-listed in the Department of History as History 248. One unit.

### Religious Studies 217 — Eucharist: History and Theology

*Alternate years*

Provides a detailed study of the historical development and theological significance of the Eucharist in Christian tradition. Treats underlying concepts in sacramental theology in terms of Eucharistic ritual. Special attention is paid to the Roman Catholic experience, but other Christian traditions will be discussed. One unit.

### Religious Studies 218 — Christian Sacraments

*Alternate years*

Provides a general study of the historical development and theological significance of Christian sacraments. Begins with discussion of key underlying concepts in sacramental theology: the experience of the sacred; sign, symbol, ritual; and Christ/Church as sacrament. Special attention is paid to the Roman Catholic experience, but other Christian traditions are discussed. One unit.

### Religious Studies 219 — Christian Prayer in Theory and Practice

*Alternate years*

Considers Christian prayer as both a topic for theological study and a body of disciplines and practices. Topics include basic theological perspectives; historical origins and important figures in the development of Christian spirituality; personal and liturgical prayer; prayer and psychology; prayer and global awareness. Diverse traditions, methods, and practical approaches to Christian prayer will be considered, including Pentecostal prayer, the Spiritual Exercises of St. Ignatius Loyola, Christian meditation and Centering Prayer. Readings draw from both classic sources and contemporary interpretations. Weekly practicum sessions focus on observing and/or participating in various forms of Christian prayer. One unit.

### Religious Studies 227 — God and Human Experience

*Alternate years*

Studies the important religious concept of revelation, but does so with an eye to the ordinary ways in which the divine mystery presents itself to human beings. Examines biblical writings and other narratives of faith in which men and women describe the religious dimension of their lives. One unit.

### Religious Studies 231 — Early Christian Writers

*Alternate years*

This seminar examines a number of writers from the second to the fifth centuries who shaped the Christian theological tradition in various ways: Irenaeus, Athanasius, Origen, Augustine, John Chrysostom, Gregory of Nyssa, as well as the Fathers and Mothers of the Desert. In particular, the course looks at how these writers interpreted the Bible, how they related faith and culture, the contributions they made to the Church's understanding of Jesus, their analysis of human nature, their doctrine of sin and grace, their approach to the interior life, and how they were affected by the intellectual currents of their time. One unit.

### Religious Studies 234 — Conflicts in the Church

*Fall*

Examines selected issues which have generated considerable controversy in the contemporary Catholic church (e.g., liturgical change, the Church and politics, women's leadership, contraception, clergy sexual abuse, homosexuality, etc.). Topics are considered in relation to differing views on the origin, structure, and purpose of the church itself, and include discussion of structures of authority in the church; differing rhetorical styles and traditions of thought in church history; change and the development of doctrine; church moral and social teaching. Readings draw from official Catholic Church teaching as well as writings of so-called "progressive" and "neoconservative" theologians. One unit.

### Religious Studies 236 — Makers of Modern Theology

*Alternate years*

This seminar examines authors or schools of thought which have helped to shape modern theological thinking. Authors examined in years past include: Karl Barth, Dietrich Bonhoefer, Rudolf Bullmann, Paul Tillich, Karl Rahner, Edward Schillebeeckx, Rosemary Ruether, Hans Küng, James Cone, Ada Maria Isasi-Diaz. Schools of thought represented include: liberal Protestant theology, process thought, transcendental Thomism, liberation theologies. One unit.

**Religious Studies 243 — Theology of the New Testament***Alternate years*

Drawing on contemporary biblical exegesis, this course explores both the major theological questions which the New Testament writers were addressing in their own time and place and the theological questions those writings force the Church of today to raise in light of our present historical and cultural circumstances. What is faith? What is salvation? What does the New Testament tell us about the mystery of God? Why does Christian religious experience lead us to think about the Church? How does the New Testament as a whole help us to face the concerns of today, such as Christianity's relationship to the other world religions, environmental justice, as well as the perennial thirst for the transcendent? One unit.

**Religious Studies 278 — The Question of Faith and Reason***Alternate years*

The relationship between faith and reason has been important to Christian theology since the second century, but their compatibility is regularly questioned by philosophers, scientists and cultural critics who dismiss belief in the existence of God as groundless and often view religious belief as socially and psychologically harmful. Theologians have explained why science and religion are not antithetical, yet modern scientific developments have led to a theological retreat from a number of religious claims. The course examines the maturing relation between science and religion, the case for theism, and how cultural forces make it necessary to re-frame perennial questions about belief, religious meaning, and value. Exploring this question helps one to appreciate the dynamic intellectual culture of Catholicism. One unit.

**Religious Studies 285 — Jesuit Spirituality***Alternate years*

Examines the distinctive characteristics of Jesuit Spirituality as reflected in the four weeks of the Spiritual Exercises of Ignatius of Loyola, his autobiography, and other early Jesuit writings. Examines the religious experience that gave birth to the Society of Jesus, the Society's keen interest in education, and contemporary expressions of the Ignatian vision. One unit.

**Religious Studies 292 — Medieval Christianity***Alternate years*

This seminar provides an in-depth study of the origins and development of medieval Christianity in Western Europe. It covers theology and structural evolution from the fall of the Roman Empire to the eve of the Reformation. Special attention is paid to the evolution of Christian doctrine, spirituality, architecture and worship during the "high" and "late" Middle Ages, the interplay between orthodoxy and heterodoxy, their impact on the formation of the tradition, and the interaction between church and society. One unit.

**Advanced Courses****Religious Studies 333 — Comparative Theology***Alternate years*

An exploration of the meaning and significance of Christianity's encounter with the Hindu, Buddhist, Islamic, and other religious traditions, both new and old. Investigates major theological questions emerging from the dialogue between Christianity and other world religions. One unit.

**Religious Studies 357 — Modern Catholic Theology***Alternate years*

Examines selected theological questions addressed by modern Catholic theologians such as Rahner, Schillebeeckx, Dulles, Tracy, Gutierrez, and Ruether. Several major works are read and discussed in detail. One unit.

**Religious Studies 371 — Contemporary Christology***Fall*

A comparative analysis of the christological writings of major contemporary Catholic and Protestant theologians, with emphasis given to an examination of each theologian's understanding of the centrality of Jesus in modern society, the nature of the Scripture and what it reveals about Jesus, and the nature of faith in Christ and in His resurrection. Prerequisite: Cumulative GPA of 3.0 or better. One unit.

**Religious Studies 395 — Saints and Sinners***Every third year*

This seminar offers an examination of the historical and theological development of the ideals and practices of Christian life, from the Middle Ages to the Early Modern era. The focus is on "saints" and "sinners" as windows into the attitudes and values, the fears and hopes, the virtues and vices, the piety and the heresy, of western European culture. Special attention is paid to the following themes: gendered perceptions of sanctity and sin; community and solitude; poverty and riches; feasting and fasting as religious and cultural activity. One unit.



# Ethics

## Introductory Courses

### Religious Studies 141 — Contemporary Christian Morality

*Fall*

This course addresses the implications of Christian belief and identity for personal and social morality. Readings examine fundamental ethics of moral agency, human freedom, conscience, sin, suffering and virtue, as well as the method and themes of Catholic social teaching. The final part of the course explores several areas of contemporary ethical concern including the use of violence, human sexuality, healthcare, and the environment. One unit.

### Religious Studies 143 — Social Ethics

*Fall*

An introduction to Christian ethical evaluation of such issues as impoverishment and economic justice, racism, and First World/Two-Thirds World relations in the struggle against war and the search for peace. One unit.

### Religious Studies 151 — Faith/World Poverty

*Spring*

Investigates the historical and structural foundations of escalating world poverty. It explores the dynamics of 21st-century capitalism and its international institutions as they are understood by the tradition of Catholic social teaching and by Christian communities in the United States and the Two-Thirds World. The challenge facing people of faith has two sides: one is the reality of oppression and domination, and the other is that of liberation and self-determination. One unit.

## Intermediate Courses

### Religious Studies 209 — War and Peace in the Christian Tradition

*Alternate years*

An introduction to some of the important ethical issues involved in war/peace studies. Beginning with an examination of the two major religious traditions, just war theory and pacifism/nonviolence, the course then turns to an examination of the experience of war by a focus on World War II and Vietnam. In light of an examination of both approaches to issues of war and peace and the experiences of war, the course concludes with a critical analysis of the American bishops' pastoral letter, *The Challenge of Peace*. One unit.

### Religious Studies 230 — Theological Perspectives on Medical Ethics

*Spring*

This course examines important developments in contemporary medical ethics considered in the context of the wider cultural assumptions of western philosophical traditions, the rise of the technological imperative, market capitalism, and globalization. These are brought into conversation with theological commitments to human dignity, the pursuit of virtue, the common good and the option for the poor. Topics to be considered will include healthcare relationships, treatment decisions, beginning and end of life issues, research using human subjects, the just distribution of healthcare resources, reproductive technologies, the HIV/AIDS epidemic, and health and human rights. One unit.

### Religious Studies 294 — Sexual Justice: A Social Ethic of Sexuality

*Alternate years*

This course analyzes sexuality within a broader system of class, race, gender and disability dynamics. Drawing upon expanding work in Christian ethics, feminist theory, and class and race analyses, the course focuses on the ways sexual love and happiness are connected to larger issues of cultural, political and economic well being. One unit.

## Advanced Courses

### Religious Studies 313 — HIV/AIDS and Ethics

*Alternate years*

Explores the many ethical questions brought into relief by the HIV/AIDS pandemic, arguably one of the most pressing global public health issues of our time. Focusing primarily on issues of social justice, the course mines the traditions of Christian ethics and Catholic social teaching for resources with which to address topics including HIV prevention, treatment, research, access, and global public health. We will become familiar with key ethical methods and concepts, including casuistry, the common good, solidarity, and the option for the poor. One unit.

**Religious Studies 335 — Economics and Ethical Values**

*Alternate years*

Investigates the ethical dimensions of contemporary economic issues such as the restructured labor market, income and wealth distribution, the extent of globalization, the international debt crisis, and alternative economic models. Focus also includes the economic dimensions of race and gender relations and their relevance to economic justice. One unit.

## Special Topics

**Religious Studies 199 — Special Topics**

*Fall, spring*

Introductory level courses on special topics in religion, theology, Bible, and ethics. One unit.

**Religious Studies 299 — Special Topics**

*Fall, spring*

Intermediate level courses on special topics in religion, theology, Bible, and ethics. One unit.

**Religious Studies 399 — Special Topics**

*Fall, spring*

Advanced level courses on special topics in religion, theology, Bible, and ethics. One unit.

**Religious Studies 411 — Tutorial**

*Fall, spring*

One unit.

# Sociology and Anthropology

Susan Rodgers, Ph.D., *W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society*

Edward H. Thompson Jr., Ph.D., *Professor*

Jerry L. Lembcke, Ph.D., *Associate Professor*

Ann Marie Leshkovich, Ph.D., *Associate Professor and Chair*

Renée L. Beard, Ph.D., *Assistant Professor*

Jeffrey C. Dixon, Ph.D., *Assistant Professor*

Ara A. Francis, Ph.D., *Assistant Professor*

Jennie Germann Molz, Ph.D., *Assistant Professor*

Alexander F. Newell, Ph.D., *Assistant Professor*

Susan Crawford Sullivan, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*

Melissa F. Weiner, Ph.D., *Assistant Professor*

Caroline A. Yezer, Ph.D., *Assistant Professor*

Francis Britto, S.J., S.T.L., *International Visiting Jesuit Fellow*

Johannes Baptis Hari Kustanto, S.J., Ph.D., *International Visiting Jesuit Fellow*

Cathryn E. Brubaker, Ph.D., *Visiting Assistant Professor*

Diane Niblack Fox, Ph.D., *Visiting Assistant Professor*

Ellis Jones, Ph.D., *Visiting Assistant Professor*

Susan M. Cunningham, Ph.D., *Lecturer and Associate Director, Center for Interdisciplinary and Special Studies*

Leyla Keough, Ph.D., *Lecturer*

Thomas M. Landy, Ph.D., *Lecturer and Director, Center for Religion, Ethics and Culture*

The sociology and anthropology department offers three avenues for specialized study: a major in sociology, a major in anthropology, and a minor in anthropology. The department has one principal mission—to challenge students to examine the social and cultural dimensions of the contemporary world. As social sciences, both disciplines play a distinctive role in the liberal arts curriculum. Each combines a humanistic concern for the quality and diversity of human life with a commitment to the empirical analysis of culture and society. The department welcomes non-majors to courses when space is available. Our curricula also have many ties to Holy Cross's multidisciplinary concentrations.

## Sociology

Sociology courses draw attention to history, culture, and social structure and their effects on people's lives. The curriculum features the analysis of cultures and social institutions, of social problems and social change, and of the contribution of social science to policy formulation and implementation. The courses at the 100-level introduce students to the basic concepts and analytical tools used in sociology. Intermediate (200-level) courses provide more detailed coverage and analysis of distinct institutions, social processes, or substantive areas. Advanced seminars and tutorials typically are limited to sociology majors or students participating in one of the multidisciplinary concentrations housed in the Center for Interdisciplinary and Special Studies. There is sufficient variation in perspective across the sociology curriculum to offer students both knowledge of sociological theory and methods and a foundation for using a sociological imagination.

The sociology major is designed to provide a critical assessment of the modern world and knowledge of the latest issues in social theory and research. The major is appropriate for students with a wide range of educational and career interests including but by no means limited to graduate study in sociology. Majors often pursue graduate work in law, medicine, health care management, communications, urban affairs, and gerontology, and careers in business, government, education, journalism, management, social services, and public health.

Students majoring in sociology must take a minimum of 10 courses, including The Sociological Perspective (Sociology 101); one course in both methods and theory (e.g., Sociology 223, Methods of Social Research; Sociology 241, The Development of Social Theory), one course in Social Statistics

(starting with the Class of 2015), and one advanced 300 or 400-level seminar, tutorial, or research practicum. For the Class of 2015, a minimum of five departmental electives, selected in accordance with student interests and in consultation with a faculty advisor, complete the major. Two of these six electives may be anthropology courses. Class of 2012, 2013, 2014 sociology majors are not required to complete a Social Statistics course but are encouraged to consider taking it. Sociology majors in these class years need to complete six electives beyond SOCL 101, SOCL 223, SOCL 241, and one advanced 300 or 400 level course. The department encourages students to create a “subdisciplinary” specialization, but our primary goal is to help students explore a range of social phenomena and issues. Majors may take up to 14 courses in the department; double majors are limited to 10.

## **Anthropology**

The anthropology curriculum focuses on a comparative, social scientific and holistic study of human cultures around the world. Courses offer students opportunities to study people’s experiences outside the West and regularly address Africa, Asia, Latin America, and the Pacific. Courses often highlight the cultures in which faculty work (Africa, Peru, Indonesia, Vietnam) as well as hands-on fieldwork in the Worcester environs. A broad range of courses address art, religion, politics and violence, economic change, globalization, gender, race, urban life, national identities, consumption and fashion. Anthropology expands horizons for all students and can lead to further study or careers in law, development work, diplomacy, human rights endeavors, international business, and medicine, or to graduate studies in anthropology and the opportunity for research abroad.

The anthropology major or minor is available to students in any major except sociology. The major consists of a minimum of 10 courses, including the following required courses: The Anthropological Perspective (Anthropology 101); Ethnographic Field Methods (Anthropology 310); Anthropological Theory (Anthropology 320); one advanced 300 or 400-level seminar, tutorial, or research practicum; and six additional department electives. Two of these six electives may be sociology courses. All electives are chosen in accordance with student interest and in consultation with a faculty advisor. Majors may take up to 14 courses in the department; double majors are limited to 10.

The minor provides students with the opportunity to explore non-Western but also Western cultures from an anthropological perspective. The minor consists of six courses: The Anthropological Perspective (Anthropology 101); Ethnographic Field Methods (Anthropology 310); and four additional anthropology courses chosen with the advice of the anthropology faculty.

## **Advising**

The department maintains an active advising program for sociology and anthropology students. Faculty advisors work closely with individual advisees to clarify course offerings and discuss academic and career goals. The department encourages students to pursue interdisciplinary concentrations, internships, Washington semester, and study abroad, and it provides advice on how to integrate these activities into a course of study. Internship placements are also a good addendum for sociology and anthropology students, and placements can be arranged in a variety of areas, including health related services, media, law, women’s and children’s services, older adult programs, business and criminal justice. Some examples of programs or agencies that have sponsored sociology and anthropology students’ internships are: The Age Center of Worcester, Abby’s House (shelter for women), Daybreak (battered women’s services), AIDS Project Worcester, City of Worcester Planning Department or Public Health Department, Fidelity Investments, and Worcester Juvenile Probation Office.

## **Honors Program**

The Department of Sociology and Anthropology offers a department Honors Program for students seeking the independent research opportunities associated with writing a thesis, independent of the College Honors Program. Our honors program provides qualified majors the opportunity to deepen their understanding of the discipline through a year-long project of their own design, either empirical or theoretical, and to write an honors thesis during their senior year. To be eligible a student must be a

major with an overall GPA of at least 3.25 and a departmental GPA of at least 3.5, and in most cases, have completed the theory and methods requirements before the senior year. Application to the department is made usually the last week of March and requires an application, transcript, and the thesis proposal. Decisions are made by a Department Honors Selection & Review Committee.

## Honor Societies

Student scholarship is also recognized by the department in terms of students' appointment to membership in *Alpha Kappa Delta*, the international honor society in sociology, or *Lambda Alpha*, the national collegiate honors society for anthropology. Both societies promote human welfare through the advancement of scientific knowledge that may be applied to the solution of social problems. And both societies sponsor annual student paper contests, as well as support students to present their original work at regional and national conferences.

## Sociology

### Introductory Courses

#### Sociology 101 — The Sociological Perspective

*Fall, spring*

A one-semester introduction to the principles of sociological analysis. Through a critical examination of selected topics and themes, this course develops a sociological perspective for the interpretation and understanding of cultural differences, age and sex roles, discrimination, the family and the workplace, bureaucracies, stratification, the problems of poverty. One unit.

### Intermediate Courses

#### Sociology 203 — Race and Ethnic Relations

*Annually*

An examination of 1) the emergence of race in modern societies, with special emphasis on the North American context; 2) various theories of race and ethnicity, including the historical conditions under which those theories surfaced; 3) experiences of race and ethnicity in contemporary societies. Prerequisite: Sociology 101. One unit.

#### Sociology 205 — Social Class and Power

*Alternate years*

Examines American class structures and processes, acknowledging the unequal distribution of resources and analyzing aspects of institutionalization serving to support such inequality. Course focuses on the various social, economic, and political indicators of an individual's position in society, including occupation, income, wealth, prestige, and power, as well as characteristics of life at different levels of the class hierarchy. Prerequisite: Sociology 101. One unit.

#### Sociology 206 — Sociology of Poverty

*Alternate years*

Intensive analysis of the lower levels of the socioeconomic status hierarchy in the U.S. How a person's place in the status system structures personal experience, especially for those who are less fortunate. Overview of structural roots of poverty; contributions of classical theorists such as Marx and Weber to debates on poverty; gender and race/ethnicity in relation to poverty. Prerequisite: Sociology 101. One unit.

#### Sociology 210 — Corporate & Consumer Social Responsibility

*Alternate years*

This course asks what it means to be a good citizen, good consumer, and good corporation in light of contemporary social and environmental problems by focusing on the relationship between democracy and capitalism. It investigates the complexities of understanding and implementing social responsibility on the local, national, and global level. One unit.

#### Sociology 215 — Sociology of Law

*Every third year*

This course examines the social context of law, the legal structure of the United States, and the relationship between society and law. As a society, we create laws to address social problems and to provide social control, thus as society is constantly changing, law does as well. This course will look at law as a social construction and will consider the ways in which legal structures reflect society's norms and values and the relationship between law and social change. Prerequisite: Sociology 101. One unit.

### **Sociology 219 — Deviance**

*Annually*

An introduction to the sociological study of deviance, this course explores 1) key theoretical perspectives to deviance and social control, 2) how people come to view certain attitudes, conditions, and behaviors as odd, morally reprehensible, or illegal and 3) the identities and life chances of people who are labeled as “deviant.” Pays close attention to the relationship between deviance, power and social inequality. Prerequisite: Sociology 101. One unit.

### **Sociology 223 — Methods of Social Research**

*Annually*

An introduction to the logic and procedures of social scientific research. Readings, lectures, and laboratory exercises are directed toward the development of skills in theory construction, research design, operationalization, measurement, data collection, analysis and interpretation. Prerequisite: Sociology 101. One unit.

### **Sociology 241 — Development of Social Theory**

*Annually*

A descriptive and critical study of the 19th- and early 20th-century social thought which informs contemporary sociological theory. Some attention is given to historical influences on emerging sociological theory. Emphasis is placed on four major theorists: Durkheim, Marx, Weber, Simmel and on the 20th-century developments in functionalism, symbolic interactionism and the sociology of knowledge. Prerequisite: Sociology 101. One unit.

### **Sociology 245 — Modernity: Culture, Consciousness, & Institutions**

*Every third year*

An examination of some of the ways in which modernity constitutes what might be called a “world-organizing” system. Topics include technology, the rise of capitalism, and the effect of modernity on community and family life, religion, bureaucratization, loyalty, authority. Prerequisite: Sociology 101. One unit.

### **Sociology 246 — Sociology of News**

*Alternate Years*

What Americans know about their social and political world is heavily mediated by “the news.” This course draws on sociology of media research and wider media studies to ask: what social forces shape how journalists cover the news? How might U.S. media be reformed? Prerequisite: Sociology 101. One unit.

### **Sociology 247 — Sociology of TV and Media**

*Alternate Years*

This course investigates the evolving role of television in shaping our understanding of the world as it relates to democracy, consumerism, human relationships, and how we make sense of our own lives. More specifically, the course examines the nature of entertainment, advertising, news and the institutions that create television programming. Prerequisite: Sociology 101. One unit.

### **Sociology 255 — End of Life Issues**

*Every third year*

Sociological inquiry into how elders, their families, healthcare and social service professionals and the U.S. legal system negotiate the choices that need to be made in late life. How end of life matters are deeply shaped by social structure. Prerequisite: Sociology 101. One unit.

### **Sociology 256 — Self and Society**

*Every third year*

Addresses the relation of the individual to society through the study of the self. Theoretical issues include human nature; the social and cultural construction of the self; subjective experience and self-consciousness; social interaction, social structure, and the self; and the politics of identity. Emphasis on studies of everyday life in the symbolic interactionist, dramaturgical, and interpretive traditions. Prerequisite: Sociology 101. One unit.

### **Sociology 257 — Aging and Society**

*Annually*

A thorough introduction to the sociological study of people's experience of late life. Strives to increase awareness of the social, cultural, and historical affects on aging by examining people's accounts of late life and aging, their social and psychological compensations, and the bearing of late life experiences on end-of-life decisions. Prerequisite: Sociology 101. One unit.

### **Sociology 259 — Children and Violence**

*Alternate years*

This course is organized around three general themes: (1) an introductory overview of the topic of violence, including theoretical background and structural factors; (2) an analysis of violence-related issues, including family, street, and school-based causes and consequences; and (3) consideration of prevention and intervention strategies and relevant policy implications. Prerequisite: Sociology 101. One unit.

### **Sociology 260 — Sociology of Education**

*Alternate years*

A critical examination of education in the U.S., with a special emphasis on public schooling. This course considers how the functions and goals of education have changed over time, factors leading to the current crises in education, and controversial programs for fixing the problems such as vouchers, charter schools, and multicultural education. Prerequisite: Sociology 101. One unit.

**Sociology 261 — Sociology of Religion**

*Annually*

An analysis of religion as a socio-cultural product. Emphasis on the interrelationship between religion and society in a cross-cultural perspective. Major topics include the social functions of religion, the organization of religious practice, and the impact of social change on religion. Prerequisite: Sociology 101. One unit.

**Sociology 262 — Sociology of Mental Health**

*Every third year*

The study of mental health is a significant area of sociological inquiry. Special attention is paid to epidemiology and the socio-cultural forces influencing symptom presentation, diagnosis, and service delivery. Topics include the history of mental health treatment, medicalization, in-patient care and hospitalization, deinstitutionalization and community-based services, stigma management, and the research within forensic psychiatry. Prerequisite: Sociology 101. One unit.

**Sociology 263 — Medical Sociology**

*Annually*

A critical study of the institution of modern medicine. Special attention is paid to socio-cultural and political factors influencing susceptibility, diagnosis and treatment. Topics include the social meaning of disease, patienthood, the medical profession, and the organization of medical care. Prerequisite: Sociology 101. One unit.

**Sociology 264 — Sociology of Power**

*Every third year*

A critical study of the social bases of power and of the existing constraints and limitations upon its exercise. Emphasis is given to major power theories, the forms and processes of power, and the consequences of these different understandings for the exercise and use of power. Consideration is given to the redistribution of power and its responsible use in contemporary society. Prerequisite: Sociology 101. One unit.

**Sociology 265 — Sociology of Work and Labor**

*Every third year*

This course focuses on topics related to the study of work and labor in the United States today. The course has a strong historical dimension and some of the material crosscuts sociology, history, and economics. Prerequisite: Sociology 101. One unit.

**Sociology 271 — Families and Societies**

*Annually*

Examination of patterns in American family behavior. Strives to increase awareness of the social, cultural, and psychological facets of family life by examining kinship relations, child socialization, dating behavior, patterns of sexual activity, parental decisions, family development, divorce, violence in the family. Prerequisite: Sociology 101. One unit.

**Sociology 275 — Sociology of Men**

*Alternate years*

An analysis of men's experiences as men and the (sub)cultural blueprints for masculinities. Drawing on a social constructionist perspective, topics include men's power over women and other men, sexualities, bodies, homophobia, success-orientations, relations with families, anti-femininity and violence, and health. Prerequisite: Sociology 101. One unit.

**Sociology 277 — Gender and Society**

*Annually*

On women's and men's gendered experiences at the individual, interactional, and institutional levels; how gendered experiences vary by race/ethnicity, sexuality, social class, and other ways. Prerequisite: Sociology 101. One unit.

**Sociology 278 — Gender, Body, Health**

*Annually*

This course examines the body as a medium for self-expression and an entity to be controlled. The body is a site where men and women "do gender"; this can have both positive and negative effects on health. Among the topics covered; transgender and intersex conditions; culture and bodies; expression and repression; violence; sports; health behavior engagement; childbirth. Prerequisite: Sociology 101. One unit.

**Sociology 279 — Men, Women and Medicine**

*Alternate years*

This course examines the ways that medicine as a social institution is a gendered (and sometimes sexist) workplace, has historically medicalized and socially controlled women's lives more than men's, and (re) defines standards of masculinities and femininities with health definitions. Topics include gender and medical workforce issues, the experiences of women physicians and men nurses, medicalized masculinities/femininities and the implication for men's and women's health, sexual and reproductive health, and the growth of cosmetic surgery for gendered bodies and sexing the body. Prerequisite: Sociology 101. One unit.

**Sociology 280 — Global Culture and Society**

*Every third year*

Examines the way social identities and everyday cultural practices are linked to global circulations of capital, taste, fashion, and power. Through a comparative analysis of representations of globalization, cultural products such as McDonald's and Sesame Street, mega-events such as the Olympics, virtual cultures and

technologies, and leisure and consumption practices such as shopping, eating, and international tourism, students will gain a critical understanding of the debates surrounding cultural imperialism, cultural homogenization, and the hybridization of culture. Prerequisite: Sociology 101. One unit.

### **Sociology 299 — Special Topics**

*Annually*

These intermediate level courses address selected sociological issues not covered by the regular curriculum. They are offered on an occasional basis; topical descriptions for specific offerings are available before the enrollment period at the departmental office. Prerequisite: Sociology 101. One unit.

## ***Advanced Courses***

### **Sociology 346 — Reading the Times**

*Every third year*

The seminar uses The New York Times as a window for a sociological analysis of the society in which we live. It is also a window on American journalism. Prerequisite: permission of instructor. One unit.

### **Sociology 359 — Girls and Violence**

*Every third year*

Examines the social science literature pertaining to girls both as victims and as perpetrators, as well as structures influencing personal experiences and interpersonal dynamics. In addition to theory related both to gender and violence, topics covered include bullying and relational aggression, sexual harassment, gangs, child sexual abuse, trafficking, and living in a war-torn society. Prerequisite: permission of instructor. One unit.

### **Sociology 361 — Catholic Thought and Social Action**

*Alternate years*

An advanced community-based learning seminar integrating topics of Catholic social teaching with the study and practice of community organizing. Course includes sociological analysis of Catholic social thought, leadership, power, poverty, social movements, and organizational behavior. Students will analyze and write about their projects in light of course readings. Prerequisite: permission of instructor. One unit.

### **Sociology 371 — Family Issues**

*Every third year*

An advanced topical seminar providing a critical analysis of social structural processes that foster and maintain family stresses and conflict. Examines the bearing of sources of family diversity (e.g., culture, political economy) on such stresses as single-parenting, health, devitalized relations. Prerequisite: permission of instructor. One unit.

### **Sociology 375 — Men and Violence**

*Every third year*

A capstone research-based seminar that examines the ways masculinities are associated with interpersonal violence, especially within intimate relationships. The semester involves reviewing key sociological questions and perspectives, reading original texts in the sociology of men, learning how to use SPSS and analyze available survey data, and developing an original research project and paper on men and violence. Prerequisite: permission of instructor. One unit.

### **Sociology 380 — Sociology Capstone**

*Annually*

This seminar is designed as a final course for majors. Students examine fundamental sociological questions, apply methodological skills in original research, and think reflexively and sociologically about their identities as senior Holy Cross students and members of American society. Prerequisites: permission of instructor, Sociology 101 & 223. One unit.

### **Sociology 381 — Qualitative Research Capstone**

*Every third year*

This seminar enables students to learn the underlying logic of qualitative research approaches and to develop skills in moving from description to theory building with qualitative data. Students will also become familiar with key aspects of qualitative research design, as well as issues related to rigor, soundness and the ethical dimensions of qualitative research. Prerequisite: permission of instructor. One unit.

### **Sociology 385 — Technology, Mobility & Social Life**

*Alternate years*

A seminar on how social life is increasingly organized through various intersecting mobilities (travel, migration, and virtual or communicative mobilities, such as cybertourism and mobile communication). Prerequisite: permission of instructor. One unit.

### **Sociology 399 — Selected Topics in Sociological Analysis**

*Annually*

A critical examination of selected topics utilizing sociological theory and research methods. Topics and staff rotate. Prerequisite: permission of instructor. One unit.

### **Sociology 492, 493 — Directed Honors Research**

*Fall, spring*

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester.



Candidates selected from invited applicants to the Department Honors Selection & Review Committee.  
Prerequisite: permission of instructor. One unit.

### **Sociology 494, 495 — Directed Research**

*Fall, spring*

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology majors. Prerequisite: permission of instructor. One unit each semester.

### **Sociology 496, 497 — Directed Reading**

*Fall, spring*

An individualized reading program addressing a topic in sociology not covered in course offerings. Reading tutorials are under the supervision of a sociology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to sociology majors. Prerequisite: permission of instructor. One unit each semester.

### **Sociology 498, 499 — Special Projects**

*Fall, spring*

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology majors. Each project must be supervised by a faculty member. Prerequisite: permission of instructor. One unit each semester.

## **Anthropology**

### **Introductory Courses**

#### **Anthropology 101 — The Anthropological Perspective**

*Fall, spring*

A one-semester introduction to the main modes of sociocultural anthropological analysis of non-Western cultures, such as those of Africa, Latin America, Southeast Asia, Melanesia, Polynesia and Native America. Attention also to anthropology of the U.S. Topics include: ethnographic methods; concepts of culture; symbolic communication; introduction to anthropological approaches to kinship, religion, gender, hierarchy, economics, medicine, political life, transnational processes, and popular culture. One unit.

#### **Anthropology 130 — Anthropology of Food**

*Alternate years*

Food lies at the heart of human social systems worldwide, as symbolic good, gift, and token of love and political control. This course addresses such topics as: gender hierarchies, eating, and food; foods such as sugar and chocolate and colonial systems of power; food/body/power dynamics; food and social identity construction; and famine in a time of world plenty. Focus is on specifically anthropological approaches to food cultures in Asia, Africa, Latin America, with comparative material from the U.S. One unit.

#### **Anthropology 170 — Contemporary Asia**

*Alternate years*

This course examines contemporary Asia as an interconnected region that influences world events and as diverse societies, cultures, and nation states that face particular problems as they struggle with issues of globalization, modernity, and neoliberalism while trying to maintain a sense of national or cultural identity. Readings focus on India, Indonesia, Thailand, Vietnam, Japan, China, Hong Kong, Philippines, and the Asian diaspora. Topics include religion, aging, family, gender, politics, economics, class, labor migration, consumerism, ethnicity, and Orientalism. One unit.

### **Intermediate Courses**

#### **Anthropology 255 — Genders & Sexualities**

*Alternate years*

This course asks students to critically explore the contemporary anthropological scholarship on gendered social worlds and ways of imaging sexualities, across diverse cultures. At issue: how do gender ideologies relate to social hierarchy and systems of power? How do various ways of representing the reproductive body relate to social class? To nationalism? Focus is on non-Western cultures (e.g., Japan, Papua New Guinea, Brazil). Prerequisite: Anthropology 101 recommended. One unit.

#### **Anthropology 256 — The Imagined Body**

*Every third year*

In cultures worldwide, the ways that human bodies are thought about, controlled, manipulated, and put on public display are patterns that are often imbued with political dynamics of power and resistance. This course draws on ethnographic material from Papua New Guinea, India, island Southeast Asia, east Asia,

sub-Saharan Africa, and the contemporary United States to look at issues of body, gender, social hierarchy, and state power. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 261 — Witchcraft and Cultures of Terror**

*Alternate years*

The witch represents evil within one's midst, disguised as a neighbor or even family member, driven by antisocial impulses. This class considers the role of fear in social organization and cultural imagination. We examine why images of fear are so cross-culturally compelling, the ways witchcraft discourse serves as an idiom for social conflicts both local and large scale, and the effects of techniques of eradication societies employ to rid themselves of evil. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 262 — Anthropology of Religion**

*Every third year*

A social scientific, cross-cultural consideration of religious worlds created in such locales as village and urban Indonesia, India, Papua New Guinea, and Africa, especially in terms of their power dynamics vis-a-vis social hierarchies. Covers classic topics such as the study of ritual and ecology, village myth, trancing, shamanism, witchcraft, and sorcery accusations, but also deals at length with such matters as the connections between Christian missions and empire. Also turns an anthropological gaze on contemporary U.S. religions. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 267 — Political Anthropology**

*Every third year*

This course takes a broadly comparative and historical perspective, using cross-cultural analysis to understand the workings of politics and power, often in non-Western contexts. Topics include: colonialism and its impact on colonized populations; the formation of post-colonial national states; leadership, authority, and the construction of political subjects; and the links between local processes and global political systems. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 268 — Economic Anthropology**

*Every third year*

An introduction to the issues, methods, and concepts of economic anthropology. This course places economic features such as markets, commodities, and money into a larger cross-cultural context by exploring relations of power, kinship, gender, exchange, and social transformation. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 269 — Fashion and Consumption**

*Annually*

A comparative, cultural anthropological exploration of fashion and consumption as tools for the creation, expression, and contestation of social, cultural, economic, political, and individual identities. Topics include: sociological and semiotic theories of materialism and consumption, subcultural styles, colonialism, race, gender, veiling, globalization, and ethnic chic. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 271 — Anthropology of Peace and War**

*Annually*

This class explores a variety of conceptual approaches to peace and war as it focuses on ways people have lived the experiences of war, peace, and peacemaking. Students bring the concepts and the experiences together in term-long research that makes an important contribution to the class. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 274 — Art & Power in Asia**

*Every third year*

How does art interrelate to political power and to wealth? This course examines such questions in regard to the art of ancient kingdoms in Asia such as Cambodia's Angkor Wat and Indonesia's Borobudur. Also at issue are the contemporary arts of Southeast Asia, seen too through this anthropology of art lens. Additionally, this course looks at the power dynamics of international art collecting of Asian art and artifacts; the politics and aesthetics of putting Asian art into worldwide museums is also studied. Includes museum study tours. Prerequisite: Anthropology 101 recommended. One unit.

**Anthropology 299 — Special Topics**

*Annually*

These intermediate level anthropology courses address a variety of issues of contemporary ethnographic importance. Prerequisite: Anthropology 101 recommended. One unit.

***Advanced Courses***

**Anthropology 310 — Ethnographic Field Methods**

*Annually*

An examination of cultural anthropology's main data-gathering strategy: long-term ethnographic fieldwork of small communities, often located in non-Western cultures. Topics include: review of the methodology literature, participant observation, in-depth interviews, designing field studies, oral histories, spanning deep

cultural divides via fieldwork. Involves hands-on fieldwork in Worcester or Holy Cross. Prerequisite: permission of instructor. One unit.

### **Anthropology 320 — Theory in Anthropology**

*Annually*

A historical examination of the development of different theoretical perspectives in sociocultural anthropology. This course explores, compares, and critiques different schools of thought about human society and culture, from the 19th to the 21st centuries, looking at the ways in which anthropological scholars and those from related disciplines have attempted to understand and explain the human condition. Prerequisite: permission of instructor. One unit.

### **Anthropology 361 — War, the Environment, Human Health**

*Annually*

A historically informed anthropology seminar about linked issues often seen in isolation from each other. How has violence shaped environments? How has violence shaped the public health in places, like Vietnam? Prerequisite: permission of instructor. One unit.

### **Anthropology 373 — Culture and Human Rights**

*Alternate years*

A seminar that critically examines the debates surrounding the politics of Western human rights interventions into the non-Western world, as well as local or indigenous mechanisms of social justice and post-conflict recovery. Prerequisite: permission of instructor. One unit.

### **Anthropology 399 — Selected Topics in Anthropological Analysis**

*Annually*

A critical examination of selected topics utilizing anthropological theory and research methods. Topic and staff rotate. Prerequisite: permission of instructor. One unit.

### **Anthropology 492, 493 — Directed Honors Research**

*Fall, spring*

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors Selection & Review Committee. Prerequisite: permission of instructor. One unit.

### **Anthropology 494, 495 — Directed Research**

*Fall, spring*

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology/anthropology majors. Prerequisite: permission of instructor. One unit each semester.

### **Anthropology 496, 497 — Directed Readings**

*Fall, spring*

An individualized reading program usually addressing a topic in anthropology not covered in course offerings. Reading tutorials are under the supervision of an anthropology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to anthropology majors. Prerequisite: permission of instructor. One unit each semester.

### **Anthropology 498, 499 — Special Projects**

*Fall, spring*

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology/anthropology majors. Each project must be supervised by a faculty member. Prerequisite: permission of instructor. One unit each semester.

# Spanish

Isabel Alvarez Borland, Ph.D., *The Monsignor Edward G. Murray Professorship in the Arts and Humanities*

M. Estrella Cibreiro-Couce, Ph.D., *Professor and Chair*

John T. Cull, Ph.D., *Professor*

Francisco Gago-Jover, Ph.D., *Professor*

Josep Alba-Salas, Ph.D., *Associate Professor*

Daniel Frost, Ph.D., *Associate Professor*

Cynthia L. Stone, Ph.D., *Associate Professor*

Bridget Franco, Ph.D., *Assistant Professor*

Juan G. Ramos, Cand. Ph.D., *Instructor*

Walter W. Shaw, Ph.D., *Visiting Assistant Professor*

Helen Freear-Papio, Ph.D., *Coordinator of Foreign Language Assistants Program, Lecturer*

Esther L. Levine, M.A., *Lecturer and Class Dean*

Kyle Matthews, Ph.D., *Lecturer*

Elizabeth O'Connell-Inman, M.A., *Coordinator of Directed Independent Spanish Curriculum, Lecturer*

The Spanish Department seeks to prepare students to understand and engage with the diverse Hispanic communities and traditions found within and beyond our borders. Our program emphasizes the acquisition of advanced Spanish language skills and in-depth study of Hispanic culture, literature and linguistics. Spanish majors can complement their degree with courses in other academic programs at Holy Cross, including Latin American and Latino Studies. Moreover, interested Spanish majors can also receive their license to teach at the middle through secondary level through our partnership with the Teacher Education Program.

Our Study Abroad programs allow students from any major to perfect their language skills and study a variety of subjects while they experience life in Spanish-speaking countries. Study Abroad offerings include our signature yearlong programs in Spain (León, A Coruña and Palma de Mallorca), as well as flexible programs in Peru (Lima) and Argentina (Buenos Aires) that allow students to choose from a semester, an extended semester, or a full academic year.

Our students benefit from close interaction with native Foreign Language Assistants from Spain and Peru in weekly practice sessions integrated into our language courses. Students can also participate in Community-Based Learning projects included in some of our classes. Outside the classroom, students have the opportunity to pursue further contact with Hispanic culture through the Spanish Club and (for those with strong academic credentials) the National Collegiate Hispanic Honor Society (Sigma Delta Pi). Moreover, our bilingual literary and cultural review *fóforo: Revista de inspiración hispánica*, provides a forum where students may publish their work alongside their professors, Foreign Language Assistants and other members of the community.

**Major requirements.** Spanish majors must complete between 10 and 14 courses. More specifically, they are required to take one course from each of the nine groups below, plus one or more elective courses from any of these groups. Moreover, majors are required to take at least two advanced (400-level) courses in their 4th year, again from any of the groups below. Of the two courses in group 1, SPAN 302 (*Composition for Bilingual Speakers*) is specifically targeted to native speakers of Spanish and heritage students with a high level of oral Spanish proficiency. SPAN 305 is a prerequisite to survey courses (SPAN 310, 311, 312 or 313), which in turn are prerequisites to 400-level literature courses. Hence, it is recommended that students take SPAN 305 as soon as feasible.

## SPANISH MAJOR CHECK LIST

### GROUP 1 – Composition and Conversation (one of the following courses)

\_\_\_\_\_ Spanish 301 Spanish Composition and Conversation

\_\_\_\_\_ Spanish 302 Composition for Bilingual Speakers

**GROUP 2 – Focused Language** (one of the following courses)

- \_\_\_\_\_ Spanish 219 Medical Spanish
- \_\_\_\_\_ Spanish 314 Spanish for Business
- \_\_\_\_\_ Spanish 315 Advanced Spanish Composition and Conversation
- \_\_\_\_\_ Spanish 316 Advanced Spanish Grammar
- \_\_\_\_\_ Spanish 319 Debate and Advanced Oral Expression
- \_\_\_\_\_ Spanish 320 Spanish Grammar through Translation

**GROUP 3 – Culture and Civilization** (one of the following courses)

- \_\_\_\_\_ Spanish 303 Aspects of Spanish Culture
- \_\_\_\_\_ Spanish 304 Aspects of Spanish-American Culture
- \_\_\_\_\_ Spanish 420 Latin-American Film
- \_\_\_\_\_ Spanish 421 20th-Century Spain through Film

**GROUP 4 – Introduction to Literary Genres**

- \_\_\_\_\_ Spanish 305 Introduction to Literary Genres

**GROUP 5 – Survey in Early Literature** (one of the following courses)

- \_\_\_\_\_ Spanish 310 Survey of Spanish Literature I (Middle Ages to 1800)
- \_\_\_\_\_ Spanish 312 Survey of Spanish-American Literature I (1492-1800)

**GROUP 6 – Survey in Modern Literature** (one of the following courses)

- \_\_\_\_\_ Spanish 311 Survey of Spanish Literature II (1800-present)
- \_\_\_\_\_ Spanish 313 Survey of Spanish-American Literature II (1800-present)

**GROUP 7 – Advanced pre-19th century Literature** (one of the following courses)

- \_\_\_\_\_ Spanish 400 Topics in Medieval Spanish Literature
- \_\_\_\_\_ Spanish 401 Topics in Golden Age Literature
- \_\_\_\_\_ Spanish 402 Don Quixote
- \_\_\_\_\_ Spanish 409 Topics in Colonial Spanish-American Literature

**GROUP 8 – Advanced Modern Literature** (one of the following courses)

- \_\_\_\_\_ Spanish 403 19th-Century Spanish Literature
- \_\_\_\_\_ Spanish 404 20th-Century Spanish Literature
- \_\_\_\_\_ Spanish 405 Modern Spanish-American Literature
- \_\_\_\_\_ Spanish 406 Modern Spanish Drama
- \_\_\_\_\_ Spanish 407 Topics in Modern Spanish and Spanish-American Poetry
- \_\_\_\_\_ Spanish 408 Gabriel García Márquez
- \_\_\_\_\_ Spanish 410 Literature of Exile, Immigration and Ethnicity
- \_\_\_\_\_ Spanish 411 Latin American Literature of the 19th-Century
- \_\_\_\_\_ Spanish 416 Body and Text: Representations of Gender in Modern Spanish Lit
- \_\_\_\_\_ Spanish 461 19th- and 20th-Century Women Writers of Spain

**GROUP 9 – Linguistics** (one of the following courses)

- \_\_\_\_\_ Spanish 318 Spanish Phonetics and Phonology
- \_\_\_\_\_ Spanish 413 Spanish in the US: A Sociolinguistic Perspective
- \_\_\_\_\_ Spanish 414 Second language acquisition
- \_\_\_\_\_ Spanish 422 Cultural History of the Spanish language

**Study Abroad Credit:** Students can use up to four Spanish courses taken in our study abroad programs to satisfy the major requirements. Each one of these courses should be the equivalent of a semester-long class in Holy Cross (year-long courses at Spanish and Latin American universities count as two semester-long courses in Holy Cross). Typically, the year-long Spanish language and culture course that Holy Cross students must take abroad serves to satisfy both group 6 (Focused Language) and group 2 (Culture and Civilization) major requirements, but it can also be counted as an elective if the student has already satisfied one of these requirements. Upon their return from study abroad, students must still take two advanced (400-level) Spanish courses at Holy Cross in their senior year.

**Directed Independent Study of Spanish:** Students interested in learning Spanish have the option of taking Directed Independent Spanish Curriculum (DISC) courses. These elementary- and intermediate-level language courses offer an alternative approach to language instruction for students who are motivated to work independently and enjoy using technology. Students use computer-based materials to direct their own learning but are required to both correspond and meet with a professor frequently as well as attend weekly conversation classes with Foreign Language Assistants.

**Language Common Area Requirement and Placement Exam:** All Holy Cross students must satisfy the College's common area requirement for language study (the "G" requirement). This requirement can be satisfied by two consecutive semesters of Spanish. Students who have not studied Spanish in high school can satisfy the requirement by completing two semesters of Spanish at the elementary level. With the sole exception of students with a score of 4 or 5 in AP Spanish (see **Advanced Placement**), all students who have studied Spanish in high school and wish to continue the language at Holy Cross must take a language placement exam before enrolling in any course. The score on the placement exam will be used to determine the appropriate course for enrollment. Native speakers and heritage students with a high level of oral Spanish proficiency will typically start with SPAN 302 (*Composition for Bilingual Speakers*), but they may be able to enroll in other courses (particularly SPAN 303, 304 or 305) with special permission.

**Advanced Placement:** A score of 4 or 5 in AP Spanish language earns college credit and counts towards the language studies common area requirement; a score of 4 or 5 in AP Spanish Literature earns college credit and counts towards the language studies or literature common area requirement. Students who receive a score of 4 or 5 on either exam are not required to complete a language placement exam and can enroll directly in SPAN 301 (*Composition and Conversation*), so they can satisfy the language studies common area requirement with only one semester of Spanish at Holy Cross. If they take a course below the level of SPAN 301, these students will forfeit the AP credit. Students with AP credit in Spanish language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major.

### **Spanish 101 — Elementary Spanish 1**

*Annually*

The first course in the two-semester elementary sequence, which provides an introduction to all elements of the Spanish language and the culture of the Hispanic world. Only students who have not studied Spanish in high school can enroll in this course. Five class hours weekly, including two hours of practicum. One and one-quarter units.

### **Spanish 102 — Elementary Spanish 2**

*Fall, spring*

The second course in the two-semester elementary sequence, which provides an introduction to all elements of the Spanish language and the culture of the Hispanic world. For students who have completed Spanish 101 or its equivalent. Five class hours weekly, including two hours of practicum. One unit and one-quarter units.

### **Spanish 103 — Intensive Elementary Spanish**

*Annually*

An intensive review of all the topics covered in both Spanish 101 and 102. Five class hours weekly, including two hours of practicum. One and one-quarter units.

### **Spanish 105 — Directed Independent Elementary Spanish 1**

*Fall, spring*

An alternative approach to Spanish 101 which allows students to complete course requirements by working independently with technology-based materials. Two class hours weekly and laboratory practice. One unit.

### **Spanish 106 — Directed Independent Elementary Spanish 2**

*Fall, spring*

An alternative approach to Spanish 102 which allows students to complete course requirements by working independently with technology-based materials. Two class hours weekly and laboratory practice. One unit.

### **Spanish 108 — Directed Independent Intensive Elementary**

*Fall, spring*

An alternative approach to Span 103 which allows students to complete course requirements by working independently with technology-based materials. Two class hours weekly and laboratory practice. One unit.

### **Spanish 201 — Intermediate Spanish 1**

*Fall, spring*

The first course in the two-semester intermediate sequence, this class provides further practice in all aspects of the Spanish language, with a continued focus on Hispanic culture. For students who have completed Spanish 102 or its equivalent. Four class hours weekly, including one hour of practicum. One unit.

**Spanish 202 — Intermediate Spanish 2***Fall, spring*

The second course in the two-semester intermediate sequence, this class provides further practice in all aspects of the Spanish language, with a continued focus on Hispanic culture. For students who have completed Spanish 201 or its equivalent. Four class hours weekly, including one hour of practicum. One unit.

**Spanish 215 — Directed Independent Intermediate Spanish 1***Fall, spring*

An alternative approach to Spanish 201 which allows students to complete course requirements by working independently with technology-based materials. One class hour weekly and laboratory practice. One unit.

**Spanish 216 — Directed Independent Intermediate Spanish 2***Fall, spring*

An alternative approach to Spanish 202 which allows students to complete course requirements by working independently with technology-based materials. One class hour weekly and laboratory practice. One unit.

**Spanish 217 — Directed Independent Intensive Intermediate Spanish***Fall, spring*

An intensive review of all the topics covered in both Spanish 201/215 and 202/216 using an alternative approach which allows students to complete course requirements by working independently with technology-based materials. One class hour weekly and laboratory practice. One unit.

**Spanish 219 — Directed Independent Medical Spanish***Fall, spring*

A course which integrates science-based vocabulary and health-related cultural issues into a post-intermediate language curriculum. Medical Spanish continues to provide grammar and vocabulary instruction while developing writing, reading, speaking and listening skills required for effective communication with Spanish speaking clients. One hour per week of practicum required. Prerequisite: Spanish 202 or the equivalent. One unit.

**Spanish 301 — Spanish Composition and Conversation***Fall, spring*

A prerequisite to other 300- and 400-level courses taught in Spanish, this course provides intensive composition and conversation practice while solidifying the student's command of Spanish grammar and vocabulary. Though the main focus is on speaking and writing, the course also emphasizes listening, reading and the development of a better understanding of the Hispanic world. Includes two one-hour Practicum sessions. Prerequisite: Spanish 202 or the equivalent. One unit.

**Spanish 302 — Composition for Bilingual Speakers***Fall*

A prerequisite to other 300- and 400-level courses taught in Spanish, this course is the equivalent of Span 301 for native speakers and heritage students with a high level of oral Spanish proficiency. The course provides intensive reading and writing practice through the analysis and discussion of works by contemporary authors, as well as workshop-style creative writing assignments. One unit.

**Spanish 303 — Aspects of Spanish Culture***Annually*

This course covers the history and culture of Spain from prehistoric times to the present, including primitive cultures, Roman Spain, the Muslim invasion, the Reconquest, Imperial Spain, the age of Enlightenment, and modern Spain. The course will focus on the most relevant political, historical, social, and artistic manifestations of each period. Special emphasis will be given to outstanding cultural and artistic examples (i.e. architecture, painting, philosophy, and literature), as well as to the evolution of thought and ideology throughout the centuries. Through the use of a wide range of audiovisual materials, cultural readings, and online newspapers, students will have the opportunity to familiarize themselves with current political and social events in Spain and conduct research on a topic of their interest, which they will present in class at the end of the semester. Prerequisites: Spanish 301 or 302 or the equivalent. One unit.

**Spanish 304 — Aspects of Spanish-American Culture***Annually*

Devoted to the study of examples of Spanish-American culture from pre-Columbian times to the present, including the early civilizations, the colonial period, the struggles for independence, the modern period and Hispanics in the U.S. Readings, lectures, and discussions in Spanish. Includes a Community-Based Learning project in the local Latino community. Conducted in Spanish. Prerequisites: Spanish 301 or 302 or the equivalent. One unit.

**Spanish 305 — Introduction to Literary Genres***Fall, spring*

Designed as an introduction to drama, poetry, and prose fiction of 20th-century Spain and Spanish America, this course familiarizes students with literary analysis and further develops their oral and written skills. The course is a prerequisite to all other literature courses at the 300 and 400 level. Conducted in Spanish. Prerequisite: Spanish 301 or 302 or the equivalent. One unit.

**Spanish 310 — Survey of Spanish Literature 1***Alternate years*

A survey of the literature of Spain from medieval times to 1800, including the major writers of the Golden Age. A semester of survey (i.e. Spanish 310, 311, 312 or 313) is a prerequisite to 400-level literature courses. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

**Spanish 311 — Survey of Spanish Literature 2***Alternate years*

This course provides a survey of Spanish literature from the 18th century to the present. It focuses on the most important cultural and literary movements in Spain during this period: the Enlightenment, Romanticism, Realism, Naturalism, Surrealism, Social Realism, and Feminism. The course teaches students to analyze a variety of texts pertaining to different genres as well as to contextualize their significance within Spanish culture. A semester of survey (i.e. Spanish 310, 311, 312 or 313) is a prerequisite to 400-level literature courses. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

**Spanish 312 — Survey of Spanish-American Literature 1***Alternate years*

A study of the literature of Spanish America from pre-Columbian times to 1800, including the major writers of the Colonial period. A semester of survey (i.e. Spanish 310, 311, 312 or 313) is a prerequisite to 400-level literature courses. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

**Spanish 313 — Survey of Spanish-American Literature 2***Alternate years*

A study of the literature of Spanish America from 1800 to the present, including the major writers of the 19th and 20th centuries as well as the most salient authors of the 21st. The course will trace the evolution of Spanish-American Romanticism, Realism, Naturalism, Modernismo, Posmodernismo, Vanguard Literature and the Spanish-American 'Boom'. A semester of survey (i.e. Spanish 310, 311, 312 or 313) is a prerequisite to 400-level literature courses. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

**Spanish 314 — Spanish for Business***Alternate years*

This course seeks to expand the students' overall command of Spanish and develop their ability to communicate effectively in a variety of formal and professional settings. The class covers key terminology and grammatical structures, focusing on areas such as advertising, tourism, transportation, international travel, imports, exports, human resources, financing and job hunting, among others. The course emphasizes both oral and written skills, and it also addresses cross-cultural differences in business practices and etiquette. Prerequisite: Spanish 301 or 302 or the equivalent. One unit.

**Spanish 315 — Advanced Spanish Composition and Conversation***Fall, spring*

In a small group setting, this course helps students perfect their conversational and writing skills while exploring contemporary Spanish and Latin American culture. Through the analysis of literary selections and the viewing of films on Latin American and Latino issues, the course seeks to provide further practice in all the skills of advanced language study, including pronunciation and difficult grammatical structures. One hour per week of practicum required. Prerequisite: Spanish 301 or 302 or the equivalent. One unit.

**Spanish 318 — Phonetics and Phonology***Every third year*

This course is aimed at students seeking to improve their pronunciation of Spanish and their knowledge of the sound system of Spanish. It provides an overview of articulatory phonetics and the sound system of the standard language and other varieties, as well as hands-on practice with diction, phonetic transcription and pronunciation analysis. Conducted in Spanish. Prerequisite: Span 305. One unit.

**Spanish 319 — Debate and Advanced Oral Expression***Alternate years*

This course provides students with the opportunity, resources and stimuli to refine their oral skills in Spanish through structured and meaningful practice. Students will use language in context to expand self-expression through a variety of activities: poetry recitation, dialogues, role playing, debates and oral presentations. This course will also acquaint students with the rhythms, intonations and gestures typical of contemporary spoken Spanish. Students will use a variety of resources: literary texts, films, newspaper articles, and video interviews (reflecting a wide range of dialectal variation) and will explore controversial topics designed to provoke substantive conversation. Finally, frequent writing assignments and research tasks will complement the main emphasis on development of oral skills. Native speakers are not eligible to enroll in this course. Prerequisite: Span 301 or 302. One unit.

**Spanish 399 — Special Topics***Annually*

New offerings at the pre-advanced (300) level in Hispanic linguistics, literature or culture. Topic varies with each separate offering. One unit.



**Spanish 400 — Topics in Medieval Spanish Literature***Alternate years*

Focuses on different aspects of Medieval Spanish Literature. Topics previously offered have included Medieval Heroes, Saints and Sinners, The Image of Women, Love in Medieval Spain, Death and Dying. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 310). One unit.

**Spanish 401 — Topics in Golden Age Literature***Alternate years*

Focuses on different aspects of Spanish Golden Age Literature. Topics previously offered have included Golden Age Drama and its Staging, Spanish Golden Age Sentimental Fiction, and The Evolution of Spanish Romance. Conducted in Spanish. Prerequisite: Spanish 305 and one semester of survey (preferably Spanish 310). One unit.

**Spanish 402 — Don Quixote***Alternate years*

A close reading of Cervantes' masterpiece in order to provide a coherent understanding of the author's attitude toward life and art. Through an analysis of such elements as point of view, plot structure, characterization, interpolated novels and poems, language, and irony, the course defines Cervantes' conception of narrative prose fiction and his role as the originator of the modern novel. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 310). One unit.

**Spanish 403 — Topics in Modern Spanish Literature***Every third year*

Thematic studies of literature and culture in Spain from the late Enlightenment to the fin de siglo. Focusing on the relationship between writing, culture, and modernization, the course considers some of the ways in which authors such as Jovellanos, Mesonero Romanos, Larra, Bécquer, de Castro, Pardo Bazán, and Galdós helped determine the course of romanticism, realism, and naturalism in Spain. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

**Spanish 404 — Topics in 20th-Century Spanish Narrative***Every third year*

A study of major trends in writing after the realist and naturalist eras in Spain. Through works by authors such as Unamuno, Pío Baroja, Cela, Sender, and Matute, this course examines the formal and thematic characteristics of Spanish narrative before and after the Spanish Civil War. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

**Spanish 405 — Topics in Modern Spanish-American Narrative***Every third year*

Explores the response of several modern Spanish-American writers to the following questions: What is fiction? What are the roles of the author, the narrator, and the reader? Special attention is given to such outstanding novelists of the "Boom" as Rulfo, Cortázar, Cabrera Infante and García Márquez, and to the development of their works within the context of the modern novel. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 313). One unit.

**Spanish 406 — Topics in Modern Spanish Drama***Every third year*

Focuses on the different trends of 20th-century Peninsular theatre: poetic theatre, socio-political theatre, theatre of the absurd, guerrilla theatre, and feminist theatre. Students will examine relevant linguistic, stylistic, and literary components of the plays while exploring how the topics and themes developed in these works relate to some of the most important political, social, and moral conflicts of modern Spain. Includes readings from such representative playwrights as Federico García Lorca, Antonio Buero Vallejo, Alfonso Sastre, Antonio Gala, Fernando Arrabal, Lidia Falcón, Paloma Pedrero, and Concha Romero. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

**Spanish 407 — Topics in Modern Spanish and Spanish-American Poetry***Alternate years*

Examines various aspects of Spanish and Spanish-American poetry since Modernismo. Among these are: Rubén Darío and Modernismo; Antonio Machado; Hispanic vanguard poetry; the Grupo poético de 1927; Pablo Neruda; and Spanish-American social poetry. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311 or 313). One unit.

**Spanish 408 — Gabriel García Márquez***Every third year*

Provides a general introduction and overview of García Márquez' writing career and analyzes some of his most notable novels. Students learn to read works analytically in order to uncover the relationship between the aesthetic and historical dimensions of García Márquez' literary universe. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 313). One unit.

**Spanish 409 — Topics in Colonial Spanish-American Literature***Alternate years*

An advanced course on the origins of Spanish-American literature. Readings emphasize the diversity of the colonial period, with in-depth analyses of works from several major genres. Discussion focuses on the significance of these works from a contemporary perspective as well as on the historical and cultural distance

that separates us from the world views contained therein. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 312). One unit.

### **Spanish 410 — Literature of Exile, Immigration, and Ethnicity**

*Alternate years*

A study of the novels of Puerto Rican, Mexican-American, U.S. Dominican, and Cuban-American writers from 1970 to the present. Explores how the experience of biculturalism and displacement is dramatized in the literature of these authors. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 313). One unit.

### **Spanish 413 — Spanish in the US: A Sociolinguistic Perspective**

*Alternate years*

This course examines the presence and use of Spanish in the United States, with a particular focus on the most salient sociolinguistic aspects characterizing Latino communities in this country. Among other areas, the course focuses on topics such as bilingualism, language acquisition, language maintenance and loss, 'Spanglish' and other language-contact phenomena, bilingual education, the Official English movement, linguistic identity and ideology, and the interaction between language, gender, race, social class and ethnicity. Includes an optional Community- Based Learning Project in the local Latino community. Conducted in Spanish. Prerequisite: Two 300-level courses beyond Spanish 301 or 302 or the equivalent. One unit.

### **Spanish 414 — Second Language Acquisition and Spanish**

*Alternate years*

This course offers an introduction to the study of second language acquisition, with a particular focus on Spanish. Among other topics, the course examines age-related effects on language acquisition, the difference between learning a second language and acquiring our native tongue, study abroad, 'immersion' vs. classroom learning contexts, the role of input and output practice, 'heritage speakers', theories of language acquisition, and approaches to second language teaching. Moreover, the course also explores different areas of development in Spanish as a second language, including pronunciation, vocabulary, grammar, and sociolinguistic and pragmatic competence. Conducted in Spanish. Prerequisite: Two 300-level courses beyond Spanish 301 or 302 or the equivalent. One unit.

### **Spanish 416 — Body and Text: Representations of Gender in Modern Spanish Literature**

*Every third year*

This advanced literature course explores the evolution of the concept of gender and its literary representations in 19th through 21 century Peninsular writings. Students will examine the influence of Church and State on gender formation and explore the body as a site of conflict and, ultimately, awareness. Through the study of particular essays, novels, and short stories, this course analyzes the social and aesthetic tensions between the traditional ideal of the sexes (i.e. women and men as belonging to separate and irreconcilable spheres) and the revolutionary emerging notion of the "new woman," whose role is no longer confined to the home. The selected texts reflect these different representations of gender while highlighting the tensions and transitions between the old and the new social roles. This course is reading intensive and is conducted entirely in Spanish. Format: Lecture and discussion. Strong student participation is expected. Prerequisites: Spanish 305 and one semester of Survey (preferably Span 311) One unit.

### **Spanish 420 — Topics in Latin-American Film**

*Every third year*

Serves as an introduction to film analysis, studies the development of the medium in Latin America, and explores issues of cultural difference through discussion of the cinematic portrayal of representative historical periods, figures, and intellectual and political movements. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

### **Spanish 421 — 20th-Century Spain through Film**

*Alternate years*

Studies some of the most relevant historical, political, and social issues in 20th-century Spain as depicted through film. Focuses on films which portray Spain at its different historical stages (pre-Franco era, Francoist Spain, transition era, and modern Spain). Conducted in Spanish. Prerequisite: Spanish 305. One unit.

### **Spanish 422 — Cultural History of The Spanish Language**

*Every third year*

Provides a general overview of the Spanish language as the result of historical and cultural developments. Examines the main characteristics of the Spanish language and the different varieties of Spanish that are spoken today. Conducted in Spanish. Prerequisite: Spanish 305 and another 300-level Spanish course. One unit.

### **Spanish 461 — 19th- and 20th-Century Women Writers of Spain**

*Alternate years*

Examines some of the outstanding women writers of the 19th and 20th centuries of Spanish literature. Explores the most prominent literary, social, cultural, and existential issues expressed in their works. These works are studied in the context of the major trends of European literature in the past two centuries. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

**Spanish 491, 492 — Third-Year Tutorial***Annually*

Eligible third-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

**Spanish 493, 494 — Fourth-Year Tutorial***Annually*

Eligible fourth-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

**Spanish 499 — Special Topics***Annually*

New offerings at the advanced (400) level in Hispanic linguistics, literature or culture. Topic varies with each separate offering. One unit.

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# Theatre

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Edward Isser, Ph.D., *Professor and Chair*

Lynn Kremer, M.F.A., *Professor*

Steve Vineberg, Ph.D., *Distinguished Professor of Arts and Humanities*

Barbara L. Craig, M.F.A., *Assistant Professor*

Scott Malia, Ph.D., *Assistant Professor*

Ni Suasthi Bandem, Ph.D., *Visiting Fellow in Balinese Music, Theatre and Dance*

Jimena G. Bermejo, B.F.A., *Lecturer, Dance*

Audra Carabetta, M.F.A., *Lecturer, Dance*

Kurt Hultgren, B.S., *Lecturer, Costume Design*

Kaela San Lee, M.Ed., *Lecturer, Dance*

The Department of Theatre offers a variety of complementary perspectives on performance. Our acting classes combine western and eastern techniques for training body and voice while teaching the student to interpret dramatic texts. We offer dramatic literature and theatre history courses to place those texts in historical and thematic contexts and focus on them as a medium for performance. We provide dance courses grounded in an understanding of dance history as well as technique and composition, and design courses that explore visual interpretations of texts in performance. Our directing classes locate performance as an intersection of all of these disciplines and train students to read texts on several levels at once. Additionally, we teach classes in film and tutorials in playwriting and screenwriting.

The fully equipped Fenwick Theatre houses the major productions of the department and dance concerts. A range of studio productions (directed by both faculty and students), workshops, and classes takes place in The Studio (O'Kane 481), The Pit (O'Kane 37), and the Dance Studio (O'Kane 28). Work on any department production is open to all Holy Cross students, faculty, and staff.

The Department of Theatre offers a major with a 12-course curriculum. The following courses are required: Theatre History 1, Basic Acting, Design and Technical Production, Voice in Acting 1, Shakespeare Through Performance, American Drama 1920 to Present, Modern Drama or Theatre History 2, and one semester of any dance course. Lab experience in Theatre Practicum, combining Theatre Practicum and Advanced Theatre Practicum, is required for three semesters. Depending on the student's interest in acting, directing, design, dramatic literature, theatre history, film or dance, electives are chosen from among the following: Scene Study, American Film, World Film, Film as Narrative, Selected American Stage and Film Artists, Political Theatre, Holocaust on Stage & Screen, Voice in Acting 2, Kamikaze Acting, Stage Combat, Audition Techniques, Scene Design, Lighting Design, Costume Design, Directing 1, Advanced Directing, Performance Recital, Performance for Audience, Dance Performance, Basic Dance, Ballet 1-2 and 3-4, Modern Dance 1-2 and 3-4, Jazz 1-2, Balinese Dance 1-2 and 3-4, and tutorials in production, film, playwriting, dance, directing, dramatic literature, or design.

Students wishing to specialize in design for theatre may create a major through the Center for Interdisciplinary and Special Studies (CISS) by drawing courses from the Departments of Theatre and Visual Arts, and other departments as appropriate to their interests. Students may also create a film studies minor through CISS.

The Holy Cross Department of Theatre is an accredited institutional member of the National Association of Schools of Theatre.

## Courses

### Theatre 101 — Basic Acting

*Fall, spring*

This course offers through classroom exercises, improvisations, and performance of scenes from plays an approach to understanding, appreciating, and practicing the art of acting and theatre. One unit.

### Theatre 110 — Theatre Practicum

*Fall, spring*

Weekly lab work introduces students to tools and techniques in costumes, scenery, properties, and lighting. Student participation in Department of Theatre major productions gives them the opportunity to put those

skills into practice. This course is taken pass/no pass as an overload and is required with enrollment in Basic Acting or Design and Technical Production. One-half unit.

### **Theatre 111 — Basic Dance**

*Fall, spring*

This is an introductory course for students with little or no dance experience. The course is a combination of studio and lecture/discussion. Students will learn proper alignment, basic positions, and dance combinations. Readings will cover the history of dance and the political and social changes that influence the creative process in the development of dance. Movement studies will be integrated with readings. One unit.

### **Theatre 125 — American Drama 1920 to Present**

*Alternate years*

American plays from the early work of Eugene O'Neill through that of contemporary dramatists are explored as theatre (through film and video) and as dramatic literature. This course looks at drama in historical and thematic contexts and as the expression of major American playwrights. One unit.

### **Theatre 127 — Design and Technical Production**

*Fall*

This class examines the arts and crafts required to mount a live theatrical production during the planning, preparation, and performance phases. It also explores the function and responsibilities of the design team. Class projects and enrollment in Theatre Practicum provide practical experience. One unit.

### **Theatre 128 — Political Theatre**

*Every third year*

This class examines theatre and film that espouse a specific political point of view or simply present political content. The works on the syllabus deal with war, revolution, oppression, gender, cultural issues, the Holocaust, and populism, among other topics. One unit.

### **Theatre 131 — Balinese Dance 1-2**

*Fall, spring*

Balinese Dance is a performance class that surveys the rich classical, contemporary, and folk traditions of music, mask, dance, and theatre from Bali, Indonesia. Hinduism plays a significant role in the performing arts of Bali and will be discussed in relationship to performance. Students rehearse and perform with Gamelan Gita Sari, the Holy Cross gamelan orchestra. This course can be taken for two semesters. One unit.

### **Theatre 140 — Holocaust on Stage and Screen**

*Alternate years*

This course uses dramatic literature and film to examine the Nazi policies of genocide that were initiated and enacted before and during World War II. Various representational strategies are analyzed and contrasted in an effort to gauge the relative effectiveness of artists to come to terms with these ineffable events. Issues examined include the relationship between a dramatic text and its historical model, the problem of transfiguration, the applicability of a structural model for organizing texts, documentary versus dramatic enactment, varying national viewpoints, the emergence of feminist and gay perspectives, and the problem of exploitation and revisionism. One unit.

### **Theatre 141 — Jazz Dance 1-2**

*Fall, spring*

This is a studio course open to students with less than six months of dance experience. The course focuses on technique and touches on aspects of jazz history and its relationship to music and social history. This course can be taken for two semesters. One unit.

### **Theatre 151 — Ballet 1-2**

*Fall, spring*

Beginning ballet technique is offered for those with less than six months of dance experience. The course emphasizes alignment, ballet positions and vocabulary, as well as the mastery of skills such as turning, jumping, and coordination. In addition to technique, the course introduces dance history and dance appreciation through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students depart from the ballet idiom and experiment with creating a personal movement vocabulary. This course can be taken for two semesters. One unit.

### **Theatre 160 — American Film**

*Annually*

This introductory course teaches the student how to read a movie. Films are presented by genre and conventional examples of each genre are paired with movies that play with, undercut, or expand the conventions. The syllabus includes American movies from 1930 to the present. One unit.

### **Theatre 161 — Theatre History 1: Classical to Romantic**

*Alternate years*

This course focuses on five periods in the history of western theatre: Classical Greek, Medieval, Renaissance, Neoclassical, and Romantic. Readings and viewings include plays by Aeschylus, Sophocles, Euripides, Shakespeare, Molière, Racine, and others. One unit.

**Theatre 162 — Theatre History 2: Modern and Contemporary***Alternate years*

This course studies modernist movements in western theatre: realism, expressionism, surrealism, epic theatre, symbolism, and theatre of the absurd. Readings include plays by Ibsen, Strindberg, Shaw, Chekhov, O'Neill, Dürrenmatt, Brecht, Williams, Pirandello, Beckett, and Guare. Viewings include films by Lang, Pabst, Scorsese, and Cocteau. One unit.

**Theatre 165 — World Film***Annually*

Like American Film, this is an introductory course that teaches the student how to read a movie. However, the content is exclusively non-American films, viewed thematically and historically, as well as in their cultural contexts. The syllabus typically includes films from France, Italy, England, Japan, Sweden, Ireland, Spain, Mexico, Germany, Canada, and other countries. One unit.

**Theatre 170 — Modern Drama***Alternate years*

This course surveys the major aesthetic movements of the last century, employing dramatic texts and theoretical writings to illustrate successive ideas. Movements such as naturalism, symbolism, expressionism, surrealism, and the absurd are examined through a close reading of works by Ibsen, Chekhov, Shaw, Wedekind, Pirandello, Brecht, Beckett, and others. One unit.

**Theatre 181 — Modern Dance 1-2***Fall, spring*

This is a basic introductory modern dance technique course for beginners or students with less than six months of dance experience. Students learn beginning modern dance exercises and movement combinations. The basic components of modern dance and its place in 20th-century art are examined. This course can be taken for two semesters. One unit.

**Theatre 190 — Stage Combat***Alternate years*

Stage Combat unites creativity and critical thinking in a course that investigates the uses and effects of representative violence in classical and contemporary plays. The course introduces both armed and unarmed techniques while developing an appreciation of the use of the human body to express the intentions of the characters and the ideas of the work through physical means. Specific attention is paid to how the physical action can heighten and support the text. One unit.

**Theatre 202 — Voice in Acting 1***Annually*

Students learn how to correct regionalisms, support the voice, and increase range in songs and dramatic texts. Healthy vocal production, flexibility, relaxation, and power are emphasized. Prerequisite: Theatre 101. One unit.

**Theatre 203 — Scene Study***Annually*

This is an intensive scene study class. Plays ranging in style from contemporary to Restoration are analyzed and performed. Physical and vocal exercises from Basic Acting and Voice in Acting are continued with the addition of period style work. Prerequisites: Theatre 101 and 202. One unit.

**Theatre 210 — Advanced Theatre Practicum***Fall, spring*

Students participate in Department of Theatre major productions through crew assignments in scenery and props, lighting, costumes, sound, and stage management. Schedule for the course is determined by the production schedule. This course is taken pass/no pass as an overload and may be taken multiple times. Theatre majors must take it twice. Prerequisite: Theatre 110. One-half unit.

**Theatre 227 — Scene Design***Alternate years in spring*

Principles of scenic design and script analysis are used to create an environment for the action of the play. Includes a historical survey of scenic design, theatre architecture, period style, drafting, and rendering techniques. Work on a set for a Fenwick Theatre production provides practical experience. One unit.

**Theatre 228 — Lighting Design***Alternate years in spring*

A study of the properties of light and the objectives of stage lighting in drama and dance, this course includes basic electricity and its control, lighting equipment, and drafting. Practical experience is obtained through designing and running a production. One unit.

**Theatre 230 — Costume Design***Every third year*

This course introduces students to the process of script and character analysis as it relates to costumes. It develops sketching and painting techniques, as well as research of Greek, Renaissance, and 18th- and 19th-century fashion. Prerequisites: Theatre 101 and either 161 or 162. One unit.

**Theatre 232 — Balinese Dance 3-4***Fall, spring*

Advanced Balinese Dance builds on the background and techniques covered in Balinese Dance 1-2. Students delve more deeply into the traditions of Bali and perform more advanced repertoire in a concert setting. Students may take this course for two semesters with the permission of the instructor, progressing to advanced repertoire of both traditional and contemporary Balinese dances, including solos. Prerequisite: Two semesters of Theatre 131. One unit.

**Theatre 240 — Directing 1***Fall*

This course introduces students to the craft and theory of theatrical production. Students function as autonomous artists-writers, dramaturgs, and directors, producing a series of dramatic pieces in a workshop environment. This practical work is augmented by extensive scholarly research that provides a theoretical underpinning. Emphasis is placed upon conceptualization, composition, blocking, textual analysis, and working with actors. Prerequisite: Theatre 101. One unit.

**Theatre 242 — Jazz Dance 3-4***Annually*

A studio course open to students with at least one year of previous dance experience. The course focuses on technique and touches on aspects of jazz history and its relationship to music and social history. This course can be taken for two semesters. Prerequisite: Two semesters of Theatre 141 or at least one year of dance experience. One unit.

**Theatre 252 — Ballet 3-4***Annually*

The class follows a traditional format, including barre, adagio, waltz, petit allegro, and grand allegro. In addition to technique, the course examines dance history and dance appreciation through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students depart from the ballet idiom and experiment with creating a personal movement vocabulary. Students may take this course for two semesters. Prerequisite: Two semesters of Theatre 151 or at least one year of dance experience. One unit.

**Theatre 263 — Selected American Stage and Film Artists***Every third year*

This advanced course is an intensive study of the work of two playwrights and/or filmmakers. The authors on the syllabus vary according to the current offerings of the Fenwick Theatre season and other considerations. By permission. One unit.

**Theatre 282 — Modern Dance 3-4***Fall, spring*

This is an intermediate-level modern dance technique class. Students explore the aesthetic of modern dance through modern dance exercises and combinations and by engaging in critical discussion of selected dance performances in class and on video. Students may take this course for two semesters, progressing to choreography and performance. Prerequisite: Two semesters of Theatre 181 or at least one year of dance experience. One unit.

**Theatre 302 — Voice in Acting 2***Every other year*

This is an advanced course for students who are eager to develop their natural voices in a healthy manner. It builds on the vocal technique theory and training presented in Voice in Acting 1. Topics to be covered include an anatomy and physiology review, voice-over and commercial work, duets, solos, high intensity speaking, and a mini-seminar on where to learn about dialects. Prerequisite: Theatre 202. One unit.

**Theatre 304 — Audition Techniques***Fall*

This advanced class focuses on monologues. Students prepare contrasting audition pieces that will be juried at the end of the semester. The course is for fourth-year students only. Prerequisites: Theatre 101, 202, 203, and 360. One unit.

**Theatre 340 — Advanced Directing***Spring*

This course explores advanced theories and practices of theatrical direction. The semester begins with a series of lectures that introduces the avant-garde ideas and practices of artists such as Grotowski, Beck, Chaikin, Serban, Wilson, Akalitis, Bogart, and Boal. Students are expected to put some of these ideas into action as they tackle a short classical piece (Greek or Elizabethan) and then mount a full-length one-act by a major figure of the modern theatre (e.g., Chekhov, Strindberg, O'Neill, Pirandello, Beckett). Prerequisite: Theatre 240. One unit.

**Theatre 360 — Shakespeare Through Performance***Spring*

Functioning as scholarly artists in a laboratory setting, students—working from both the Folio and modern editions—master the rudiments of Shakespearean performance, become acquainted with historical and contemporary staging conventions, investigate the notion of textual integrity, and explore dramaturgical issues. Particular emphasis is placed upon the desirability and/or need to subvert problematic texts through performance. Prerequisites: Theatre 101 and 202. One unit.

**Theatre 361 — Film as Narrative**

*Every third year*

This advanced course deals with narrative issues in film (point of view, time, structure, style, tone, adaptation). The syllabus includes American, British, French, Italian, Japanese and Scandinavian movies. By permission. One unit.

**Theatre 370 — Kamikaze Acting**

*Alternate years*

Students write, coach, design, and act in original work that they develop. Directors, actors, and theorists who stretch the limits of performance—stylistically, socially, or conceptually—serve as models for students. Prerequisites: Theatre 101 & 202. One unit.

**Theatre 400 — Tutorial/Theatre**

*Fall, spring*

Tutorials consist of directed study in selected theatre, dance, and film topics such as acting, directing, playwriting, literature, dance, stage management, set, costume, lighting and sound design, film, and screenwriting. By permission. One unit.

**Theatre 405 — Performance Recital**

*Fall, spring*

This course is designed for the individual needs of advanced acting students. Rehearsal and performance in a major production is the main basis of grading. Prerequisites: Theatre 101 and 203. By permission. One unit.

**Theatre 406 — Performance for Audience**

*Fall, spring*

Advanced acting work in a major role. Prerequisites: Theatre 101 and 203. By permission. One unit.

**Theatre 450 — Dance Performance**

*Fall, spring*

This course is designed for the individual needs of advanced students doing movement-based work. It requires rehearsal and performance of major dance segments in a mainstage production or a dance concert. Prerequisite: Any dance course. By permission. One unit.



# Visual Arts

Robert H. ParkeHarrison, M.F.A., *Professor*  
 Virginia C. Raguin, Ph.D., *Distinguished Professor of Humanities*  
 Michael L. Beatty, M.F.A., *Associate Professor*  
 John P. Reboli, S.J., Ph.D., *Associate Professor*  
 Cristi Rinklin, M.F.A., *Associate Professor*  
 Susan P. Schmidt, M.F.A., *Associate Professor and Chair*  
 David E. Karmon, Ph.D., *Assistant Professor*  
 David Gyscek, Ph.D., *Visiting Assistant Professor*  
 Gediminas Gasparavicius, Cand. Ph.D., *Visiting Instructor*  
 Rachelle Beaudoin, Ph.D., *Lecturer*  
 Amy W. Derry, Ph.D., *Lecturer*  
 Amanda Luyster, Ph.D., *Lecturer*

The study of visual arts is designed to be an integral part of the liberal arts curriculum at Holy Cross. Its aim is to increase student sensitivity to the visual arts, to refine the powers of critical analysis, and to provide the student with the means of creative expression. The rich resources of the surrounding area, especially the museums and architecture of Worcester and Boston, form an integral part of the curriculum and the department provides students with opportunities for internships in these cities. Tutorials are available with individual faculty to allow students to design courses suited to individual needs. The department sponsors numerous programs for gaining a broad understanding of the practice and study of the arts today: lectures and demonstrations by visiting artists and critics, student presentations of seminar research in open fora, and regular trips to Boston and New York galleries and museums. There are two divisions in the Visual Arts Department, art history and studio art. Students may major or minor in either art history or studio art. Students may also combine a major in one area with a minor in the other.

Art history reveals the past not simply through a review of data, but through a search for transcendent values that inform creative expression. The field is unusually open to interdisciplinary cooperation, relating in special ways to studies in history, literature, religion, and philosophy. The practice of art history provides both cognitive and discursive skills to probe past developments and confront those of the present. It empowers students to see differences yet discern common links that in a global, complex, culture, becomes a means of welcoming the diversity of the present.

The **art history major** requires a minimum of 10, a maximum of 14 courses. This includes: Introduction to the Visual Arts or Survey of Art, one studio course, and four courses distributed among the following five areas of the discipline: Ancient, Medieval, Renaissance/Baroque, Modern, Architectural History. The Concentration Seminar is for fourth-year students (mandatory for majors). Montserrat courses in Art History are accepted as the equivalent of Introduction to Visual Arts. Normally, it will be expected that the remaining three courses be taken as seminars offered by the Department of Visual Arts (History). Exceptions will be granted on an individual basis for students to substitute pertinent courses in other disciplines. Students may develop such sequences in consultation with their advisor after a written proposal has been reviewed and accepted by the Chair. Many art history majors choose Study Abroad as an integral part of their major, a decision enthusiastically supported and guided by the department.

The **art history minor** is available to students in any major, including the studio art major. The art history minor provides students with the opportunity to explore the history of visual images. The minor consists of six courses: The Introduction to the Visual Arts or Survey of Art History (required); three courses distributed among five areas of the discipline (Ancient, Medieval, Renaissance/Baroque, Modern, and Architectural Studies), and two additional electives chosen with the advice of the art history faculty. The Concentration Seminar is also available as an elective.

Studio art engages the student in the discipline of visual thinking, encouraging precise observation and creative invention, inspiring discussion and the development of flexible, innovative problem solving skills. The interested student and the aspiring artist study with practicing professionals to gain insight

into the creative process and complex paths to creating art in a contemporary context. Studio classes demand commitment on the part of participating students to broaden their vision and draw connections between the classroom and the outside world. From the introductory to the advanced level, classes are “hands on” emphasizing an experimental attitude towards materials and the acquisition of both technical and conceptual skills. The department encourages the active exhibition of student work. There are ongoing shows in The Ramp and Fenwick Hall galleries. The student run arts organization GESSO sponsors exhibits in the Hogan Campus Center. Students with extensive previous experience may be allowed to bypass either Fundamentals of Drawing or 3D Fundamentals with a portfolio review by a studio faculty member. In such cases, students may move directly into intermediate level courses.

The **studio art major** requires a minimum of 10, a maximum of 14 courses, beginning with Fundamentals of Drawing and 3D Fundamentals. One additional drawing course is required. Majors are required to take at least two sequential courses in a particular media, such as Sculpture 1 and 2. A combination of a level 1 course plus a Topics course in the same media may satisfy this requirement, such as Painting I and Topics: Visual Concepts of Painting. Two art history classes are required (Survey of Art and a course in the contemporary era are strongly recommended.) The remaining courses are selected from the areas of Drawing, Painting, Photography, Printmaking, Sculpture, and Digital Imaging, plus Special Topics courses. Studio art majors and minors are required to participate in the Majors and Minors Review.

During the senior year studio majors are required to take the Studio Concentration Seminar which focuses on the development of an individual body of work. Students are provided with a workspace in Millard Art Center. Studio Art Majors are required to take the fall semester (VAST 300) and are eligible for the spring semester (VAST 301). While both semesters are strongly recommended for the major, students will be admitted to the spring semester based on an evaluation of their work by studio art faculty. Only students taking the spring semester, Studio Concentration Seminar 2, will participate in the senior exhibition in Cantor Art Gallery.

The **studio art minor** requires a total of six courses including Fundamentals of Drawing and 3D Fundamentals plus one art history course. The remaining three elective courses may be chosen from Drawing, Painting, Photography, Sculpture, Printmaking and Digital Imaging, plus Special Topics Courses.

A **combined major and minor** in either of the Department’s two divisions (Art History major/ Studio Art minor or Studio Art major/ Art History minor) requires the completion of 16 courses. Ten in the major and six in the minor, following the individual requirements listed for the selected major and selected minor.

**Advanced Placement Credit:** Students with AP credit in Art History, Studio, and Drawing are awarded placement in the studio art curriculum. AP credit does not count toward the minimum number of courses required for the majors or minors.

## Visual Arts History

### *Introductory Courses*

#### **Visual Arts History 101 — Introduction to The Visual Arts**

*Fall, spring*

Fundamental, introductory course in art history and visual culture. Emphasis is on the acquisition of basic visual skills and an understanding of the major periods in the history of art. Exposure to works of art through the collections of The Worcester Art Museum is an integral part of the course. One unit.

#### **Visual Arts History 102 — Survey of Art: Renaissance to Modern Art**

*Fall, spring*

A cultural history of the major periods of western art since 1300: Renaissance, Baroque, Modern Art. Emphasis is on developments in painting, sculpture and architecture during these periods. Social and historical factors that influenced the art are also given attention. One unit.

#### **Visual Arts History 104 — Introduction to Islamic Art**

*Annually*

An introductory course exploring the art and architecture dating from the inception of Islam in seventh-century Arabia through the 16th and 17th centuries in Safavid Iran, Mughal India, and the territories ruled

by the Ottoman Turks. The religious, and social, cultural, and political significance of Islamic art is analyzed. One unit.

### **Visual Arts History 105 — Art of Africa and Americas**

*Alternate years*

An introductory course exploring the art of Africa and the Americas. Art is considered within its cultural context ( e.g., Benin, Yoruba, Maya, Aztec, Hopi) and within the larger contexts of imperialism, western and non-western ideologies, and practices of collection and exhibition. Deeper questions about the nature and function of art across cultures provide the focus for discussion. One unit.

### **Visual Arts History 111 — Survey of the History of Architecture**

*Annually*

The course will address the built environment in Europe and the Mediterranean from Antiquity to the mid-19th century. Emphasis will be on the economic and political motivations and ethical consequences of intervention of human decisions in the natural landscape. Who benefits; who loses? Throughout, we will also study the buildings of Holy Cross and the College's close neighbors to observe choices of building styles and the transformation of land. This is an introductory course suitable for students of all years and majors. One unit.

### **Visual Arts History 199 — Introductory Topics in Art History**

*Annually*

Topics courses explore various topics in the discipline and the subject and format vary from year to year. Taught by all professors. One unit.

## **Criticism and Themes**

### **Visual Arts History 136 — Narrative in Art and Film**

*Alternate years*

Introductory course to narrative structures in both film and the visual arts. Students view a wide variety of films: comedy, silent and drama, from foreign as well as American directors. Film theory is included. One unit.

## **Intermediate Courses**

Most intermediate courses presume Introduction to The Visual Arts or Survey of Art. This requirement may also be fulfilled, pending the discretion of the instructor, by experience acquired by personal study. Intermediate courses are divided into two types of inquiry: Historical Periods and Criticism and Themes.

## **Historical Periods**

### **Visual Arts History 204 — Medieval Art**

*Fall*

Deals with art from the fourth century and the era of Constantine, to the age of the great cathedrals in the 13th century. Architecture, manuscript illumination, stained glass, and sculpture are included. Receives both Arts and Religion Distribution requirements. One unit.

### **Visual Arts History 205 — Global Commerce in 15th-Century Italy**

*Annually*

Early modern Italy was a commercial hub for the western world, with trade networks radiating across the Mediterranean into Europe, Africa, and Asia. We will consider how conditions in this flourishing economic crossroads favored the development of the unprecedented artistic culture of the early Renaissance. (Formerly Early Renaissance Art.) One unit.

### **Visual Arts History 206 — Art & Antiquity in 16th-Century Italy**

*Annually*

From "the rediscovery of classical antiquity" in Rome and the outpouring of artistic energy known as the High Renaissance, we will move outward to investigate the role of art and architecture in shaping the political and cultural realignments that defined this critical turning point in European history. (Formerly High Renaissance Art.) One unit.

### **Visual Arts History 207 — Art, Science, & Power in the 17th-Century (formerly Baroque Art)**

*Annually*

This course explores the explosive artistic creativity of 17th-century Europe as a process shaped by complex political and economic dynamics as well as by scientific discoveries. We will consider how the emergence of Baroque art was tied to the incipient scientific revolution, as well as the constant need to reinforce rulership, status, and authority. One unit.

### **Visual Arts History 209 — 19th-Century Art**

*Fall*

Concentrates on the 19th century with emphasis on French developments, Neo-classicism, Romanticism, Realism, Impressionism, and Post Impressionism. Prerequisite: Permission of the instructor. One unit.

### **Visual Arts History 210 — 20th-Century Art**

*Spring*

Beginning with the development of Expressionism and Abstraction just before World War I, this course traces the development of modern ideas in painting and sculpture up to the present day. Prerequisite: Permission of the instructor. One unit.

### **Visual Arts History 240 — Modern Architecture**

*Alternate years*

Exploration of the major movements and architects of American modernism of the 20th century. Strong emphasis on critical reading, class discussion, and preparation of research projects and/or models. One unit.

## **Criticism and Themes**

### **Visual Arts History 230, 231 — Architectural Studies 2**

*Every third year*

These courses examine the history of architecture from pre-history to the present. Focus is on major monuments and developments in the history of architectural styles, building technology and urban planning. Both courses question the relationship between social, political and economic history and the internal progress of architecture as a phenomenon independent of historical context. Strong emphasis on critical reading, class discussions and preparation of one major research paper. One unit.

### **Visual Arts History 299 — Topics in Art History**

*Annually*

Special topics in art history, architecture and criticism are offered regularly by all professors. Responds to special interests evidenced by students, outgrowths of topics addressed in an intermediate course, or research interests of the faculty. Often interdisciplinary in nature and sometimes offered without prerequisites. Examples of recent Special Topics are: "Catholic Collecting: Catholic Reflection Outreach," "Art and Contemplative Practice," "Life and Death in 14th-Century Art," "The Power of Paint," "Contemporary Art and Architecture," "Building on Fragments," "Architecture, Space, and Time," "Designing the Built Environment." One unit.

## **Advanced Courses**

### **Visual Arts History 301 — Concentration Seminar**

*Fall*

Designed for majors, this course provides a critical examination of issues and methods in the literature of the history of art. Students also complete a capstone project, often concentrating on the collection of the Worcester Art Museum or other important local sites. Prerequisite: 4th-year majors. One unit.

### **Visual Arts History 420 — Tutorials**

*Annually*

Tutorials relate to all areas covered by Visual Arts History 200 courses. One unit each semester.

## **Visual Arts Studio**

### **Introductory Courses**

#### **Visual Arts Studio 101 — Fundamentals of Drawing**

*Fall, spring*

Formerly titled 2D Fundamentals. An exciting introduction to studio art through an exploration of drawing media. Slide talks, class critiques and discussions, and museum visits insure the beginning student of a solid introduction to the creative process. Taught by the studio staff and a prerequisite for all intermediate courses. One unit.

#### **Visual Arts Studio 102 — 3-D Fundamentals**

*Fall, spring*

For students who are interested in an introduction to the physical world of sculptural art. Students explore the basic tools, processes and approaches to 3-Dimensional art through wood, clay, wire, cloth and found objects. One unit.

#### **Visual Arts Studio 105 — Digital Art Studio 1**

*Fall, spring*

A hands-on introduction to digital art making processes on Macintosh computers. Generate and manipulate images and files within an artistic context. Think creatively, work digitally and examine the potential of digital art making as a new form of art. In addition to class projects and critiques in the media lab, students discuss contemporary artists who use the computer in their work. Prerequisite: One previous studio art course. One unit.

**Visual Arts Studio 199 — Introductory Topics in Studio Art***Annually*

Introductory Topics in Studio Art are offered by all professors. These courses explore special techniques or concepts outside the current course offerings. Recent courses have included “Painting and Photography: An Introduction,” and “Introduction to Sculpture Projects.” One unit.

**Intermediate Courses****Visual Arts Studio 200 — Painting 1***Fall, spring*

An introduction to the principles, methods, and materials of oil painting in both historical and contemporary contexts. Emphasis placed on developing an understanding of form and space in pictorial compositions, strengthening perceptual abilities, and increasing knowledge of the use of color as it pertains to painting. Supplemental readings and field trips provide further connection and investigations of the history and process of Painting. Prerequisite: Fundamentals of Drawing or previous drawing course. One unit.

**Visual Arts Studio 201 — Painting 2***Alternate years*

A continuation and expansion of the skills acquired in Painting 1. Students are introduced to a wider range of experimental painting methods using oil based media, and will be working in large as well as small scale formats. The context of painting in contemporary art will be heavily emphasized in this course. Prerequisite: Painting I. One unit.

**Visual Arts Studio 204 — Digital Art Studio 2***Spring*

An explanatory approach to the next level of using digital processes as a fine art medium. Building upon the skills learned in Digital Art Studio 1, students will examine the impact of digital processes on art and artists, research the work of artists who use digital process to produce art, and create computer-based artworks in formats ranging from large format digital prints to web-based art and digital objects. Pre-requisite: Digital Art Studio 1 or permission. One unit.

**Visual Arts Studio 205 — New Media***Alternate years*

New Media radically explores diverse and contemporary methods of digital production and output (including but not limited to computer graphics, computer animation, Internet art, and interactive technologies, on platforms ranging from computer monitors to projections, video game consoles to portable electronic devices), raising issues regarding the nature of the physical art object, the expanding role of emerging digital processes in artistic production, and the role new media art plays in the production and dissemination of contemporary artistic practice. Pre-requisite: Digital Art Studio 1. One unit.

**Visual Arts Studio 207 — Life Drawing***Fall*

Students work from the nude model each session. Emphasis is on a structural understanding of the figure and on expressive approach to drawing. Work in a range of media including charcoal, oil stick, acrylic paint and wash. In addition to class work, work on independent, personal projects in drawing. A prerequisite of Fundamentals of Drawing is required to register for this course. One unit.

**Visual Arts Studio 210 — Printmaking 1***Alternate years*

Printmaking is another form of drawing, with its own range of marks, textures and surfaces. This course introduces relief and intaglio printing. Starts with monotype, the painterly print, followed by etchings on copper plates. Students encouraged to explore printmaking as expressive medium. This course ends with an exchange of editioned prints between members of the class. Prerequisite: Any drawing course or Fundamentals of Drawing. One unit.

**Visual Arts Studio 213 — Book Projects***Spring*

Explores the tradition of handmade artists' books and more recent experimental book forms. How do images work together in a sequence? What kind of narrative can be created by blinding images and text into a book form? What are the possible physical forms for the book? In addition to making conventional and experimental books in the print studio, students make a digital book in the Millard Media Lab. Through readings and discussions, this course examines the emergence of the “artists' book” in the 1960's and the work of contemporary artists. Prerequisites: Fundamentals of Drawing or any drawing course. One unit.

**Visual Arts Studio 220 — Sculpture 1***Spring*

Sculpture 1 explores the elements of 3-Dimensional expression in projects of varied media. Students are exposed to sculptural issues via slide presentations on past and present works in sculpture. Class critiques allow students to refine both concepts and expression to create a personal synthesis. Prerequisite: 3D Fundamentals or permission from instructor. One unit.

**Visual Arts Studio 222 — Intermediate Drawing**

*Spring*

This course continues to build basic drawing skills and fosters the development of an individual drawing style. The content of Intermediate Drawing includes drawing from models, drawing in color, and other drawing forms such as collage and sequential drawing. Students are encouraged to explore new content in their work. Course includes readings, sketchbook work, and a visit to an exhibition. Prerequisite: Fundamentals of Drawing or Life Drawing, or by permission. One unit.

**Visual Arts Studio 230 — Photography 1**

*Fall, spring*

For students with a serious interest in the creative use of black and white photography. Teaches exposure controls, camera operation, and rudimentary film developing and printing. Continuous work and advancement is achieved through creative photography assignments and criticism. One unit.

**Visual Arts Studio 231 — Photography 2**

*Spring*

A more advanced course in the fundamentals of creative photography. Introduces principles of optics, cameras, lighting, films, photographic chemistry, and materials. Visits to museums and galleries in the Boston and Worcester are required. Continuous work and advancement through creative assignments in photographing, processing, printing and criticism. Prerequisite: Photography I. One unit.

**Visual Arts Studio 299 — Special Topics in Studio Art**

*Annually*

Special Topics in Studio Art are offered by all professors. These courses study special techniques or concepts outside the present course offerings, which respond to particular issues in current art. Recent Special Topics courses have included "Installation Art," "Photo Projects," "Digital Imaging in Studio Art" and "The Figure: Represented and Revealed." Prerequisite: Fundamentals of Drawing or 3D Fundamentals. One unit.

***Advanced Courses***

**Visual Arts Studio 300 — Studio Concentration Seminar 1**

*Fall*

Focuses on developing a "subject" or idea that can serve as the basis for a concise body of artwork reflecting the studio major's individual viewpoint and distinct aesthetic voice. In creating this body of work, students are challenged to take risks and experience both the discovery and failure that is the basis of the creative process. Each student has an individual space in Millard Art Center for intensive work. Students may work in any combination of media that serves their ideas. Critiques, trips, readings and discussion address the process of developing a body of work as well as issues of professionalism as an artist. Student work is evaluated at the end of fall semester for admission into the Studio Concentration Seminar II. Prerequisite: Permission of the instructor. One unit.

**Visual Arts Studio 301 — Studio Concentration Seminar 2**

*Spring*

The second semester of the Studio Concentration Seminar focuses on completing a cohesive body of work for the Senior Exhibition in the Cantor Art Gallery. In addition to producing and selecting work for the exhibition, students develop their artist's statements. Involvement in all aspects of mounting a professional exhibition including presentation of work, publicity, installation of the show and presentation of work to the College community. Prerequisite: Studio Concentration Seminar I and 4th-year majors. One unit.

**Visual Arts Studio 440 — Tutorials**

*Annually*

Tutorials relate to all areas covered by Visual Arts Studio 200 courses. One unit.

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# Admissions

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Holy Cross seeks students who are intellectually curious, appreciative of humanity's creative sense, and committed to the realization of each person's potential. Admission to Holy Cross is highly selective; therefore, the Admissions Committee gives preferential consideration to those candidates who have demonstrated their ability to perform well in a rigorous intellectual endeavor. Although there are no specific secondary-school subject requirements for admission, candidates are urged to complete the most challenging college-preparatory program available in their schools. A curriculum of this nature should emphasize study in English, mathematics, foreign language (ancient or modern), laboratory sciences, and social sciences. Variation from this preparation, however, may not necessarily disqualify a candidate for admission. Evidence of superior achievement in analytical reading and writing is of particular importance to the Admissions Committee.

Standardized test scores are an optional part of the Holy Cross admissions process. Students have the option to submit their scores if they believe the results present a fuller picture of their achievements and potential. Students who opt not to submit their scores are at no disadvantage in admissions decisions. International students whose first language is not English are still required to submit the Test of English as a Foreign Language (TOEFL).

Since Holy Cross seeks students who will contribute to the College both academically and personally, the Admissions Committee takes specific note of the individual talents and qualities of candidates as well as the extent of extracurricular involvement. Such information is conveyed to the Committee through recommendations from counselors and teachers, through an optional (but highly recommended) personal interview, and through the candidate's statements on the application.

The College limits the number of students accepted to the biology major and the premedical program. Candidates interested in these academic areas should indicate this preference at the time of submitting an application. Students are first evaluated for admission to the College and then for approval for these programs.

The deadline for filing an application is January 15. Candidates may file the Common Application (hard copy or online). Holy Cross does not require a Common Application supplement. Applicants will be notified of the Committee's decision in early April. Application for admission to Holy Cross is encouraged of all academically qualified candidates regardless of religious affiliation, race, sex, or national origin.

The College of the Holy Cross supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

## Campus Visits

Visitors are always welcome at Holy Cross and will find their time spent on campus to be most productive when the College is in session. Group information sessions are held on several Saturday mornings during the fall. These sessions include a presentation by a member of the Admissions staff, a discussion period, and a student-guided tour of the campus.

Visitors are invited to take guided tours of the campus, which are conducted by student volunteers, throughout the fall and spring semesters. Tours begin at the Admissions Office several times throughout the day. Day visits are available to high school seniors Monday-Friday while classes are in session. These visits can include a tour of the campus, as well as the opportunity to observe classes and to meet informally with our students and faculty members.

## **Interviews**

Personal interviews in the Admissions Office are scheduled Monday through Friday except during January, February and March. While not required, they are used in the evaluation of a candidate and, therefore, are highly recommended. We suggest that they be arranged well in advance. The deadline for on-campus interviews for students applying regular decision is December 29. For Early Decision candidates, the deadline is November 24. To arrange an interview please call the Admissions Office at 1-800-442-2421.

Alumni interviews are available in most metropolitan areas to applicants unable to interview on campus. To facilitate scheduling, please consult the Admissions section on the Holy Cross Web site ([www.holycross.edu](http://www.holycross.edu)). The deadline to request an alumni interview is December 1.

## **Early Decision**

To superior high school seniors who have selected Holy Cross as their first choice, the College offers an Early Decision Program. The Admissions Committee assumes that all students who apply under this program will accept an offer of admission, provided it includes adequate financial aid if such is needed. Students should file an Early Decision application by December 15. Decisions will be made on a rolling basis. Students will be notified of the decision approximately three to four weeks from receipt of all required credentials, including an Early Decision form. Early Decision candidates may file applications for regular admission to other colleges, but upon notification of acceptance to Holy Cross, all other applications must be withdrawn immediately and a validating, non-refundable tuition deposit of \$500 be submitted.

A personal interview on campus is recommended for all Early Decision candidates and should be arranged well in advance. Should the Admissions Committee be unable to grant acceptance, the application will either be denied or deferred for consideration in the regular pool. The candidate must then have an official transcript of seventh semester grades sent to the College.

## **Early Admission**

Through its program of Early Admission, the College will consider the application of superior high school juniors who have attained a high degree of personal maturity, fulfilled their graduation requirements and have the full support of their high school. A personal interview is required for students applying for Early Admission.

## **Transfer Students**

Each semester Holy Cross accepts a limited number of transfer students to the second- and third-year classes. Because of the competition, candidates for transfer must present evidence of strong academic achievement at the college level. The application deadline is November 1 for the spring semester and March 1 for the fall semester. A personal interview is highly recommended for all transfer candidates. Because of departmental limitations, transfer students are admitted to the biology major and the pre-medical program on a space-available basis.

## **First-Year Orientation**

A special program of orientation for new students is arranged by various campus offices and organizations prior to the start of classes in the fall. Information concerning the orientation program is forwarded to the students in late spring.



## **Further Information**

Inquiries concerning admissions should be addressed to:

Admissions Office

College of the Holy Cross

1 College Street

Worcester, MA 01610-2395

(508) 793-2443

1-800-442-2421

[www.holycross.edu](http://www.holycross.edu)

E-mail: [admissions@holycross.edu](mailto:admissions@holycross.edu)

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# Expenses

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Tuition	\$40,910
Leave of Absence Fee, each semester	30
Room and Board	11,270
Graduation Fee	150
Health Service Fee	300
Transcript	3
Student Activities Fee	278
Application Fee	60
Continuation Fee	500
Health Insurance	Optional Charge

## Acceptance Deposits

Candidates are usually notified of acceptance from January to April and are obliged to forward a non-refundable reservation deposit of \$500 by May 1. The amount deposited is credited toward the first semester bill.

## Property Damage Deposits

All students who wish to reserve a room on campus during the next academic year must signify their intent and pay a non-refundable property damage deposit of \$100. This deposit will be held as a damage deposit for the following academic year. Room damage will be assessed during the academic year. Charges in excess of or less than the deposit will be reflected on the student's bill. First year students will be billed for the deposit on their first bill of the academic year.

## Books and Personal Expenses

A fair estimate of the average personal and incidental expenses for the school year is \$900. Books and supplies average about \$700 for the year.

## Payment of Tuition Bills

Semester bills will be issued in July and December and are due and payable by the date indicated on each statement. Payment is to be made by check or money order, payable to the College of the Holy Cross, and sent to the Bursar, College of the Holy Cross, P.O. Box 3573, Boston, MA 02241-0573.

In accordance with regulations from the Commonwealth of Massachusetts, the College offers an optional group medical plan to all enrolled students. The charge for this insurance is automatically posted on the student's tuition bill. International students may not waive the College's health insurance charge. U.S. citizens living abroad may not waive the College's health insurance charge if their health coverage is with an insurance carrier based outside the United States or with a Foreign National Health Service program. The insurance may be waived upon completion of the online Health Insurance Waiver found at [http://holycross.edu/bursar/health\\_ins](http://holycross.edu/bursar/health_ins). The deadline for submission of the waiver is July 15. A new waiver must be completed each year. Upon receipt of the waiver, the premium charge will be removed.

The College offers a monthly installment payment plan through Tuition Management Systems (TMS). Information regarding this plan is sent to current as well as prospective students and is available through the Bursar's Office.

To avoid problems with student registration and a late payment fee, the semester bill is due and payable as specified on the tuition statement. Whenever necessary, the College will cooperate with parents in arranging for any loan plan. However, in those cases when a balance remains on a student's account and mutually agreed upon arrangements have not been made, the following late fee structure will be implemented:

Balances up to \$1,999.99 = \$50.00 late fee  
 Balances of \$2,000 - \$2,999 = \$100.00 late fee  
 Balances of \$3,000 - \$3,999 = \$150.00 late fee  
 Balances of \$4,000 - \$4,999 = \$200.00 late fee  
 Balances of \$5,000 and higher = \$250.00 late fee

The policy of the College of the Holy Cross allows for the withholding of transcripts and certifications of academic records from any person whose financial obligations to the College are due and/or unpaid. Delinquent accounts are referred to credit bureaus and a collection agency. If any overdue obligation is referred to an outside agency or to an attorney for collection efforts and/or legal suit, the debt is increased to cover all costs of collection, including interest, penalties, collection agency fees, courts costs, and attorney fees.

## Refunds of Tuition, Room, and Board

If a student withdraws during the semester, charges will be prorated if the student has been enrolled for less than or equal to 60 percent of the term. The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of days in the semester including weekends and holidays and excluding Fall Break, Thanksgiving break and Spring break. For example, there are 95 eligible calendar days in the 2010 Fall Semester. If a student withdraws on the 35th day in the semester, the student's charges and financial aid will be prorated to reflect that s/he was enrolled for 36.8 percent of the semester (35 divided by 95).

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal Perkins Loan, Federal Plus Loan, Federal Pell Grant, and Federal SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared.

After the 60 percent point, there will be no refund of tuition and fees. Room and board fees will be refunded after the 60 percent point only if the removal from campus is due to disciplinary action or medical hardship. Under these circumstances, refunds of room and board will be calculated on a weekly basis. All refunds are subject to assessment of an administrative fee.

The following items are not subject to the refund policy: Visual arts fees, medical insurance, computer installment payment plans, late fees, leave of absence fees, dormitory fines, parking fines, and library fines.

All refunds are calculated and issued from the Office of the Bursar. Federal regulations require that the final tuition statement of all withdrawing students be finalized no later than 30 days after the withdrawal date. Further information concerning the details of this refund policy may be obtained by contacting the Office of the Bursar.

## Credit Balances

If a student's tuition account is at a credit balance after receipt of all financial aid and TMS payments, the Bursar Office would be able to return excess funds upon receipt of a written request. A credit balance that is a result of a parent payment or a parent loan, (i.e. MEFA Loan or Plus Loan) will be refunded to the parent, or to the student with written permission from the parent. A credit balance that is a result of a scholarship or grant or a student loan, (i.e. Stafford Loan, Perkins Loan, Signature Loan, TERI Loan, CitiAssist Loan) will be refunded to the student, or the parent with written permission from the student.

## Policy Change

The charges made by the College are subject to change at any time by the formal action of the College administration.

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# Financial Aid

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The College of the Holy Cross supports a need-based financial aid policy that is representative of its academic and spiritual goals as a Jesuit, undergraduate, liberal arts college.

In 2010-2011, the College administered a total of more than \$48.1 million in need-based financial assistance to more than 1,753 students.

Financial need is the difference between the cost to attend Holy Cross and the amount, as determined through the financial aid application process, that a family is expected to provide towards the education of the student. Holy Cross uses the more conservative needs-analysis, Institutional Methodology, which is agreed upon by many members of the national College Scholarship Service Assembly, in order to determine eligibility for institutional financial aid. The approach of this analysis is rigorous but fair. However, it typically results in a determination of need for Holy Cross assistance that differs from the Federal Methodology determination of program eligibility used for allocation of federal Title IV funds. Some such federal assistance includes the Federal Stafford Loan Program, Federal Pell Grant, Federal College Work Study, and several other federal Title IV assistance programs. The Financial Aid Committee expects families to provide their share of support to the student from both income and assets. However, the Committee understands that the actual amount of help offered at any income level will vary according to special circumstances, savings, investments, medical bills, and educational costs of other children in undergraduate college. Families should likewise recognize that Holy Cross' financial aid program is aimed at making it financially possible to attend the College, not financially easy.

Financial aid packages are provided in the form of scholarships, loans, and employment, either singly or in combination. Except as otherwise noted, financial assistance is based on demonstrated need, academic promise, and fulfillment of the citizenship requirements for financial aid established by the federal government. A new application and evaluation of need are conducted for each candidate each school year before financial aid packages are renewed. The financial aid program at Holy Cross is generous and therefore all students, regardless of their socio-economic background, who would like to attend the College, are encouraged to apply and investigate all means of financial assistance.

## Required Application Materials

### *First-Year Students*

To be considered for need-based financial assistance at Holy Cross, a student must file both a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form. The CSS/Financial Aid PROFILE must be completed online at <http://www.collegeboard.com>. The FAFSA may be filed on-line at <http://www.fafsa.ed.gov> or a paper version maybe obtained from the high school in the late fall. For priority consideration for Holy Cross assistance, these documents must be submitted to the processing agencies by February 1. Application materials submitted after the priority filing deadline will be considered as time and fund availability allow. In order for our office to receive this information, both the FAFSA and the PROFILE must indicate that the College of the Holy Cross should receive a copy of the analysis report. Students who file only a FAFSA will be considered for only Federal Student Assistance. Additionally, complete, signed copies of actual federal tax forms including all schedules, W-2 wage statements, partnership tax returns, schedules and K1's, and S-corporation tax returns, schedules, and K1's be submitted for both the parent(s) and student to the HYPERLINK "<https://idoc.collegeboard.com/idoc/index.jsp>" College Board's Institutional Documentation Service (IDOC) by **February 15** in order to ensure correct income information is used to determine financial need. If these tax documents will not be available until a later date, they should be sent through the IDOC process to the College Scholarship Service as soon as they are available. Alternate documentation is required in instances where a tax form is not filed by either party.

Financial statements are required of both parents in cases where there is a separation or divorce. The non-custodial parent is required to submit a Noncustodial Parent's Statement. A Business/Farm Supplement is required in cases where the family operates or derives income from a business, corporation, or farm. These are special forms and they are provided by the College Scholarship Service (CSS) to families who have been determined to need them during the filing of their PROFILE data. The Noncustodial Parent's Statement is filed by the non-custodial parent directly with CSS. You will be advised during the filing of the Profile as to how the non-custodial parent should file this form with CSS.

## *Upperclass and Renewal Awards*

Holy Cross students must submit new application materials for each year that they wish to be considered for need-based, College-administered assistance. A renewal information packet will be mailed in January to each family that has received aid in the past year. Required application materials include the FAFSA and PROFILE (necessary if the student wishes to be considered for Holy Cross scholarship assistance), as well as signed copies of parent and student federal income tax forms including all schedules and W-2 forms for the immediately preceding tax year. Additionally, the Noncustodial Parent's Statement and/or the Business/Farm Supplement may be required. The priority filing deadline for Upperclass and Renewal financial aid application materials is April 15. New awards to upper-class students are based on demonstrated need for assistance as determined by the College as well as the availability of funds. It is the responsibility of the student financial aid applicant to ensure that all the necessary documents are in the hands of the Financial Aid Committee in time for processing of awards. Notifications of renewal are usually mailed the last week in June, and notifications of awards in the case of a new request are made by August 15.

## *Scholarships*

Each year, more than 380 first-year students are awarded Holy Cross Scholarships with stipends ranging from \$500 to more than \$40,910, depending on financial need. There are also a limited number of Holy Cross Merit-Based Scholarships available to students; however, eligibility for these awards is determined by the Admissions Committee based on superior achievement in secondary school. Each student applicant is considered for all awards for which he or she may be eligible, including many endowed and restricted scholarships. In general, scholarship assistance will be renewed each year provided the student continues to demonstrate need for such assistance. However, need-based awards will be adjusted in accordance with college renewal policy for upper-class students or if a family's resources and financial strength change significantly. **The receipt of Holy Cross Scholarship assistance is limited to 8 academic semesters.**

Many students will receive scholarship assistance from corporations, foundations, civic groups, parent and school associations, and service clubs, in addition to awards made from College funds. Every student who is interested in financial help should be alert for information about any outside scholarship aid for which independent applications must be submitted.

The Financial Aid Committee at Holy Cross expects students who are residents of Connecticut, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island or Vermont to apply to the scholarship program in their home state. Application information is available either in high school guidance offices or the appropriate state agency listed below. Each state scholarship program has its own deadline for applications; it is advisable to determine the application deadline and to make application early in the academic year.

### *Connecticut*

Capitol Scholarship Program  
Department of Higher Education  
61 Woodland St.  
Hartford, CT 06105-2326  
[www.ctdhe.org](http://www.ctdhe.org)

### ***Maine***

Finance Authority of Maine  
5 Community Drive  
P.O. Box 949  
Augusta, ME 04332-0949  
[www.famemaine.com](http://www.famemaine.com)

### ***Massachusetts***

Commonwealth of Massachusetts Office of Student Financial Assistance  
330 Stuart St.  
Suite 304  
Boston, MA 02116-5292  
[www.massosfa.org](http://www.massosfa.org)

### ***New Hampshire***

State of New Hampshire Post Secondary Education Commission  
2 Industrial Park Dr.  
Concord, NH 03301-8512  
[www.nhheaf.org](http://www.nhheaf.org)

### ***Pennsylvania***

Higher Education Assistance Agency  
1200 North Seventh St.  
Harrisburg, PA 17102-1444  
[www.pheaa.org](http://www.pheaa.org)

### ***Rhode Island***

Rhode Island Higher Education Assistance Authority  
Scholarships and Grants Division  
560 Jefferson Blvd.  
Warwick, RI 02886  
[www.riheaa.org](http://www.riheaa.org)

### ***Vermont***

Vermont Student Assistance Corporation  
Champlain Mill  
P. O. Box 2000  
Winooski, VT 05404  
[www.vsaac.org](http://www.vsaac.org)

## **Grants**

### ***Pell Grants***

The Federal Pell Grant Program provides grants directly from the Federal Government in amounts ranging from \$555 to \$5,550 for the 2011-2012 academic year. Students may or may not be eligible for this program, depending upon eligibility criteria as well as family financial circumstances. This is the largest federal student assistance program, and all financial aid applicants are required to process a federal Pell Grant application (FAFSA) as a requirement of applying for other assistance at Holy Cross.

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

This is a limited federal grant program for students of exceptional financial need who without the grant would be unable to continue their education. Students who are eligible for Pell Grants will receive priority consideration for this program. The Financial Aid Director is responsible for selecting eligible students in this program as well as determining the amount of the SEOG award.

## **Loans**

### ***The Federal Direct Stafford Student Loan***

The Federal Direct Stafford Loan is a low-interest, long-term educational loan available to students. Loan capital is supplied directly by the federal government. The federal government also serves as the guarantor. There are two different forms of this loan: the **Federal Direct Subsidized Stafford Loan** and the **Federal Direct Unsubsidized Stafford Loan**. Borrowers of the Federal Direct Subsidized Stafford Loan do not have to pay the interest that accrues on this loan while they are in school; instead, the federal government forgives the interest on this portion of the loan. Borrowers of the Federal Direct Unsubsidized Stafford Loan are assessed interest on the loan from the time the loan funds are disbursed. The interest may be deferred and capitalized. For the 2011-2012 academic year, the interest rate on the subsidized version of the Stafford Loan will be a fixed rate of 3.4 percent and the interest rate on the unsubsidized version of the of the Stafford Loan will be a fixed rate of 6.8 percent. The government charges a net  $\frac{1}{2}$  percent origination fee and interest rebate on the total amount of the Federal Direct Stafford Loan. The loan proceeds will be disbursed directly to the student's account, less the  $\frac{1}{2}$  percent fee, in two equal amounts one payment for each half of the loan period. Repayment of the principal of the loan is deferred while a student is enrolled in school at least half time. Once a student ceases at least half-time enrollment, he or she enters a grace period of six months. Repayment begins at the conclusion of the grace period.

First-time borrowers of the Federal Direct Stafford Loan must obtain and complete the required multiyear Master Promissory Note, as well as an entrance interview and any supplemental loan forms, at the beginning of their entering semester upon receipt of correspondence from the Financial Aid Office. Loan funds will be tentatively credited to the billing statement pending the completion of the above documents. Anticipated credits on the student's account will be canceled if all required forms are not completed.

The maximum amount of loan under this program is \$3,500 in the first year, \$4,500 for the second, and \$5,500 for students who have completed two years of study. Students are also eligible to borrow an additional \$2,000 in unsubsidized loan funds for each of their four academic years. For a maximum borrowing capacity of \$23,000 in subsidized funds and \$31,000 in total funds borrowed for an undergraduate education.

### ***Federal Perkins Loan***

Holy Cross administers a limited number of loans under the authority of this Federal program. All Perkins Loans are subsidized while the student borrower is enrolled at least half-time. These loans carry an interest rate of 5 percent simple interest for loans in repayment. Repayment and deferment provisions are similar to the Federal Stafford Program, which is described above. A student may borrow up to \$16,000 over four years at Holy Cross in the Federal Perkins Loan program. Up to 10 years may be allowed to repay a Perkins Loan, and a typical repayment obligation where a student has borrowed \$6,000 would be \$64 per month for 120 months at 5 percent.

Because of the limited amount of funds in the Perkins Loan program, priority for loans from this source of assistance will be extended to students who are determined by the College to be most in need of this loan.

## ***Financing Options***

Upon determining the total cost of your son or daughter's Holy Cross education, you should consider that any significant expense is best funded with a combination of income from the past, present, and future. Income from the past that has been earmarked for education should be the first source you draw upon for payment of the bill. Other savings and investments should also be considered, although not entirely exhausted. Present income should be the next source from which you draw upon. If you cannot pay the final balance due at the beginning of each semester, but can set aside a certain amount of money from monthly income to pay the bill, you may wish to consider the 10-month payment plan. If upon combining your savings and current earnings you are still unable to cover the charges due for each semester, you may want to consider financing your son or daughter's educational costs with an educational or commercial loan.

### ***Federal Direct Parent Loans for Undergraduate Students (PLUS)***

PLUS is a federal loan program through which parent borrowers, who have no adverse credit history, may borrow up to the total cost of education minus other financial aid offered to the student. There is no application fee; however a 4 percent origination fee is deducted from the loan proceeds before the funds are forwarded to the school, half in each semester. Some borrowers may qualify for a 1.5 percent rebate of the origination fee. The rate of interest is fixed set at 7.9 percent as of July 1, 2011. The repayment options that parents can elect range from entering immediate repayment to deferring repayment of the interest and principle until after the student graduates or ceases to be enrolled at least half time.

Because eligibility is based on borrower credit history, you cannot use the PLUS toward your tuition bill until the College has received 1) your completed application and 2) credit approval from the federal servicer.

## ***Additional Financing Options***

Most Holy Cross families use a combination of a 10-month payment plan, offered through Tuition Management Services (TMS) and various family alternative loan programs, including but not limited to the Federal Direct PLUS Loan. Beyond the Federal Direct PLUS Loan there are a number of credit-based loans that provide supplemental assistance to students and families to help pay direct and indirect educational expenses. Approval for these loans is not dependent on calculated need. The applicant and/or co-applicant must meet credit and other eligibility requirements. If, after seeking eligibility for federal student and parents loans, you determine that you must borrow additional funds through an alternative private loan, it is suggested that you first check for State-sponsored loans. Otherwise, it is highly recommended that you very carefully research private lenders for all rates and fees. We direct our families to <http://www.finaid.org/loans/privatestudentloans.phtml> for their research. When it comes to borrowing for an education, families need to have the confidence that they are making the best decisions. That starts with an understanding that there is no one-size-fits-all loan; the unique needs of each family dictate the best option. The terms of most concern to families are interest rate, origination fees, frequency of interest capitalization, and total cost of borrowing.

## ***Employment***

As part of their financial aid package, some students may be awarded a work-study authorization. The Federal College Work-Study Program (FCWSP) provides funds for Holy Cross to subsidize hourly wages of students who demonstrate need for assistance in meeting their educational expenses. Eligible students who are tendered employment have the opportunity to earn up to \$1,800 during the first academic year. First-year students should not count on earning any substantial sum through employment on campus if their financial aid award does not contain an authorization for FCWSP or if the number of eligible students restricts placements of all students who are eligible for work study.

Wages are based on an hourly rate and are paid directly to the student each week. There are miscellaneous jobs in the Worcester community, and interested students should contact Human Resources for additional information regarding such opportunities.



## ***ROTC Scholarships and Stipends***

The Navy ROTC program offers full and partial tuition scholarships to selected cadets and midshipmen. A full four-year NROTC scholarship student attending Holy Cross receives a tax-free stipend of \$150 per month as well as a Holy Cross NROTC Scholarship Incentive Grant, which is equal to standard room charges each year. The NROTC Incentive Grant is applicable toward only on-campus room charges. Additional information can be obtained by contacting the Naval ROTC office on campus.

Army and Air Force ROTC are offered at Worcester Polytechnic Institute and, through the Worcester Consortium, Holy Cross students may enroll in one of those programs. Students receiving full, four-year AROTC and AFROTC Scholarships are also eligible to receive the Holy Cross ROTC Incentive Grant, which is equal to standard room charges each year. As with the NROTC Incentive Grant, AROTC and AFROTC Incentive Grants are only applicable toward on-campus room charges. Additional information regarding these programs is available by contacting the Professor of Military Science or Professor of Aerospace Studies, Worcester Polytechnic Institute, Worcester, MA 01609.

## ***Additional Information***

Answers to questions not found here or to other specific inquiries regarding the financial aid program will be provided by the Financial Aid Staff. Please address correspondence to:

Financial Aid Office  
College of the Holy Cross  
1 College Street  
Worcester, MA 01610-2395  
Phone (508) 793-2265  
Fax (508) 793-2527  
Email: [financialaid@holycross.edu](mailto:financialaid@holycross.edu)

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# Holy Cross Scholarships

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## General

The financial aid program at Holy Cross has been established to assist students who would otherwise not be able to attend the College due to financial restrictions. In addition to the endowed scholarships and restricted awards listed below, the College sets aside substantial funds from its annual operating income to assist worthy candidates in meeting their educational expenses. With the exception of merit scholarships, all students who apply for need-based Holy Cross scholarship assistance will be considered for all endowed scholarships whose criteria they meet.

## *Endowed Scholarships*

**Martha and Peter Adams Scholarship:** Established in 1984 by a gift from George S. and Peter E. Adams, Jr. in memory of their parents, Martha and Peter Adams.

**The George I. Alden Scholarship:** Established in 1993 by a grant from the George I. Alden Trust. Income restricted to financial aid for students in the physical sciences.

**The Governor Ames Scholarship:** Established in 1887 by Governor Oliver Ames.

**The Benjamin and Catherine M. Andrews Scholarship Fund:** Established in September 1984 by a bequest from the estate of Catherine M. Andrews.

**Anonymous:** Established in 1966 by an anonymous donor. Income to be used for scholarships to be awarded at the discretion of the President of the College.

**Julia Maria Baker Scholarship:** Established in 1944 by a bequest of Philip Hope Baker in memory of his mother, to provide scholarships for adopted children.

**John J. Barry Scholarship Fund:** Established in 1963 by a gift of Margaret Barry in memory of her husband John J. Barry '10. Preference will be given to a student with an interest in baseball.

**The James E. Batchelder Scholarship:** Established in 1989 by a bequest from James E. Batchelder '62. Income for graduates of St. John's Preparatory School in Danvers, Mass.

**Kathleen A. Bates '79 Scholarship Fund:** Established in 2005 by an anonymous donor in memory of Kathleen A. Bates '79.

**The Eugene A. Bickford Scholarship:** Established in 1932, from the estate of Mrs. Mary A. Magenis of Brookline, Mass., in memory of her brother, the late Eugene A. Bickford '96. The annual income to provide for the education of a deserving student under such conditions and regulations as imposed by the faculty of the College.

**The Elizabeth L. Billington and Catherine Conlon Memorial Fund:** Established in 1972 by a bequest from the estate of Elizabeth L. Billington to grant scholarship assistance to deserving students attending Holy Cross College in such amounts and in such times as the Trustees in their discretion shall deem advisable.

**Edward J. Brennan, Jr. Memorial Scholarship:** Established in 2001 in memory of Edward J. Brennan, Jr. to aid students who are talented, ambitious and hard-working from Berkshire County, Massachusetts; Franklin County, Massachusetts; Hampshire County, Massachusetts or Hampden County, Massachusetts.

**The James F. and Margaret A. Bresnahan Scholarship Fund:** Established in 1965 in memory of James F. and Margaret A. Bresnahan to aid students from the Diocese of Springfield, Mass.

**The Anne M. Brogan Scholarship:** Established in 1981 by John P. Brogan '66 in honor of his mother.

**The Rev. John E. Brooks, S.J., Music Scholarship:** Established in 1994 in honor of Father Brooks '49 to provide scholarships for music department students.

- The Rev. John E. Brooks, S.J., Scholarship:** Established in 1980 by Michael W. McCarthy, a 1960 Honorary Degree recipient, in honor of Father Brooks.
- The John E. and Mildred E. Brooks Scholarship:** Established in 1990 by Trustees to honor the memory of Father Brooks' parents.
- The Raymond I. Bruttomesso '56 Scholarship:** Established through a gift from Raymond I. Bruttomesso '56. Income to be used for deserving students, with first priority for students from Torrington, Conn., second priority to students from Litchfield County, Conn., and third priority to students from the State of Connecticut.
- The Francis K. Buckley Scholarship:** Established through a gift from Francis K. Buckley '35.
- The Rev. Charles E. Burke Scholarship:** Established in 1895. Appointment to be made from residents of St. Francis Parish, North Adams, Mass.
- The James M. Burke Scholarship:** Established in 1950 from the estate of William H. Burke. The beneficiary is to be selected by the Trustees of the College.
- Captain John J. Burke Scholarship Fund:** Founded and augmented by gifts in memory of Captain John J. Burke, USMC '65. Income to be awarded to a student in the NROTC Program.
- The Margaret R. Burke Scholarship:** Established in 1979 by Edmund J. Burke '24 in memory of his mother, to provide financial assistance to sons or daughters of widowed mothers.
- Burke Family Scholarship Fund:** Established in 2003 by a gift from Richard F. Burke '57 for graduates of the Nativity-style Mission School in Brooklyn, NY- "Brooklyn Jesuit Prep."
- The Constance and George Cahill Music Scholarship:** Established with a gift from George Cahill '49. Income to be used for ambitious and hardworking students in need of financial assistance and majoring in Music.
- The Dr. and Mrs. Harry P. Cahill Scholarship:** Established in 1963, from a Trust Fund established by Dr. Harry P. Cahill and the estate of his wife, Anne R. Cahill.
- The John F. Cairns '36 and Mary M. Cairns Scholarship:** Established in 2003 by a bequest from the estate of John F. Cairns '36.
- The Rev. Robert J. Cairns Memorial Fund:** Established in 1953 by bequest from the estate of Alfred F. Finneran for scholarship aid to students.
- The Louis Calder Foundation Scholarship:** Established in 1993 by a challenge grant from the Louis Calder Foundation to provide a permanent non-athletic scholarship fund for qualified students from the City of New York.
- The Thomas Callaghan Scholarship:** Established in 1914 by the late Thomas Callaghan of Leicester, Mass., limited to residents of Worcester County, preference to be given to those preparing for the priesthood.
- Bridget Carney Scholarship Fund:** Established in 1972 by Dr. James I. Kearney in memory of his mother, Bridget Carney. The income from the fund is to provide aid to students whose parents were parishioners of St. Ignatius Roman Catholic Church, Kingston, Pa.
- The Honorable James Bernard Carroll Scholarship:** Established in 1939 by Mrs. James Bernard Carroll as a memorial to her husband, the late Justice Bernard Carroll, of the Class of 1878. Restricted to graduates of St. Michael's Cathedral High School, Springfield, Mass. Selection to be made by the President of Holy Cross College and the Reverend Rector of St. Michael's Cathedral, Springfield, on candidate's character, scholarship and extracurricular achievements.
- The Catherine McPherson Carson Scholarship Fund:** Established in 1962 by Dr. Alexander F. Carson '19, for the purpose of furnishing scholarships to qualified students selected by the President of the College.
- The Carusi Family Scholarship:** Established in 2008 by Bruce J. Carusi '74 to provide financial support for students in need.

- The Martin W. Caveney, M.D. '08 Scholarship:** A merit scholarship established by a bequest from Kathryn L. Caveney.
- Challenger Memorial Scholarship:** Established in 1986 by Jacob Hiatt, D.H. '73, in memory of the crew of the space shuttle Challenger.
- John P. Chiota, Jr. Scholarship Fund:** Established by his wife and family in memory of John P. Chiota, Jr. '31. Preference given to graduates of Fairfield Preparatory School.
- Class of 1949 Rev. John E. Brooks, S.J. Scholarship:** Established in 2009 through gifts from the class of 1949 in honor of their 60th reunion.
- Class of 1951 Scholarship:** Gifts of members of the Class of 1951 to the Development Fund to be used to establish a scholarship. Started in honor of the Class of 51's 50th Reunion.
- Class of 1955 Scholarship in Honor of Joseph J. Reilly '55:** Established by gifts from the Class of 1955 on the occasion of their 50th Reunion to honor their classmate, Joseph J. Reilly '55.
- Class of 1963 Scholarship:** Gifts of members of the Class of 1963 to the Development Fund to be used to establish a scholarship.
- Class of 1964 Scholarship:** Gifts of members of the Class of 1964 to the Development Fund to be used to establish a scholarship.
- William L. and Hazel B. Clifford Scholarship:** Established in 1966.
- The Frank D. Comerford Scholarship Fund:** Established by Archibald R. Graustein in 1959.
- The Charles F. and Dorothy T. Conlon Scholarship:** Established in 1997 from the estate of Dorothy T. Conlon.
- The Connecticut Valley Alumni Scholarship:** Established in 1912 by the Alumni of Connecticut Valley.
- William A. Connell, Jr. '48 Financial Aid Fund:** Established in 2003 by the friends of William A. Connell, Jr. '48 on the occasion of his 80th birthday. The Fund supports the College's general financial aid budget.
- The Maurice Connor Memorial Scholarship:** Established in 1929 by Mr. John T. Connor in memory of his brother, Maurice. The intention of the donor is to provide for one student; board, room, tuition and fee charges, as far as the income will provide them. The single beneficiary is to be chosen by the pastor of St. Mary's Church, Westfield, Mass.
- The Monsignor George S.L. Connor Scholarship:** Established in 1955, by gift of the late Msgr. George S.L. Connor '07. Selection to be made by the President of the College who shall give first preference to an applicant who is a member of Holy Name Parish in Springfield, Mass. If no such eligible candidate applies, then such a candidate who graduates from Cathedral High School shall be considered; if none such, then any application from the Springfield high schools.
- The Rev. Edward T. Connors Memorial Scholarship:** Established in 1986 by friends and family in memory of Rev. Edward T. Connors '27 with preference for students interested in the priesthood, public service or military service.
- Michael Coogan Scholarship Fund:** Established in 1969 by a bequest from the estate of Adeline V. Callahan to educate a student or students who are residents of Millbury, Mass., and who intend to enter the priesthood.
- Thomas and Mary A. Corrigan Scholarship:** Established in 1972 by a bequest of Henry J.C. Corrigan.
- The Myles F. Costello '20 Scholarship Fund:** Established by James C. Stokes '66 for students in financial need.
- The Thomas Costello and Anna Costello Scholarship:** Established in 1947, by bequest of Susan A. Costello in memory of her parents and by a bequest from the estate of Fanny Goodwin Hobbs. Income to be used to aid a student who lacks sufficient financial means for his education and who has expressed the intention of entering the priesthood.

- The James J. Courtney '70 Family Scholarship:** Established in 1998 by Mary Jo and Langan Courtney in memory of James, Paul, Jimmy and Jenny Anne Courtney. Preference in awarding the scholarship shall be for students who have lost a parent or who have been separated from both birth parents and raised in an adoptive home.
- The Crowley Family Memorial Scholarships:** Established in 1947, by bequest of Miss Bridget T. Crowley of Springfield, Mass. Beneficiary to be selected by competitive examination and is open to students of the parochial and public high schools of Springfield, Mass.
- The Crusader Council Knights of Columbus Scholarship:** Established in 1963, by a gift toward a scholarship in honor of Rev. Joseph F. Busam, S.J., and in gratitude for his many years of service as Chaplain of Crusader Council, No. 2706, this scholarship was extended with another gift on the 75th Anniversary of the Council in 2004 to acknowledge the service of other Jesuits (Edmund K. Cheney, Charles B. Connolly, Patrick J. Cummings, Charles J. Dunn, Robert F. Healey, Vincent A. Lapomarda, William J. O'Halloran, and John D. Wheeler) to the same Council.
- The George D. and Katherine L. Curry Scholarship:** Established in 1993 to aid students in memory of Mr. and Mrs. George D. Curry.
- The Right Rev. Monsignor Daniel F. Curtin Scholarship:** Established in 1921 by the Rt. Rev. Monsignor Daniel F. Curtin, Glens Falls, N.Y., to be appointed by the pastor of St. Mary's Church, Glens Falls, N.Y.
- The Emmett and Regina Daly Family Scholarship:** Established in 2005 by Emmett '82 and Regina Hasson Daly '87. Income will be awarded to applicants from St. Vincent Academy (Newark, NJ). St. Vincent is a member institution of the Student/Partner Alliance (SPA), an organization founded to improve educational opportunities for students from Newark and Jersey City. Second preference for awarding this scholarship will be to the graduates of one of the nine other SPA schools.
- Charles A. Dana Scholarship:** Established in 1982 by a challenge grant from the Charles A. Dana Foundation. Income to be used for students of sound academic ability who have the potential for or have demonstrated desired qualities of character and leadership. Dana Scholars receive stipends based upon financial need ranging from an honorarium up to the amount of tuition.
- The Dante Family Scholarship:** Established by William Michael Dante '57 in memory of his father, Lee Fischer Dante '33 and his uncle, John Henry Dante '36, to provide need-based scholarship assistance.
- The Robert F. and Darryln P. Danahy Scholarship:** Established by a gift from Darryln P. and Robert F. Danahy '55.
- The John David Dawson Fund in honor of Dr. Roger Paul Dawson '07:** Established in 2001 by the Trust Estate of John David Dawson. Income is to be used to provide scholarship aid to premedical students.
- The Martha H., Anthony P., and Mary Ann DeBaggis Scholarship:** Established by a bequest from the estate of Henry F. DeBaggis '37. Preference will be given to students from inner city high schools or from Catholic high schools who are ranked at the top of their high school class and who have demonstrated significant financial need.
- The Denzler Charitable Trust Scholarship Fund:** Established with a gift from the Herman and Henrietta Denzler Charitable Trust.
- Dr. and Mrs. Carl J. DePrizio Scholarship:** Established in 1959. Income to be used for an award to a deserving student in sciences.
- The Kenneth R. Desmarais Memorial Scholarship:** Established in 1989 by family, classmates and friends to honor Kenneth R. Desmarais '61. Income to be used for a student athlete who has demonstrated leadership qualities.

**The Daniel T. Devine Scholarship:** Established in 1945, from the estate of Mary F. Devine in memory of her brother, Rev. Daniel T. Devine. To be awarded as a result of competitive examination to the member of the graduating class of St. Mary's Parochial School, Milford, Mass., who has attended said high school for four years and who has been a member of St. Mary's Parish through his high school course.

**Diocese of Worcester Scholarship:** Established by the Most Rev. Bernard J. Flanagan, D.D., '28, Bishop of Worcester, the income of which is to be utilized for increased student aid.

**Daniel F. Doherty Scholarship Fund:** Established in 1969 by a bequest from the late Alice Dillon Doherty, in memory of her husband, Daniel F. Doherty (LL.D. '26). Income to be used for aiding students who are residents of Westfield, Mass.

**John T. Dolan '52 Scholarship Fund:** Established by a gift from John '52 and Madeline Dolan, John F.X. Dolan '83. This scholarship is to be given to a male student from St. Benedict's Prep School (Newark, NJ), or a male/female student who is a Holy Cross legacy through a parent, grandparent, or great grandparent.

**The Monsignor Joseph P. Donelan Scholarship Fund:** Established in 1996 in memory of Msgr. Joseph P. Donelan '34 by his nephew, Joseph P. Donelan II '72. Income will be awarded to students from single-parent homes, students of immigrant parents or students of parents who are educators.

**The James F. Donnelly '99 Scholarship:** Established in 1956, by a gift from the Sylvan Oestreicher Foundation.

**James P. Doran and Loretta K. Doran Fund:** Established in 1985 by a bequest from the estate of Loretta K. Doran.

**Michael J. & Joanna F. Daley Driscoll Scholarship Fund:** Established in 1986 by a bequest from the estate of Rev. Frederick G.M. Driscoll '19, in memory of his parents.

**The Bertha and Bill Dubois Memorial Scholarship:** Established in 2003 by Earl W. DuBois '48 to provide scholarship assistance to students based upon their financial needs with preference to students majoring in physics.

**The Charles Leo Dubois Scholarship Fund:** Established in 1980 by a bequest from the estate of Charles L. Dubois '34, in memory of his parents, Charles Leon Dubois and Mary Ellen Dubois. The annual income is to be used to aid some student or students, preferably fourth-year students, in continuing or completing their college work.

**The Rev. Stephen Duffy, S.J., Scholarship:** Established in 1989 to provide full tuition scholarship annually to a fourth-year student graduating from Regis High School.

**The Richard E. Duhaime Scholarship:** Established in 1987 by a bequest from Richard E. Duhaime '47.

**Ann Halleron '87 and William A. Eagan III, '77 Scholarship:** Established by Ann Halleron '87 and William A. Eagan III, '77 for preference to students who attended and are graduating from a Catholic high school in the New York City area such as Regis.

**The William A. Eagan, Jr. '49 Family Scholarship Fund:** Established in 2003 by Constance A. Eagan '81, in memory of her father William A. Eagan, Jr. '49, to provide scholarship assistance.

**Earls Family Scholarship:** Established by William T. Earls to provide scholarships for young students with preference to students from the Cincinnati, OH.

**Kevin M. Earls Scholarship Fund:** Established in 1986 by friends in memory of Kevin M. Earls '43.

**The Eastman Kodak Company Scholarship:** Established in 1960.

**The James F. and Mary C. Egan Scholarship:** Established in 1987 to honor James Francis Egan '21 and Mary Collins Egan. Income available for a candidate, with a preference for a Western Massachusetts or Southeastern Connecticut student.

- The Theodore T. and Mary G. Ellis Scholarship Fund:** Established in 1941 by the estate and through the generosity of the late Theodore T. and Mary G. Ellis. Income from this gift is used to grant an annual scholarship to residents of Worcester.
- The William F. and Barbara C. Emswiler Scholarship:** Established in 1994 by friends and family of William F. and Barbara C. Emswiler.
- The Alison Maloney Estep Scholarship Fund:** Established by Eugene F. Maloney '66, in memory of his niece Alison, to provide scholarship assistance to College of the Holy Cross students.
- The Raymond P. Farland Scholarship Fund:** Established in 1999 by the Raymond P. Farland Trust.
- The Fennelly Family Scholarship:** Established in 2004 by Katherine and Vincent M. Fennelly '42 to provide scholarship assistance to students.
- The Rev. Bernard A. Fiekers, S.J., Memorial Fund:** Established in 1973 and augmented by gifts and bequests. Income to be used for scholarship awards to students majoring in chemistry.
- The Rev. Patrick J. Finnegan, P.R., Scholarship:** Established in 1955, by a bequest from the estate of Rev. Patrick J. Finnegan. Income to be used to assist students from Portsmouth, N.H.
- William Fitman Scholarship:** Established in 1983 by a bequest from Anna G. Fitman in memory of William J. Fitman. Income is to be used for a student whose domicile is in the State of Massachusetts.
- William and Mary Fitman Scholarship:** Established in 1983 by a bequest from Anna G. Fitman in memory of William and Mary Fitman. Income for a student whose domicile is in the State of Massachusetts.
- The Rev. William FitzGerald, S.J. Merit Scholarship:** Established in 2000 by the John and Michele Rugo Family Trust in honor of Rev. William FitzGerald, S.J. to provide scholarships to demonstrably talented, ambitious and hardworking students. At the donor's request preference in awarding the scholarship will be given to students majoring in Classics.
- Rev. Bernard J. Flanagan, D.D. Scholarship:** Established in 1962 by the Diocese of Worcester in honor of the Bishop of Worcester, Rev. Bernard Flanagan.
- Charles J. Fleming Scholarship:** Established in 1982 by a bequest from Charles J. Fleming '18 for scholarships to students with track and field ability and with good scholastic records.
- The John K. Flynn Scholarship:** Established in 1994 from the estate of Anne F. Jolles in memory of her brother John K. Flynn.
- The Rev. John J. Foran, D.D., Memorial Scholarship:** Established in 1962 by the Rev. William A. Foran to provide scholarships for graduates of Catholic secondary schools in the present diocese of Worcester and Springfield.
- The Francis T. Fox Scholarship Fund:** Established in 1976 by the Foundation for Educational Services to assist students preparing for a career in public administration.
- The Desiree L. Franklin Scholarship Endowment Fund:** Established in 1977 from the estate of Desiree L. Franklin to assist any young man or woman who may be in financial need.
- Froude Family Scholarship:** Established by Donald E. '78 and Kimberly D. Froude as a need-based financial aid scholarship.
- The Mary Gammal Scholarship:** Established in 1981 by Mary Gammal to provide income to students who are suffering from a complete loss of hearing, or are profoundly hearing impaired. First preference to students from Worcester, then to those from Massachusetts.
- Frank Garvey '35 Scholarship Fund:** Established in 2000 by Mrs. Jane Garvey to provide scholarship assistance to students, with preference given to students from Suffolk County, New York.
- General Motors College Plan Scholarship:** A four-year scholarship offered semi-annually by General Motors Corporation. The amount of the award varies with the financial need of the recipient as determined by the General Motors Scholarship Committee.

**The E. Burke Giblin Scholarship:** Founded and augmented by gifts in memory of E. Burke Giblin, a Trustee of Holy Cross from 1973 to 1980. Mr. Giblin was chairman of the Warner-Lambert Company.

**John P. Glowik Jr., Basketball Scholarships:** Established in 1997 by John P. Glowik '73. To be used for scholarships for one member of the varsity men's basketball team and one member of the varsity women's basketball team.

**The In Memory of David Goggin Scholarship:** Established in 1925 by Mrs. Catherine M. Goggin, in memory of David Goggin. Preference to be given to a relative.

**The Goizueta Scholarship Endowment Fund:** Established in 2002 by a grant from the Goizueta Foundation for Hispanic/Latino students.

**The John J. Gonynor '49 Scholarship:** Established in 2000 by a bequest from the estate of Ruth P. Gonynor in memory of her brother to provide scholarship assistance to College of the Holy Cross students.

**Hector R. Gonzalez '55 Family Scholarship Fund:** Established by Hector R. Gonzalez '55 for preference for students from Ponce, Puerto Rico with a second preference for students from other areas of Puerto Rico.

**The Richard T. Gralton Scholarship:** Established in 1986 by a bequest from Richard T. Gralton. Augmented by gifts from friends and family of Richard T. Gralton '54.

**Catherine and Frederick H. Grein, Jr. '68 Loyola Scholarship Fund:** Established by Catherine and Frederick H. Grein, Jr. '68 to provide scholarship assistance with a preference in awarding the named scholarship to a junior or senior who is associated with the pre-business program.

**The Monsignor Griffin Scholarship:** Established in 1895, limited to residents of St. John's Parish, Worcester, Mass.

**The Thomas F. Grogan Scholarship:** A memorial to the deceased father of Dr. Richard H. Grogan '35 and his brother, Fr. Thomas Grogan, S.J.

**The Dale T. Gutekunst Scholarship:** Established in 1981 by Mrs. Eugenia S. Gutekunst in memory of her son, Dale Thomas Gutekunst, of the Class of 1970.

**The Mary A. Haberlin Memorial Scholarship:** For students chosen by the President or faculty of the College.

**The Joseph T. Hackett Memorial Scholarship:** Established by a bequest from the estate of Malachi C. Hackett. Income to be awarded to students with preference given to residents of Meriden, Conn.

**The Halleron Family Scholarship:** Established in 2000 by John J. Halleron III '60 in memory of John J. Halleron Jr. '27 to provide financial aid to qualified students.

**The John H. Halloran Scholarship I:** Established in 1909 by Mr. John H. Halloran of New York, as a memorial to his brother, the late William J. Halloran of Worcester.

**The John H. Halloran Scholarship II:** Established in 1921 by Mr. John H. Halloran of New York as a memorial to his brother, the late William J. Halloran of Worcester, Mass. Selection to be made from students of the public and parochial schools of Northampton, Mass., by means of competitive examinations.

**The Rev. Thomas Stephen Hanrahan Scholarship:** Established in 1963, by a bequest from the estate of Margaret Ellen Kearney as a memorial to the Rev. Thomas Stephen Hanrahan.

**Rev. Francis J. Hart Memorial Scholarship Fund:** Established by the Class of 1943 as a tribute to Rev. Francis J. Hart, S.J.

**The Elizabeth A. Hayes '86 and Family Scholarship:** Established in 2010 by Barbara Hayes for students studying English at Holy Cross.

**The Rev. Jeremiah J. Healy Scholarship I:** Established in 1912 by the Rev. Jeremiah J. Healy, of Gloucester, Mass., for a candidate for the priesthood.



**The Rev. Jeremiah J. Healy Scholarship II:** Same as the Rev. Jeremiah J. Healy Scholarship I.

**The Richard Healy Scholarship:** Established in 1908 by Mr. Richard Healy of Worcester, Mass., open to competition for residents of Worcester County regardless of creed.

**The Mr. and Mrs. Richard Healy Scholarship:** Established in 1916 by Mr. and Mrs. Richard Healy of Worcester, Mass., for the benefit of a direct relative of donors.

**The Rev. Frederick W. Heaney, S.J., Scholarship:** Established in 1920 by Miss Lillian Heaney, in memory of her brother, the Rev. Frederick W. Heaney, S.J.

**William R. Hearst Foundation Scholarship:** Established in 1998 by a grant from The Hearst Foundation to support students from the Greater Boston and Worcester areas who intend to reside in the United States after completing their studies.

**The Cornelius Heaney Memorial Scholarship:** Established in 1990 by the Brooklyn Benevolent Society, to be awarded to a student of New York City, preferably Brooklyn.

**The Frances and Jacob Hiatt Scholarship:** Established for deserving students, with preference to those from Worcester County.

**The Hickey Family Scholarship:** Established in 1989 by a bequest from David B. Lovell, Jr. '23. Preference given to residents of the State of Rhode Island.

**Francis R. Hickey Memorial Scholarship Fund:** Established in 1985 by a bequest from the estate of Marion R. Hickey for students in financial need.

**Richard Carney Higgins '61 Scholarship:** Established in 2006 by the Estate of Mary W. Higgins in memory of her son, Richard Carney Higgins, to provide scholarships for physically disabled students.

**The John W. Hodge Scholarship:** Established in 1946 by a bequest from the late John W. Hodge to aid a Catholic student from Cambridge, Mass.

**The Henry Hogan Scholarship:** Established by gifts of Mr. Henry M. Hogan '18.

**Larry Hogan Scholarship Fund:** Established in 1981 by Coleman F. and Margaret M. Hogan in memory of their son, Larry. Preference to students from St. Michael's Parish, Exeter, N.H., and, then, from the Southeastern New Hampshire area.

**The John T. Holland '17 Memorial Scholarship:** Established in 1954, by a gift from Matthew M. Berman.

**The Holy Cross Community Scholarship:** The Holy Cross Community scholarship is for students from the Greater Worcester area.

**The Holy Cross Jesuit Community Scholarship:** Established in 1999 by the Holy Cross Jesuit Community to provide financial aid to a student with preference for students from Jesuit high schools.

**The Holy Cross Scholarships:** These are a limited number of tuition or other partial awards that are made from the College funds, at the times and in the amounts that the financial position of the College permits.

**The Holy Cross/U.S. Marines Corps Scholarship Fund:** Established in 2009 by Park '54 and Linda Smith to provide scholarship assistance for marine veterans and children of disabled marine veterans.

**Katherine H. Hoy Scholarship:** Established in 1959, by a bequest from the estate of James M. Hoy '05. Income to be used to assist a student with preference given to a student of St. Stephen's Catholic Parish of Worcester, Mass.

**C. Keefe Hurley Scholarship:** Established in 1970 by C. Keefe Hurley '29 to support and maintain an endowed athletic scholarship for students.

**The John Collins Hurley Scholarship:** Established in 1953, by a bequest from the estate of Margaret M. Hurley. Income to be used for education of a graduate of Durfee High School, Fall River, Mass.

- The Warren Joseph Hurley Scholarship:** Established in 1929 by Mrs. Jeremiah J. Hurley in memory of Warren Joseph Hurley '29 for the benefit of one or more students aspiring to the priesthood.
- The "In Memoriam" Scholarship:** Established in 1915 by an alumnus of the College for a deserving student.
- The Jesuit Community of Holy Cross Scholarship for Worcester Students:** Established by the Jesuit Community of Holy Cross to provide scholarship assistance to students from the greater Worcester area.
- Thomas R. and Elizabeth Johnson Scholarship:** Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of students from Worcester, Mass., with preference given to students within the boundaries of Holy Rosary Parish.
- The Thomas P. Joyce Memorial Scholarship:** Established in 1995 by family and friends to honor Thomas P. Joyce '59.
- Timothy F. Kane Scholarship Fund:** Established in 1968 from the estate of Timothy F. Kane. Preference is to be given to students from South Boston or Dorchester, Mass.
- Dr. John J. and Maytie Kelley Fund:** Established by the estate of Alicia M. Kelley, for students of Worcester County who maintain a "B" average.
- The F. Donald Kenney '39 Scholarship:** Established from the estate of F. Donald Kenney in 1999 to provide financial aid with preference for students from western New York.
- The Rev. John C. Keveney Scholarship Fund:** Established in 1973 by a bequest of Mary S. Weston to be used for scholarships to support and educate students deserving of an education.
- The Rev. Charles J. Kimball, S.J., Scholarship:** Established in 1961, by a bequest from the estate of Rev. Arthur B. Kimball.
- The Otto Seidenbury King Scholarship:** Established in 1954, by gifts from Atty. John King '25. Income to be used for a deserving student from a Jesuit high school in the New York City area.
- Thomas F. and Ellen A. King Scholarship:** Established in 1969 by a bequest from the estate of Leo A. King '12.
- The Rev. Michael H. Kittredge Scholarship:** Established in 1917 by Rev. Michael H. Kittredge, Class of 1875.
- The Massachusetts State Council of Knights of Columbus Scholarship Fund:** Established in 1937 by the Massachusetts State Council Knights of Columbus; open to members and sons of members of the Knights of Columbus residing and having their membership in the Order of Massachusetts.
- Rev. Joseph LaBran, S.J. Scholarship Fund:** Established by William J. '81 and Mary Lynch '82 Supple in honor of Joseph LaBran, S.J. for general scholarship support.
- The Patrick W. Lally Memorial Scholarship:** Established in 1954 from the estate of James Lally to be awarded to a graduate of St. Mary's High School, Milford, Mass.
- Eleanor Laux Memorial Fund:** Established in 1974 by John C. Laux '23 in memory of his wife.
- Helen M. Lavigne Memorial Scholarship:** Established in 1983 by Omer D. Lavigne '36 and his three children, in memory of his wife Helen.
- The Richard J. LaVigne, M.D., Scholarship:** Founded and augmented with gifts in memory of Dr. Richard J. LaVigne '37, Joseph W. LaVigne and Dr. E. John Mango, the income from the fund will be used annually to assist a premedical student.
- The Michael J. Lawlor Scholarship:** Established in 1949 by a bequest from the late Retta M. Lawlor. Income to be used to aid a student, a resident of Waterbury, Conn.
- Father Leahy Fund:** Established in 1960 by a bequest from the estate of Joseph C. Bland for the education of students entering the College of the Holy Cross.
- The Leonard F. Leamy '41 Scholarship:** Established in 2006 by the estate of Anne M. Leamy in honor of Leonard F. Leamy '41. Income is to be awarded to students intending to major in Math with preference to students who intend to teach Mathematics as a career.

**W.H. Lee Milk Company Endowment Fund:** Established in 1959 with the provision that the income be added to the principal until Sept. 1, 1973. After September 1, 1973 the income is to be used for scholarship aid in accordance with specifications as set down in the agreements.

**The Archibald R. LeMieux Scholarship:** Established under the will of Archibald R. LeMieux for students attending the College of the Holy Cross.

**The H. Edgar and I. Katherine Lentz Scholarship Fund:** Established in 2005 by H.E. Lentz Jr. '67. Income will be awarded to students who, in the judgment of the admissions office and the athletic office, combine excellence in both academic and athletic endeavors.

**The John J. Leonard Scholarship of the M.C.O.F.:** Founded in 1926 and restricted to members, or sons of members of the M.C.O.F. Selection is to be made by competitive examinations.

**Clemens M. Linga Jr. Scholarship:** Established in 1983 by Mr. and Mrs. Clemens M. Linga Sr. in memory of their son, Clemens Jr. '71. Income to be awarded to students from Worcester County with an interest in the field of law.

**The James B. and Catherine W. Longley Fund:** Established by James B. Longley in memory of his mother and father.

**The David B. Lovell Jr. Scholarship:** Established in 1989 by a bequest from David B. Lovell Jr. '23. Preference given to residents of the State of Rhode Island.

**The Lisa Smits Macaluso Financial Aid Fund:** Established in 2008 by William D. Macaluso '87 in memory of his wife. The Fund supports the College's general financial aid budget.

**Magilligan Memorial Scholarship:** Established to honor the memory of Donald J. Magilligan '24 and Donald J. Magilligan '61, by Mr. and Mrs. Maurice H. Hartigan II, to provide scholarship assistance.

**The Edward C. Maher Scholarship:** Established in 1981 by Edward C. Maher '40 for students from the immediate Worcester area.

**The Jeanne R. Maher/Lawrence, Mass. Scholarship Fund:** Established in 2004 by Thomas A. Maher '84 to provide scholarship assistance to benefit students who are residents of Lawrence, Massachusetts and who are graduates of Lawrence High School or Central Catholic High School.

**Jeanne R. Maher/Nativity School Scholarship:** Established with a gift by Thomas A. Maher '84, in memory of his mother Jeanne R. Maher, to be awarded to selected graduates of the Nativity School of Worcester. The recipient will provide volunteer service to Worcester Nativity throughout their four years at Holy Cross.

**Jeanne R. Maher/Xavier High School Scholarship Fund:** Established in 2001 by Thomas A. Maher '84 for graduates of Xavier High School (New York) to provide scholarship assistance to students based upon their financial needs, academic achievement and exceptional commitment to the Jesuit ideal of service to others.

**The Mary S. Maher, James W. Maher and John J. Maher '56 Scholarship Fund:** Established in 2006 through a bequest by John J. Maher '56, for the purpose of providing scholarship assistance to students with preference to students from Windham County, Connecticut.

**The Rev. John G. Mahoney, S.J., A Former Professor At The College, and James E. Mahoney '10, Memorial Scholarship:** Established in 1946 by Mrs. Edward C. Donnelly in memory of her brothers; to be awarded to a deserving student studying for the degree of Bachelor of Arts in the Classical Course.

**Dr. Francis J. Malumphy Scholarship Fund:** Established through gifts from Dr. Thomas L. Malumphy.

**Dr. E. John Mango Scholarship Fund:** Established in memory of Dr. E. John Mango '50 by Dr. Richard J. LaVigne '37.

**The Henry and Mary Margaret Mannix and Elmer and Helen Sperry Scholarship:** Established in 1982 by John F. Mannix '52 and Helen Ward Sperry Mannix in honor of their parents. The income is to be used to aid a member of a minority group residing in the State of Connecticut.

**The Mr. and Mrs. Anthony P. Marfuggi Scholarship Fund:** Established in 1974 in memory of Mr. and Mrs. Anthony P. Marfuggi. Scholarship to be awarded at the discretion of the College.

**The Ferdinand F. Martignetti '48 Scholarship:** Established in 1991 by Robert and Mary Crane to honor Ferdinand F. Martignetti '48.

**The Frank V. McBride '25 Merit Scholarship:** A merit scholarship established in 1999 by a gift from Mrs. Frank McBride for demonstrably talented, ambitious and hardworking students with a preference for students from New Jersey.

**The Henry Vincent McCabe Scholarship:** Established in 1916 by the late Mary McCabe of Providence, R.I., for a deserving student.

**The Rev. Dennis F. McCaffrey Scholarship:** Established in 1953, by a bequest from the estate of Rose A. McCaffrey.

**McCahill-Harvey-Slottman Memorial Fund Scholarship:** Established by Richard E. Harvey '42 in 1967.

**William F. McCall Jr. Scholarship Fund:** Established in 1986 by friends to honor William F. McCall, Jr. '55. The Fund is to be used to aid a student from the Boston area.

**The Matthew H. McCann '94 Scholarship:** Established by the family and friends of Matthew H. McCann '94. Preference for students from Union County, N.J., and students with an interest in creative writing and/or German.

**The Eugene and Margaret McCarthy Scholarship:** Established in 1962 by a bequest from the estate of Margaret McCarthy. Income to be used to aid a student with preference to be given to a resident of Springfield, Mass.

**The Joseph Allan McConville Scholarship:** Established in 1991 to honor the deceased son of Eleanor and Joseph McConville '36.

**The Peter McCord Scholarship:** Established by Mary Lambert McCord for a deserving student.

**The Paul L. McDermott '75 Scholarship:** Established by Nomura America Foundation in memory of Paul L. McDermott '75 for a student qualifying for financial aid.

**The Reverend John F. McDonnell Scholarship:** Established in 1967 in memory of Rev. John F. McDonnell '00.

**McEvoy Travel Scholarship:** Established in 1969 by George A. McEvoy through the Mildred McEvoy Foundation.

**The Mr. and Mrs. John F. McGillicuddy Scholarship Fund:** Established in 2003 by Constance and John F. McGillicuddy to provide scholarship assistance to Holy Cross students.

**The Rev. David F. McGrath Scholarship I:** Established in 1907 by the Rev. David F. McGrath, Class of 1870, the beneficiary is to be selected by competitive examinations. Restricted to graduates of St. Mary's Parish School, Milford, Mass. If there is no student from St. Mary's Parish school, graduates of Milford Public High School will be considered.

**The Rev. David F. McGrath Scholarship II:** Established in 1920 by the Rev. David F. McGrath, Class of 1870; conditions same as the Rev. David F. McGrath Scholarship I.

**The Rev. David F. McGrath Scholarship III:** Established in 1920 by the Rev. David F. McGrath, Class of 1870; conditions same as the Rev. David F. McGrath Scholarship I.

**The Andrew T. McGuire Scholarship:** Established by the Josephine F. McGuire Trust.

**The Frank J. McHugh and Kathleen B. McHugh Scholarship Fund:** Established in 1968 by a bequest from the estate of Frank J. McHugh, Jr. '38.

**The Dr. Frederick J. McKechnie Scholarship:** Established in 1962 by a bequest from the estate of Mary I. Dunn.

**The Monsignor John W. McMahon Scholarship:** Established in 1938 under provisions of the will of Rt. Rev. Msgr. John W. McMahon '67 to give scholarship aid to a Holy Cross student to be designated by the Reverend Pastor of St. Mary's Parish, Charlestown, Mass. Preference is to be given to students coming from St. Mary's Parish.

**Brian and Margaret McNeill Scholarship:** Established by Brian W. '77 and Margaret McNeill as a Loyola scholarship to provide scholarship assistance to Holy Cross students.

**The Katherine McQuade Scholarship:** Established in 1967 by a bequest from the estate of Katherine McQuade.

**The Joanne F. and William J. McVay '54 Scholarship:** Established in 1992 by Joanne F. and William J. McVay, M.D. '54 to provide financial aid to pre-medical students from the greater Pittsburgh, Pennsylvania area.

**The Edward A. Meyers, M.D. '46 Financial Aid Fund:** Established in 2009 by Edward A. Meyers to provide financial aid assistance.

**Migliaccio Scholarship Fund:** Established in 2001 by Karen and Gerald P. Migliaccio '77 to provide scholarship assistance for students, with preference to students majoring in the sciences.

**The Charles E.F. Millard Scholarship:** Established by John F. Power Sr. '28, Cynthia and Jack Rehm '54 and other friends, classmates and family members to honor Charles E.F. Millard '54. Income will be awarded to applicants from inner city communities in the Northeast or Midwest.

**The Francis L. Miller Scholarship:** Founded and augmented by gifts in honor of the late Francis L. Miller, Bursar of the College from 1931 to 1961. Income to be awarded with preference given to fatherless students.

**The Francis Joseph and Esther Smith Moakley Scholarship:** Established in 1996 by the estate of Francis Joseph Moakley '32. Annual income to provide partial scholarships to Connecticut domiciled high school graduates based on demonstrated good character, high scholastic achievement, leadership ability, local community volunteer involvement and the potential for greater contributions to the United States of America.

**The George B. and Phyllis I. Moran Scholarship:** Established in 1995 by a bequest from George B. Moran '33 and Phyllis I. Moran in memory of their parents.

**The Joan Marie Mooney Endowed Scholarship:** Established in 2005 by James F. Mooney, Jr. '52 and his son James F. Mooney III '90 in honor of their wife and mother, Joan Marie Mooney.

**The Flora and John F. Moriarty '36 Financial Aid Scholarship Fund:** Established in 2003 by the late John F. Moriarty '36 for the purpose of providing scholarship assistance to Holy Cross students, with preference to students from Massachusetts.

**The Henry B. and Helen B. Morrill Financial Aid Fund:** Established by Rev. Bruce T. Morrill '81, in loving memory of his parents, Henry and Helen Morrill, for financial aid assistance.

**The Morris & Dopson Families Scholarship:** Established in 2005 by Dr. Robert E. Morris '65 and Mrs. Angela D. Morris, in memory of Kenneth Dopson, George Patrick Morris, Anna Golden Morris, and Rev. John Golden, S.J., to provide financial aid to a student from South Boston or Trinidad and Tobago who has demonstrated scholastic excellence.

**The Mary F. Mourin Memorial Scholarship Fund:** Established in 1975 from the estate of Mary F. Mourin to aid students residing in Worcester or Worcester County.

**Mullman Family Cristo Rey Scholarship Fund:** Established by John '82 and Susanne Boyle '82 Mullman to provide scholarship assistance to Holy Cross students who are graduates of one of the Cristo Rey high schools; If no Cristo Rey graduate is available in any given year, scholarship will be awarded to a student from a socioeconomic background most similar to that of a Cristo Rey graduate.

**The Patrick J. Murphy Scholarship:** Established in 1944 by Mrs. Ellen M. Murphy as a memorial to her husband, the late Patrick J. Murphy, of Worcester, Mass.

**The Paul F. Murray '37 Financial Aid Scholarship Fund:** Established in 2001 by Florence K. Murray. Preference to be given to students from John Baptist Memorial High School, or students from Maine.

**The Ellen M. and Robert C. Murray '68, P'93 Scholarship Fund:** Established in 2002 by gifts from Ellen and Robert Murray. Preference shall be for African American students with large financial need.

**James H. Napier Foundation Scholarship for Financially Needy Students:** Established in 2002 by the James H. Napier Foundation for the purpose of providing scholarship assistance to Holy Cross students, with preference to seniors.

**The Monsignor Richard Neagle Scholarship:** Established in 1943 by His Excellency the Honorable Alvan T. Fuller, former Governor of the Commonwealth of Massachusetts, in memory of the late Rt. Rev. Msgr. Richard Neagle of the Class of 1873.

**The O'Brien Family Scholarship Fund:** Established in 2004 by Andrew J. O'Brien '85 to benefit Holy Cross students who are residents of Westchester County, N.Y.

**The Robert E. O'Coin '41 Scholarship:** Established in 1987 by the Worcester Chamber of Commerce for financial aid scholarships for Worcester residents attending Holy Cross with preference given to commuters.

**The Christopher Jude O'Connor Scholarship Fund:** Established in 2005 by Peter D. O'Connor '64 to provide scholarship assistance to Holy Cross students.

**The Dennis F. and Lorretto Radle O'Connor Scholarship:** Established in 1955 by Dr. Dennis F. O'Connor '93.

**Rev. Leo J. O'Connor, S.J., Scholarship:** Established by friends of Father O'Connor to provide scholarships for students.

**The O'Driscoll Scholarship:** Established in 1874, for a student (limited to residents of Worcester), who is a candidate for the priesthood and is selected by the Bishop of Worcester or his delegate.

**The May and Sylvan Oestreicher Scholarship:** Established on Dec. 30, 1957 by a gift from Sylvan Oestreicher.

**The John F. O'Keefe Memorial Scholarship:** Founded in 1984 and augmented with gifts in memory of John F. O'Keefe '51, Vice President for Business Affairs and Treasurer of the College from 1970 to 1984. Income to be awarded to a first-year student, preferably a Worcester-area student.

**Rev. Adrian P. O'Leary '43 Scholarship:** Established in 2006 through a bequest by Rev. Adrian P. O'Leary '43 to provide scholarship assistance to Holy Cross students.

**The Mary C. O'Neil Fund for Bristol County Students:** Established in 1955, by gifts from Margaret T. O'Neil, to be used to aid a student from Bristol County.

**The Rev. Daniel H. O'Neill Scholarship I:** Established in 1895; limited to residents of St. Peter's Parish, Worcester, Mass.

**The Rev. Daniel H. O'Neill Scholarship II:** Established in 1908; limited to residents of Worcester.

**Patrick and Louise Whealen O'Reilly Merit Scholarship:** Established in 2001 by James N. Barrett to honor the memory of his Newfoundland born maternal grandparents, Patrick J. O'Reilly and Louise Whelan O'Reilly. Income to be awarded to students born in the Canadian province of Newfoundland and Labrador. Should such a student not be found, there are conditions under which a student from Texas may be substituted.

**Edward A. O'Rourke Scholarship Fund:** Established by the Estate of Edward A. O'Rourke '29 to be used for scholarships.

**Penhall-O'Rourke Scholarship:** Established in 1958, by a bequest from the estate of Dr. James J. O'Rourke '09 to be used for scholarships.

**Reverend Lawrence F. O'Toole Scholarship:** Established in 1966 in memory of Rev. Lawrence F. O'Toole '13 by his sister, Mrs. Florence Drury. Preference to priesthood aspirants with preference, first, to a member of St. Bernard's Parish, Worcester, Mass., and second, to anyone in the Diocese of Worcester.

**The Lawrence F. O'Toole Scholarship:** Established by a bequest from Lawrence F. O'Toole '10.

**The Joseph A. & Dorothea H. Perrotta Memorial Scholarship:** Established in 1986 by a bequest from the estate of Dorothea H. Perrotta, widow of Joseph A. Perrotta '28, Secretary to the President of the College from 1933 to 1972.

**The Rev. Dr. Patrick B. Phelan Scholarship:** Established in 1917 by Rev. Dr. Patrick B. Phelan, Class of 1869; preference for graduates of the Sacred Heart School, Holyoke, Mass.

**The Phelan Family Scholarship Fund:** Established by William J. Phelan '73 to provide scholarship assistance to students.

**The Reverend Michael G. Pierce, S.J., Scholarship Fund:** Established by gifts from Robert H. McCooey '52.

**The Reverend Michael G. Pierce, S.J., Scholarship:** Established in 1983 by a bequest from George F. Duffy. Preference for a student from the St. Mary of the Hills Parish, Milton, Mass.

**The Ann and Timothy L. Porter '68 Scholarship Fund:** Established in 2004 by Andrew J. O'Brien '85 to benefit Holy Cross students who are residents of Westchester County, N.Y.

**The David H. and Mary Murphy Posner Foundation Scholarship:** Established in 1957 by a bequest from the estate of Mary M. Posner.

**The Mr. and Mrs. Aloysius F. Power Scholarship:** Established by a gift from Mr. Aloysius F. Power '23.

**The Rev. John J. Power Scholarship:** Established in 1907 by the late Rev. John J. Power, D.D., limited to residents of St. Paul's Parish, Worcester, Mass.

**Power Family Classes of '20, '53, '69 & '93 Endowed Scholarship:** Established in 2006 with a gift by James David Power '53, P93 and family. This scholarship is to provide assistance to Holy Cross students from Worcester County, MA.

**The Mary A. Prendergast Scholarship:** Established in 1945 under the will of the late Mary A. Prendergast for deserving orphan students.

**Stephen John Prior Scholarship Fund:** Established in 1971 by the Prior family in memory of their son Stephen.

**The Purple Patcher Scholarship:** Established in 1963 by the staff of the yearbook, "The Purple Patcher," Class of 1963 and augmented by the staffs of the Classes of 1964, 1965, 1966 and 1967.

**The Quid Retribuam Scholarship:** Established in 1907 by a friend of education in gratitude for divine favors.

**The Lillian A. Quinn Scholarship Fund:** Established in 1968 by a bequest from the late Lillian A. Quinn. Preference given to students from Immaculate Conception Parish, Worcester, Mass.

**The Patrick W. Rafferty Scholarship:** Established in 1920 and open to competition among deserving students of Worcester.

**D. Barry Reardon '53 Scholarship Fund:** Established by D. Barry Reardon '53 to provide scholarship assistance.

**In Memory of Dennis M. and Josephine R. Reardon Scholarship:** Established in 1952 by a bequest from the estate of Josephine F. Reardon. Income to be used to aid a student preparing for the holy priesthood.

**Matthew W. Reedy Scholarship:** Established in 1983 by a bequest from Anna G. Fitman in memory of Matthew W. Reedy. Income for a student whose domicile is in the State of Massachusetts.

**The John Reid Scholarship:** Established in 1894 and limited to residents of Worcester, Mass.

**Reverend Maurice F. Reidy, S.J., Scholarship:** Established in 1984 by a gift from Mr. and Mrs. George Paletta, parents of George A. Paletta, Jr. '84, in memory of the Reverend Maurice F. Reidy, S.J. Income to be awarded to a student who participates in a minor sport, preferably lacrosse, and who has achieved a strong scholastic record.

**The Catherine F. Reilly Scholarship:** Established in 1955 by a bequest from the estate of Joseph J. Reilly '04, in memory of his mother.

**The James H. Reilly Scholarship:** Established in 1955 from the estate of Joseph J. Reilly '04, in memory of his father.

**The Reilly Memorial Scholarship:** Established in 1922 by the late Joseph J. Reilly '04.

**The Monsignor Paul Riedl Scholarship:** Established in 2000 by a bequest from the estate of John Riedl in memory of his brother to provide assistance to College of the Holy Cross students with preference for graduates of public or parochial high schools in Worcester, Mass., or St. John's High School in Shrewsbury, Mass.

**The Herve S. and Cecil M. Robert Scholarship Fund:** Established by the estate of Herve S. Robert '36.

**The Mary J. Robinson Scholarship:** Established in 1943 by the late Mary J. Robinson in memory of her mother and father and brothers to assist deserving young men of the Roman Catholic faith in obtaining a collegiate education at the College of the Holy Cross.

**The Michael J. Roche Family Fund:** Established in 2005 from the estate of Catherine A. Roche to provide scholarship assistance to students of Hartford County, Connecticut.

**The Rev. William H. Rogers Scholarship:** Established in 1918 by Rev. William H. Rogers, Class of 1868.

**Patrick and Mary McCauley Ronayne Scholarship:** Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of students from Worcester.

**The Dorothy H. and Lewis Rosenstiel Scholarships:** Established in 1968 through a grant from The Dorothy H. and Lewis Rosenstiel Foundation, in memory of Dorothy H. Rosenstiel, to be awarded with preference to members of disadvantaged minorities.

**The Hon. John E. Russell Scholarship:** Established in 1907 by a Friend of the College.

**The Mr. and Mrs. John A. Ryan Family Scholarship Fund:** Established in 1967 by Miss Mabel C. Ryan.

**The Mabel C. Ryan Scholarship:** Established in 1997 by the estate of Miss Mabel C. Ryan.

**The Rev. Michael J. Ryan Scholarship:** Established in 1990 by a bequest from Rev. Michael J. Ryan. Income to be used for a student from St. Paul's Parish, Warren, Mass.; if none, any student.

**The Robert E. Scannell Memorial Scholarship:** Established in 1994 by family, classmates and friends to honor Robert E. Scannell '61.

**Clarence G. Schilling Scholarship:** Established in 1982 by a bequest from Clarence G. Schilling, a member of the Department of Mathematics faculty from 1945 to 1951.

**The Scholler Foundation Scholarship:** Established in 1955.

**The John F. Scott Fund:** Established by gifts from John F. Scott '08. Income to be used to aid students from the State of Maine.

**The Father Francis Xavier Seelos Scholarships for First-Generation or Non-Traditional Local Students:** Established in 2006 by David S. Zamierowski, M.D. '64 in honor of Father Francis Xavier Seelos. Income will be used to provide need-based scholarship assistance to Holy Cross students who are (1) first-generation students of higher education or are (2) non-traditional local students.

**The Monsignor Seiter Scholarship:** Established by a bequest in 1981 from the estate of Monsignor Aubrey R. Seiter '23. Income to be used for a student from St. Michael's Parish, Rome, N.Y.

**The James J. Shea, Sr., and Barbara Shea Brennan Scholarship Fund:** Established in 1979 by a gift from Edward J. Brennan, Jr. '52 to honor James J. Shea, Sr., a recipient of an Honorary Degree from Holy Cross in 1968. Mr. Shea was Board Chairman of Milton Bradley Company of Springfield, Mass. Augmented by a gift in 1985 in memory of Barbara Shea Brennan.



**Timothy A. Shea Scholarship Fund:** Established by bequests from the estate of Timothy A. Shea in memory of his parents, Mr. and Mrs. Daniel M. Shea; a brother, Michael F. Shea; and sisters, Katherine and Elizabeth. Income to be used exclusively for non-resident students residing in Worcester and awarded on a competitive basis.

**The Christy & Timothy G. Sheehan '80 Loyola Scholarship:** Established in 2005 by Christy and Timothy G. Sheehan, in loving memory of Fallon O'Toole McIntyre, to provide scholarship assistance to Holy Cross students.

**Sheehan Family Scholarship:** Established by an anonymous donor in 2006 with first priority to students from southeastern Massachusetts, northeastern Massachusetts, the cape and the islands. .

**Audrey Sheldon Memorial Fund for Music and the Arts:** Established in 1982 by the Merlin Foundation. Income is designated for the Dana Scholars Program.

**Lt. Timothy J. Shorten Scholarship Fund:** Established by his wife Darlene in memory of 1st Lieutenant Timothy J. Shorten, U.S.M.C.R., '64.

**The Dr. John J. Slattery Scholarship Fund:** Established in 1985 by a bequest from the estate of Dr. John J. Slattery '24 for the purpose of aiding students who are desirous of obtaining a premedical education.

**The Elizabeth Spang Scholarship:** Established in 1936 by the will of Elizabeth Spang of West Haven, Conn.

**The Garrett H. Spillane III Scholarship:** Established in 1986 by Garrett H. Spillane and Frances C. Spillane in memory of their son, Garrett H. Spillane III '80.

**The Francis J. Steele, M.D., Scholarship:** Established in 1981 by a bequest of Helen E. Steele in memory of her husband, Dr. Francis J. Steele '28.

**Steppacher Student Athlete Scholarship:** Established by Mary Steppacher in 1990 in memory of her husband, Gus Steppacher '30. First preference is to be given to a student athlete in need of financial assistance.

**The Robert J. Stransky Scholarship:** Established in 2000 by the Robert J. Stransky Foundation to provide scholarship assistance to Holy Cross juniors and seniors majoring in the biomedical sciences.

**Stephen and Rita Stuka Loyola Scholarship Fund:** Established by Paul S. Stuka '77, in honor of his parents Stephen and Rita Stuka, for the purpose of providing scholarship assistance to Holy Cross students.

**The Monsignor John E. Sullivan Scholarship Fund:** Established in 1984 by a bequest from Msgr. John E. Sullivan '26. First preference is to be given to students from St. Camillus' Parish, Arlington, Mass.

**Sursum Corda Scholarship Fund:** Established in 2005 by Richard L. Ahern '51 to provide scholarship assistance to graduates of a metropolitan New York Catholic High School Athletic Association school.

**Frances Hannon Sweeney Memorial Scholarship Fund:** Established in 1986 by a bequest from the estate of Robert L. Sweeney '29.

**Michael H. Sweeney Memorial Scholarship Fund:** Established in 1986 by a bequest from the estate of Robert L. Sweeney '29.

**Rev. Raymond J. Swords, S.J., Scholarship:** Established by the Class of 1970 with income only awarded at the discretion of the College.

**Suzanne J. Tassinari Scholarship:** Established by a gift from Dolores E. and Ernest P. Tassinari '48 in memory of their daughter, Suzanne Tassinari '78. To be awarded to students with first preference for graduates of Sacred Heart High School, of Kingston, Mass.

**In Memory of Helen M. and John F. Tinsley Scholarship:** Established in 1953, by a bequest from the estate of John F. Tinsley.

**The R.J. Toomey Co. Scholarship:** Established by gifts from John A. Toomey '28, Lawrence T. Toomey '30, and Richard J. Toomey '23.

**The Frank W. and Violet Towey Scholarship Fund:** Established by a bequest from the estate of Frank W. Towey '16.

**The Rev. David W. Twomey, S.J., Scholarship:** Established in 1955 by gifts from family and friends of Fr. Twomey, S.J.

**The Robert P. Trudel '64 Scholarship Fund:** Established in 2000 by members of the Class of 1964. Preference given to a son or daughter of a member of the Class of 1964 or to a graduate of Fairfield Preparatory School, Fairfield, CT.

**The Maurizio Vannicelli Memorial Scholarship:** Established in 1991 by the family, friends and former students of Professor Maurizio Vannicelli.

**The Maurizio Vannicelli Scholarship Fund:** Established by an alumnus in memory of his mentor and professor, Maurizio Vannicelli. Income will be used to provide financial assistance to European (non-United States citizens) students.

**The Samantha Vellaccio Scholarship:** Established in memory of Samantha Vellaccio to provide scholarship assistance to College of the Holy Cross students with preference for a student who has declared a major in biology.

**The Clune J. Walsh Jr. Scholarship:** Founded by The Home Life Insurance Company and augmented by gifts to honor Clune J. Walsh Jr. '52. Priority consideration to be given to students pursuing a career in life insurance sales and marketing.

**The Honorable David I. Walsh Scholarship Fund:** Established by a gift from George J. Feldman H. '68.

**The Rev. Robert Walsh Scholarship:** Established in 1895, limited to residents of the Immaculate Conception Parish, Worcester, Mass.

**The Daniel J. Wellehan, Jr. Family Scholarship Fund:** Established in 2005 with a gift from Daniel J. Wellehan, Jr. '55, to provide assistance to students with preference to students from Maine.

**The Charles S. Whelan M.D. '29 Premedical Scholarship Fund:** Established in 1998 to provide scholarship assistance to Holy Cross premedical students.

**The George J. White Memorial Scholarship Fund:** Established in 1994 by a gift from George J. White '39 for a resident of Worcester, Mass..

**The Paul J. Whitney '45 Scholarship:** Established in 2003 by the estate of Paul J. Whitney '45 to provide scholarship assistance to students with preference given to English majors.

**The Stephen W. Wilby Scholarship:** Founded by the Naugatuck Valley Alumni Association and friends in Connecticut.

**The Kathleen Willett '08 Scholarship Fund:** Established by Janice and Joseph Willett P08 to provide scholarship assistance to Holy Cross students.

**The Edward Bennett Williams Scholarship Fund:** Established in 1988 by family, friends and trustees of the College in honor of Edward Bennett Williams of the Class of 1941.

**The John A. Willo Scholarship:** Established by a gift from Mrs. John A. Willo in memory of her late husband.

**Owen J. Wood Scholarship Fund:** Established in 1967 in memory of Owen J. Wood '66 by The Worcester Undergraduate Club. The income is to be used to provide financial aid to a Worcester area student, with preference given to orphans.

**Worcester Federal Savings and Loan Association Educational Fund:** Established in 1960.

**The Suzanne and Bob Wright Scholarship Fund:** Established in 2005 by Robert C. Wright '65 as a merit scholarship for students from Chaminade High School in Mineola, N.Y.

**The Edward A. Wyatt Scholarship Fund:** Established in 1998 by John E. Luth '74 and Elizabeth S. Wyatt in honor of her father, Edward Avery Wyatt IV. The scholarship shall provide financial aid to one or more students who have a demonstrated interest in journalism or other literary pursuits.

## **Financial Aid Acknowledgements**

Many Holy Cross alumni clubs sponsor students of their selection for complete or partial tuition scholarships. Among those who have participated in this program are: Holy Cross Alumni Club of Worcester, Holy Cross Club of Boston, Holy Cross Club of Long Island, Holy Cross Club of New York, Holy Cross Club of Rhode Island, the Holy Cross Club of Eastern New York, Holy Cross Club of Rochester, and the Holy Cross Club of Pioneer Valley. Many of these clubs are annual contributors; others contribute at various times.

Grateful acknowledgement is also due to the many corporations, foundations, fraternal organizations, P.T.A.s, high school associations and similar groups that have aided students by financial contributions toward tuition costs.

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# Office of the College Chaplains

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Inspired by our Jesuit heritage, the mission of Campus Ministry at Holy Cross is evangelization: to proclaim that faith which is operative in love of others and to promote justice which is indispensable to it.

Our ministry is guided by seven principles or values:

Community recognizes the interconnectedness of each person and accepts that we are at one and the same time children of God and brothers and sisters of one another.

Prayer, both corporate and private, to which we bring our joys and challenges, shapes who we are and what we do.

Dialogue demands that campus ministers listen, revere, and include the experience of the culture and the tradition of the other person.

Sabbath is a time to come apart and rest awhile from the busyness of life in order to reconnect with the creator and creation.

Leadership that is visionary and focused in a particular way on mentoring students, models shared responsibility, is Gospel-centered and is courageous enough to be prophetic.

Solidarity is learned through contact with the injustices others suffer which then gives rise to intellectual inquiry and moral reflection.

Stewardship of the earth in light of the environmental crisis of our day constitutes an exceptional call to conversion: as individuals and as a community we need a change of heart to protect God's creation for our children and generations yet unborn.

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# **Student Affairs**

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## **Division of Student Affairs Mission Statement**

Through relevant learning experiences, students begin to take ownership of their lives and develop skills needed for life and work. The professionals in Student Affairs are committed to providing students with cocurricular experiences which educate them for social responsibility, engage them in self-discovery, and empower pursuit of their passions, preparing them to be active, creative, knowledgeable and ethical participants in a globally connected world.

In the context of a residential environment, the Division of Student Affairs assists students in their growth and development in every facet of life: intellectual, psychological, social, spiritual, cultural, physical, and vocational. Our programs and services help students develop the skills that will enable them to live purposeful and balanced lives. In partnership with other members of the College community, we foster an environment in which the pursuit of excellence permeates our efforts.

Informed by Ignatian principles, we encourage students to seek God in all the diversity of persons and things. We teach students to exercise leadership in service to others, and to participate and promote a community characterized by caring and respect for the worth and dignity of every human being.

Our contribution to the quality of the Holy Cross education is measured by the degree to which our students become known as leaders, are seen for their strength of character, are respected for their commitment to faith, family, and community, and are regarded as exemplary citizens who apply their talents and abilities in service to others.

## **Office of the Vice President for Student Affairs**

Six offices report directly to the Vice President for Student Affairs. These offices represent the distinctive functions of the Division: Student Life, Student Development Services, Student Conduct and Community Standards, Multicultural Education, Public Safety and Career Planning. The organization brings together several Student Affairs professionals under an Associate Dean for Student Life, an Associate Dean for Student Development Services, an Assistant to the Vice President and Director of Student Conduct and Community Standards, an Assistant Dean and Director of Multicultural Education, a Director of Public Safety, and a Director of Career Planning.

## **Community Standards**

When students accept admission to the College of the Holy Cross, they accept the rights and responsibilities of membership in the College's academic and social community. High standards have been established for membership in this community, including high standards for personal conduct and behavior.

The College of the Holy Cross assumes that all students will abide by the policies, rules, and regulations of the College as well as by state, local, and federal laws. Community Standards and Disciplinary Procedures have been established to define standards of student conduct and address allegations of misconduct. The College's Community Standards and Disciplinary Procedures may be found in the Student Handbook.

## **Office of Multicultural Education**

The Office of Multicultural Education educates, promotes and serves to empower the campus community on issues of diversity, multiculturalism, and the value of human differences. In keeping with Holy Cross' mission and heritage of developing caring and just communities, the Office of Multicultural Education advocates for an awareness of and sensitivity toward differences of race, culture, ethnicity,

national origin, gender, age, sexual orientation, religion and disabilities among its students, faculty, administrators, and staff. Through classes, workshops, training sessions, peer education and consultations, opportunities are provided for growth and development of each member of the community. These programmatic activities are offered to increase educational awareness, initiate critical thinking, encourage dialogue and discussion, and promote constructive analysis around differences within the human experience. It is our belief that through the exchange of diverse ideas we open ourselves to achieving greater understanding and greater engagement of thought. Participation by all campus members ensures our campus to be one which is responsive to and reflective of the diversity found within its community.

Our mission statement also guides us to be a community with shared responsibility for integrated learning-challenging our own assumptions, exposing our own beliefs, and expanding our own experiences, thereby preparing our students to become socially responsible and informed citizens in our ever-changing national and global arenas. Underlying this mission is the goal for the entire community to acquire further knowledge and the applicable skills needed to effectively address any behaviors, thoughts, and feelings that interfere with honest exchange and cross-cultural understanding.

The College of the Holy Cross is firmly committed to the positive development of a campus that is supportive of and conducive to all of its members. It is an institutional priority.

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# Student Life

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## Residence Life and Housing

As a residential college, much of campus life at Holy Cross is centered in the 11 residence halls. The residential experience is designed to complement and enhance in-class learning. Building positive communities within the residence halls is essential for personal growth and development. By living and learning with other students in shared residence, it is our hope students will develop a sense of identity and purpose, allowing for meaningful interactions with others. Opportunities and responsibilities associated with citizenship exist in the residence halls and other campus communities. With these goals in mind, a dedicated staff of Residence Life professionals and upper-class student leaders live in the halls. Resident Assistants (RAs) are student leaders who help build community, respond to concerns and provide guidance. These students are selected for their maturity, responsibility and leadership qualities. They are trained to respond to the needs of students. They are supported by Head Resident Assistants (HRAs), Student Resident Directors (SRDs) and professional staff.

Every residence hall has a live-in professional staff member. Community Development Coordinators (CDCs) typically have earned Masters Degrees and have experience in higher education and student development. Some have spouses and children who also live in the residence halls.

## Student Involvement

Holy Cross offers a wide variety of student activities, recreational programs, leadership experiences, cultural events, and formal and informal entertainment that not only provides a respite from the rigors of academic life, but also encourages individual creativity, intellectual development, and an awareness of issues confronting society. Cocurricular involvement has long been considered an integral part of the College and all students are encouraged to participate in the wide range of clubs, organizations, events and activities available.

There are more than 120 student clubs and organizations devoted to academic pursuits, special interest activities, recreation, service, print and broadcast media and performing arts. Most student activities are financed through the student activities fee, which is allocated by the Student Government Association (SGA). The central representative body of Holy Cross students, SGA consists of elected officers and students who are appointed to serve on various faculty, student and campus-wide committees.

New students and parents are introduced to the College at our Summer Gateways Orientation program in June. Students have the chance to meet classmates, their Class Dean, faculty, and administrators. They meet with an advisor regarding course selection and become acquainted with many resources. A separate program for parents includes introductions as well as topic presentations.

Students return to campus on move-in day and participate in a comprehensive three-and-a-half day orientation that addresses academic and cocurricular interests.

Leadership is a significant component of the student life experience. Opportunities for skill enhancement, self reflection, and competency development are offered throughout the year in cooperation with faculty and other administrative offices.

## Events

Many organizations and departments coordinate events, including distinguished speakers, musical performances, social engagements, cultural programs and other activities ranging from intellectually stimulating to purely entertaining. With more than 120 Recognized Student Organizations (RSOs) planning approximately 250 events per year, there is always something to do on “the Hill.”

In light of demanding academic schedules, the College recognizes the necessity of having positive social outlets for students. When it comes to late night activities, a variety of Friday night programs

can be found. These events include comedians, singer-songwriters and cultural performances. On Saturday nights, RSOs cosponsor The Edge, a weekly late night dance party. During afternoons and evenings the SGA provides shuttles to the Blackstone Valley Shopping Center and on the weekends to Providence and Boston so students can enjoy shopping and entertainment opportunities in local and metropolitan areas.

## **Recreation, Intramurals, and Club Sports**

The College promotes a wide range of recreational activities and organizations that provide students with on- and off-campus opportunities to participate, compete, lead, learn and grow in accord with the Jesuit ideal of *Cura Personalis* (Care of Self & Others-Mind, Body, Spirit). Holy Cross currently has 24 club sports that are student-led Recognized Student Organizations (RSOs), which arrange activities around a common interest in a particular sport, vary in competition level and intensity, and are eligible to compete against other colleges and universities. The Intramurals program includes several on-campus sports leagues and events such as soccer, volleyball, flag football, floor hockey, basketball, and softball, which are open to all members of the Holy Cross community. Intramural participants have the opportunity to play against other Holy Cross teams in weekly league play, culminating in an Intramural League Championship. The Office of Recreation, Intramurals and Club Sports (RICS) supports on- and off-campus recreational activities including the Family Fun Run/Jesuit Jaunt, Dodgeball, Broomball, Indoor Soccer Tournaments, “Get off the Hill” skiing, canoeing and hiking excursions, triathlons, as well as collaborative recreational programming with student-run organizations focused on the concept of service for and with others. RICS advises the Holy Cross Marching Band, which also serves as the Crusader Pep Band and performs at football, basketball, and hockey games, as well as at other campus events.



# Student Development Services

We are committed to fostering optimal student health to enhance academic success. Professionals provide services to improve and promote physical and psychological health and wellness. We work to ensure a healthy campus environment that is accessible to all students. We respect the unique needs of all individuals and embrace human differences.

## Counseling Center

The Ignatian ideal of *cura personalis*—care of the whole person—guides the work we do at the Counseling Center. The Counseling Center plays a vital role in the life of the College by offering a wide range of services to members of the campus community. Our primary goal is to support students negotiating their transition into adulthood. Students normally encounter a variety of challenges during college. We provide confidential assistance to students who have a wide range of problems or concerns, such as stress, adjustment difficulties, relationship problems, anxiety, and depression. Many students seek counseling to help them through these challenges. We work collaboratively with students to promote their academic success and personal growth during their years at Holy Cross.

The Counseling Center staff members are dedicated to creating an inclusive atmosphere for students of all ethnicities, cultures, ages, sexual orientations, gender expressions, abilities, spiritual practices, and socioeconomic backgrounds. We work collaboratively with other departments on campus to raise awareness and increase sensitivity to diversity in all its forms.

All current, full-time students are eligible to receive counseling services. Students may be referred to providers in the community if specialty care is needed. Confidentiality of all counseling relationships is maintained in compliance with professional ethical standards and local, state and federal laws. The Counseling Center is staffed by licensed psychologists and doctoral-level psychology externs under professional supervision. Students can make an appointment by calling or visiting the Counseling Center. The following services are offered at the Counseling Center:

**Individual Counseling and Psychotherapy** – Clinicians are available to meet individually with students to address a variety of concerns. The number of sessions is determined collaboratively with the student.

**Group Counseling** – A variety of groups is offered periodically, giving students the opportunity to meet with a staff member and other students experiencing similar issues.

**Consultation** – Clinicians are available to provide consultations to members of the College community who desire psychological advice regarding concerns about students.

**Outreach Programs** – A variety of workshops for students is offered on topics such as stress management, relationship issues and eating disorders. The Counseling Center psychologists also facilitate two peer education programs – Relationship Peer Educators (RPE) and Nutrition, Exercise, and Eating Disorders (NEED) Peer Educators.

**Psychiatric Services** – A consulting psychiatrist is available on site to students who are participating in counseling, for a fee.

**Crisis & Emergency Services** – A crisis appointment time is available each day for students needing to be seen the same day. After hours, Public Safety should be contacted for psychological emergencies at (508) 793-2222. The dispatcher will contact the Psychologist-on-call.

Students interested in making an appointment may call the Counseling Center at (508) 793-3363 or visit us at Hogan 207 Monday through Friday from 9 a.m.-noon and 1-5 p.m. during the academic year. For more information about the Counseling Center, please visit our website at [www.holycross.edu/counseling\\_center](http://www.holycross.edu/counseling_center).

## Office of Disability Services

The Office of Disability Services coordinates assistance for students with disabilities in order to promote equal access to College programs and services. The Office seeks to assist students and their families in making the necessary arrangements to facilitate full participation in academic and cocurricular pursuits.

The College of the Holy Cross complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, the ADA Amendments of 2008, and applicable local, state and federal statutes regarding nondiscrimination against persons with disabilities.

The Office of Disability Services is located in Room 215A of the Hogan Campus Center. The director of the Office or a designee is available for consultation and may be contacted by telephone at (508) 793-3693, or FAX: (508) 793-3585. For further information please visit our website at: [www.holycross.edu/disability\\_services/](http://www.holycross.edu/disability_services/)

## Health Services

Health Services is a medical office on campus that provides primary care and urgent medical care to students. Board-Certified Family Practice Physicians affiliated with UMASS-Memorial Medical Center are available by appointment Monday through Friday, 20 hours per week. Health Services is also staffed by nurse practitioners and registered nurses. Students are referred to specialists or emergency room medical care, if indicated. In addition, nutrition-medical therapy, asthma education, smoking cessation, and massage therapy are available at Health Services. Demonstrating its commitment to quality and excellence, Health Services is accredited by the Accreditation Association for Ambulatory Health Care, Inc. and is an institutional member of the American College Health Association.

Health Services is located in Loyola Hall. Hours of operation are Monday through Friday: 9 a.m.-noon and 1-5 p.m. during the academic year. Public Safety responds to emergencies. An on-call physician is available for acute illness after hours at (508) 334-8830. Appointments can be scheduled by calling (508) 793-2276.

## Wellness Programming

The primary goal of the Office of Wellness Programming is to coordinate the Alcohol and Drug Prevention Program of the College. All departments within the Office of Student Affairs play a role in implementing the college alcohol and drug policy through education or enforcement. Students are informed about the laws pertaining to alcohol and drugs, the college policy, community standards, and the consequences to oneself and others as the result of participating in high risk drinking and/or drug use. Wellness Programming aims to create an atmosphere on campus that encourages students to make responsible, low risk choices in regards to the use of alcohol and/or other substances.

In addition, Wellness Programming provides opportunities for students, faculty and staff to participate in activities that will promote optimal wellness.

The resources and programs offered by the office include: the coordination of AlcoholEdu, an online alcohol prevention program; individual meeting with students who have been sanctioned for alcohol violations; a variety of exercise options including Yoga, Pilates, Tai Chi and Capoeira; a campus wide Wellness Fair; and supervision and training for the Students for Responsible Choices, a peer education group dedicated to helping students make responsible choices around their use of alcohol. The director will provide training and consultation to a wide variety of student groups as well as consultation and referral to individual students in all areas of wellness including stress management, nutrition and healthy eating. The office is located in Hogan 225, and is open from 9 a.m. – 5 p.m. Monday through Friday.

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# Career Services

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## Career Planning Center

A strong liberal arts education is an excellent foundation for occupational success. The achievements of Holy Cross graduates across the spectrum of careers are a testimony to the value of a Holy Cross education in relation to career development. While the academic experience at Holy Cross facilitates the development of skills that are crucial for career success, it does not focus or direct a student to any particular occupational area. For this reason early involvement in career development activities maximizes the career opportunities that will be available to a student upon graduation.

The staff of the Career Planning Center assist students in identifying and clarifying their career objectives, teach skills and strategies for conducting a successful job search, and provide resources for students seeking entry-level professional positions and internships. Students are encouraged to utilize career planning resources beginning in their first year and throughout their four years at Holy Cross.

The resources and programs offered by the Center include: individual career counseling, internship databases, workshops, mock interviews, career panels, a shadowing program, on-campus recruiting, resume referral, career fairs, summer job postings, a credential file service, career resource library, and website. A database of Holy Cross graduates who have volunteered to serve as career advisors is also available to students. The Center participates in the following consortia which provide additional internship and employment opportunities for students: Liberal Arts Career Network (LACN), the Massachusetts Educational Recruiting Consortium (MERC), and the Liberal Arts Recruiting Connection (LARC).

Career Planning services are available to all students. The Center is located in Hogan 203 and is open from 9 a.m. to 5 p.m. during the academic year. Summer hours are 8:30 a.m. to 4:30 p.m.

## Summer Internship Program

The Holy Cross Summer Internship Program provides exceptional, prescreened Holy Cross undergraduates with an opportunity to gain meaningful work experience in an area related to a student's occupational goals. Through a competitive application process, selected sophomores and juniors are invited to apply for summer internships with the nation's leading employers and organizations. Internships are developed through the network of Holy Cross alumni, parents, and friends throughout the country and designed specifically for Holy Cross students. Internships are generally 8-10 weeks in length and require a minimal commitment of 35 hours per week. The Summer Internship Program is located in Hogan 203 and is open from 9:00 a.m. to 5:00 p.m. during the academic year.

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# Public Safety

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The College of the Holy Cross is committed to ensuring a safe and secure community, where students, faculty and staff may experience academic, professional and personal success.

To achieve this goal the Department of Public Safety provides a comprehensive program of police, security, crime prevention, fire safety, emergency medical, parking, and related public safety services to help ensure the College community remains a safe and pleasant place to live, work and learn. To further meet this objective, Public Safety works toward the establishment of a partnership with students, staff and faculty in the development of crime prevention, security assessment, response and education. This partnership is the foundation of maintaining an environment which encourages mutual respect, caring and safety for the campus community.

Public Safety also controls and operates the Campus Emergency Warning System, which consists of strategically placed outdoor warning sirens and the Connect-Ed System. The warning sirens emit a loud siren along with a brief warning message and brief instructions. The Connect-Ed System is an electronic system that delivers a message via e-mail, text messaging and telephonic messaging to all members of the community.

Public Safety is located in the lower level of the O'Kane building, with another post located at the entrance of Linden Lane. Public Safety is staffed 24-hours per day, seven-days per week, and 365-days per year. Public Safety is always available. The Department has a full staff of 35 dedicated individuals consisting of a command staff, supervisors, officers, dispatch, office administration and students. We are here to serve you, the community, and welcome and invite you to visit or contact us. You may reach Public Safety at any time by calling the main number at (508) 793-2224.

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# Athletics

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## Mission Statement

The Mission of the Athletics Department of the College of the Holy Cross is to promote the intellectual, physical, and moral development of students. Through Division I athletic participation, our young men and women student-athletes learn a self-discipline that has both present and long-term effects: the interplay of individual and team effort; pride and self-esteem in both victory and defeat; a skillful management of time; personal endurance and courage; and the complex relationships between friendship, leadership, and service. Our athletics program, in the words of the College Mission Statement, calls for “a community marked by freedom, mutual respect, and civility.”

Besides teaching these virtues, a few sports played at Holy Cross have the added value of focusing alumni and student support and enhancing our reputation locally and nationally. While Holy Cross continues to commit itself to accomplishment in these sports, which are a rich part of our tradition, we choose to do so in a way that complements the pursuit of academic excellence.

Holy Cross is committed to the guiding principles of the Patriot League, of which we are a founding member: presidential control of athletics; the cultivation of the ideal scholar-athlete; and participation in a wide variety of sports. Commitment to the last principle assures that the College sponsors, in a very evident way, gender equity.

The Department of Athletics is also committed to compliance with all College policies and regulations involved in Division I membership in the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC). As a member of the NCAA, Holy Cross also advocates student-athlete welfare, diversity, gender equity, sportsmanship, and ethical conduct in its athletic programs.

## Intercollegiate Sports

Sponsoring a comprehensive athletic program at the NCAA Division I level, the College has 27 varsity athletic teams. Intercollegiate sports for men are baseball, basketball, crew, cross country, football, golf, ice hockey, lacrosse, soccer, swimming, tennis, and indoor and outdoor track and field. Crusader women compete in basketball, crew, cross country, field hockey, golf, ice hockey, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball. A charter member of the Patriot League, Holy Cross competes with American, Army, Bucknell, Colgate, Lafayette, Lehigh, and Navy in conference play. In non-league competition, the Crusaders face numerous top Division I programs, including many opponents from the Ivy League, Big East, and America East Conference. The Men's Ice Hockey team is a member of the Atlantic Hockey Association. The Women's Golf team is a member of the Big South Conference.

## Facilities

The College's athletic fields are superbly maintained by its award-winning grounds staff. The football stadium seats 23,500. A lighted Astro-turf field is surrounded by an eight-lane running track. Baseball and softball fields are located on the lower campus. Construction of a 3,000-seat baseball stadium was completed in spring 2005. A soccer facility seating 1,250 became available for play in fall 2006. In 2009, the College debuted its newest field, a synthetic turf facility used by the Football and Lacrosse teams. The all-weather, state-of-the-art facility, complete with lights, has a seating capacity of 1,290.

The Hart Recreation Center serves as home to the Crusader Basketball, Swimming and Diving, and Hockey teams. In addition to the 4,000-seat basketball arena, 1,200-seat ice rink, and six-lane swimming pool with a separate diving area, the Hart Center features squash and racquetball courts, locker and shower facilities, exercise equipment and a rowing practice tank. Located within the Hart Center is a state-of-the-art wellness center, which includes a specialized strength and conditioning facility for varsity student-athletes, as well as aerobic equipment and workout areas for the general student body.

The fieldhouse serves as the home of the Crusader Volleyball team, which plays and practices on a Response Sport Court, installed in 2010. For general use, the fieldhouse has a tartan surface and contains basketball and volleyball courts, a running track, and locker rooms. The fieldhouse also serves as a practice site for several teams and clubs.

The Men's and Women's Crew teams have the good fortune of rowing on Lake Quinsigamond, scene for many years of the Eastern Sprints rowing regatta and considered one of the world's finest venues for crew. The lake also serves as the home port for the sailing club.

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*Executive Assistant, President's Office*

**Timothy F. Mines**

J.D., Tulane University

*General Counsel*

**Rev. Paul F. Harman, S.J.**

Ed.D., Columbia University, Teacher's College

B.D., S.T.L., Weston School of Theology

*Vice President Mission, President's Office*

**Jacqueline D. Peterson**

M.S.Ed., Nazareth College

*Vice President for Student Affairs and*

*Dean of Students*

**Dorothy A. Hauver**

B.A., University of Massachusetts, Amherst

*Director of Finance and Assistant Treasurer*

**Vacant**

*Vice President for Development and*

*Alumni Relations*

**Timothy M. Jarry**

M.S., M.B.A., Northeastern University

*Chief Investment Officer*

**Frank Vellaccio**

Ph.D., Massachusetts Institute of Technology

*Senior Vice President*

**Michael J. Lochhead**

M.B.A., Boston College

*Vice President for Administration and Finance*

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# Officers of Administration, 2011-2012

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**Deborah S. Aframe**

M.S., University of Pittsburgh  
*Art Museum Librarian*

**Pamela L. Ahearn**

M.Ed., Northeastern University  
*Director, Summer Internship Programs*

**Stephen Albano**

B.A., Clark University  
*Designer, Holy Cross Magazine*

**Robert R. Allen**

B.A., Michigan State University  
*Applications Development Director*  
*Information Technology Services*

**Ana M. Alvarado**

B.S., University of Panama  
*Director, Planned Giving*

**Jesse M. Anderson**

B.S., Worcester Polytechnic Institute  
*Director, Audio Visual Services*

**Joan E. Anderson**

*Manager, Purchasing*

**John T. Anderson**

Ph.D., Brown University  
*Class Dean, Class of 2015*

**Edward M. Augustus, Jr.**

M.A., Johns Hopkins University  
*Director, Government and Community Relations*

**Claudia J. Austin**

B.A., Worcester State College  
*Systems Administrator*

**Nancy R. Baldiga, CPA**

M.S., Bentley University  
*Class Dean, Class of 2013*

**Charles E. W. Bare**

B.S., University of Notre Dame  
*Director, Media Relations, Athletics*

**Anne M. Barry**

M.S., Lesley College  
*Manager, Training and Documentation,*  
*Information Technology Services*

**Amanda C. Beaver**

B.A., College of the Holy Cross  
*Associate Director, Holy Cross Fund*

**Alan Bebka**

A.S., University of Massachusetts  
*Assistant Director, Public Safety*

**Beverley J.M. Bell**

Ph.D., University of Massachusetts-Amherst  
*Director, Teacher Education Program*

**Denise A. Bell**

Ph.D., University of California-Berkeley  
*Director, Office of Assessment & Research*

**William J. Bellerose**

A.B., College of the Holy Cross  
*Associate Director, Athletics/Business Manager*

**Brian M. Bergeron**

B.S., University of Phoenix  
*Software Developer*

**Carrie A. Bowler**

M.S., Bentley College  
*Director, Advancement Services, Development*

**Margaret Hayden Bramley**

A.B., College of the Holy Cross  
*Director, Holy Cross Fund*

**Rev. John E. Brooks, S.J.**

S.T.D., Gregorian University  
*President Emeritus, Development*

**Karen Brosnihan**

B.S., Worcester State College  
*Senior Business Analyst,*  
*Information Technology Services*

**Barbara J. Burke**

M.A., Stanford University

*Assistant Coordinator, Grants and Research*

**Thomas M. Cadigan**

A.B., College of the Holy Cross

*Associate Director, Alumni Relations,  
Development*

**James M. Cahill**

B.A., College of the Holy Cross

*Desktop Support Specialist*

**Sarah L. Campbell**

M.S., The University at Albany

M.A., University of Massachusetts  
*Assistant Archivist, Library*

**John F. Cannon, Jr.**

M.S., Fitchburg State College

*Associate Director, Physical Plant/  
Planning and Operations*

**Lynn D. Caputo**

B.A., Stonehill College

*Assistant Director of Communications,  
Development*

**Kathleen M. Carney**

M.S., Boston College

M.A., University of South Florida  
*Director-Library Services*

**Everett G. Carr**

M.CIS, Bentley College

M.B.A., Suffolk University  
*Sr. Software Developer*

**Gary A. Carskadden**

M.S.Ed., University of Vermont

*Director, Development*

**Andrew N. Carter**

B.A., Trinity College

*Associate Director, Admissions*

**Anthony B. Cashman III**

Ph.D., Duke University

*Director, Office of Distinguished Fellowships  
And Graduate Studies*

**Christina Bi Chen**

M.A., University of Pennsylvania

*Director, Academic Services and Learning Resources*

**Rebecca J. Chickering**

A.S., Becker College

*Director, Technology Support*

**David K.W. Chu**

Ph.D., Indiana University

*Director, Entrepreneurial Studies*

**Patricia A. Chuplis**

M.B.A., Anna Maria College

*Applications Trainer,  
Information Technology Services*

**Sheila E. Coakley**

M.B.A., Simmons College

*Bursar*

**C. William Cole**

M.B.A., Drexel University

*Investment Officer, Investment*

**Tobias M. Conio**

B.A., Georg Simon Ohm Fachhochschule  
Nurnberg, Germany

*Web Development and Digital Technologies  
Manager, Public Affairs*

**William J. Conley, Jr.**

M.A., Marine Corps. University

*Director, Administrative Services*

**Mary Alice Conlon**

B.S., Sacred Heart University

*Sr. Leadership Giving Officer, Development*

**Meagan Connolly**

M.A., St. Lawrence University

*Associate Director, Holy Cross Fund/  
Athletic Fundraising, Development*

**Edwin A. Coolbaugh II**

M.H.S., Keene State College

*Assistant Dean, Director Residence Life & Housing*

**Arlie G. Corday**

B.A., Syracuse University

*Development Writer, Development*

**Donna M. Cranshaw**

A.S., Massachusetts Bay Community College  
*Executive Assistant, Investment Office*

**Eileen M. Cravedi**

M.A., University of Georgia  
*Access Services Librarian*

**Nicole M. Cunningham**

B.A., Salve Regina College  
*Associate Director, Financial Aid*

**Susan M. Cunningham**

Ph.D., University of Maryland  
*Associate Director, Concentrations, Center for  
Interdisciplinary and Special Studies*

**Kristine M. Cyr-Goodwin**

M.Ed., University of Massachusetts, Lowell  
*Associate Dean of Students*

**Denise J. Davies**

M.B.A., University of Phoenix  
*Senior Business Analyst,  
Information Technology Services*

**Joyce E. O'Connor Davidson**

M.A., University of Massachusetts  
*Director, Alumni and Development  
Communications*

**Barbara J. Dean**

M.Ed., University of Vermont  
*Executive Assistant, Senior Vice President*

**Gary P. DeAngelis**

Ph.D., Boston University, Harvard University  
*Associate Director, Special Programs, Center for  
Interdisciplinary and Special Studies*

**Katherine H. Delehaunty**

B.A., Boston College  
*Director, Parent Giving, Development*

**Janis DesMarais**

M.S., Simmons College  
M.A., University of Massachusetts, Amherst  
*Visual Resources Coordinator, Library*

**Jennifer DiFranco**

B.A., College of the Holy Cross  
*Leadership Giving Officer, Development*

**Adriana DiPasquale**

Psy.D., Antioch New England Graduate School  
*Assistant Director, Counseling Center*

**Heather E. Dudek**

M.B.A., University of Connecticut  
*Sr. Business Analyst,  
Information Technology Services*

**Martin J. Dudek**

A.S., Culinary Institute of America  
*Assistant Director, Production and Planning,  
Dining Services*

**Rev. Charles J. Dunn, S.J.**

S.T.L., Weston College  
M.A., Boston College  
*Vice President Emeritus/Assistant to the Director  
Of Planned Giving, Development*

**Kristyn M. Dyer**

A.B., College of the Holy Cross  
*Director, Alumni Relations*

**Kathryn L. Egan**

B.S., California State University at Chico  
*Nutritionist/Dietician, Dining Services*

**Matthew R. Elliott**

Ph.D., Penn State University  
*Senior Staff Psychologist, Counseling Center*

**Sarah J. Erickson**

Psy.D., Minnesota School of Professional  
Psychology  
*Staff Psychologist, Counseling Center*

**Charles F. Estaphan**

B.S., Nichols College  
*Controller*

**David B. Everitt**

B.S., Nichols College  
*Associate Director, Human Resources*



**Judy Freedman Fask**  
M.E., Springfield College  
*Director, Deaf Studies*

**Nannette Fitzgerald**  
B.S., Clark University  
*Help Desk Manager*

**Roseann Fitzgerald**  
M.F.A., Columbia University  
*Director, Prospect Research, Development*

**Thomas M. Flynn**  
M.B.A., Ecole Nationale Des Ponts  
Et Chaussées  
*Director, Principal Gifts, Development*

**Helen Freear-Papio**  
Ph.D., University of Connecticut  
*Director of Foreign Language Assistants Program*

**Margaret N. Freije**  
Ph.D., Brown University  
*Associate Dean of the College*

**Diane G. Gallagher**  
M.S., Simmons College School of  
Library Science  
*Serials Librarian*

**Paul R. Galvinhill**  
Ph.D., University of Cincinnati  
*Director, Counseling Center*

**Joyce A. Gawlik**  
B.A., Assumption College  
*Assistant Director, Collegium*

**Heather L. Gelardi**  
B.A., Brandeis University  
*Associate Director of the Holy Cross Fund-  
Reunion Fundraising*

**Patrick W. Gemme**  
B.A., Worcester State College  
*Technical Services Engineer  
Information Technology Services*

**Patricia A. Gencarella**  
B.A., Framingham State College  
*Associate Director, Financial Aid*

**Ellen C. George**  
*Executive Assistant, Vice President for  
Administration and Finance*

**Philip F. Gibson**  
A.B., College of the Holy Cross  
*Sr. Leadership Giving Officer, Development*

**Elizabeth A. Gribbons**  
B.S., University of Maryland  
*Research Analyst, Development*

**Brian D. Griffin**  
B.A., Northeastern University  
*Assistant Director, Physical Plant/Environmental  
and Sustainability Services*

**Christina A. Guittar**  
A.S. Quinsigamond Community College  
*General Manager, Kimball Dining Services*

**Jeffrey A. Gull**  
A.B., Assumption College  
*Assistant Controller*

**Roger D. Hankins**  
M.A., California State University  
*Director, Iris and B. Gerald Cantor Art Gallery*

**Judy A. Hannum**  
M.B.A., Nichols College  
*Director, Planning*

**Robert W. Hart**  
B.S., Western New England College  
*Director, Public Safety*

**Patricia G. Haylon**  
A.B., College of the Holy Cross  
*Director of Stewardship Programs*

**Karen Elaine Hays**  
Ph.D., University of Rhode Island  
*Director, Writer's Workshop*

**Robert W. Henry**  
*Web Developer, Information Technology Services*

**Jamie L. Herrick**  
M.S., Worcester Polytechnic Institute  
*Director, Laboratory & Studio Safety*

**Lynne G. Herring**

B.S., Assumption College  
*Associate Director, Human Resources*

**Edward W. Heywood, Jr.**

M.B.A., Northeastern University  
*Superintendent, Grounds*

**Laura C. Hibbler**

M.S., University of North Carolina at Chapel Hill  
*Reference/Instructional Librarian*

**Therese C. Huaman**

M.S., Catholic University of America  
*Catalog Librarian*

**Kurt S. Hultgren**

*Costume Designer, Theatre*

**Maura K. Hume**

B.A., College of the Holy Cross  
*Associate Director, Employer Relations,  
Career Planning*

**Holly A. Hunt**

*Multimedia Resource Center Supervisor*

**Paul A. Irish**

M.S., Northeastern University  
*Assistant to the Vice President for Student Affairs/  
Director of Student Conduct &  
Community Standards*

**Ronald M. Jarret**

Ph.D., Yale University  
*Class Dean, Class of 2012*

**Julliana E. Jennings**

B.S., The College of William and Mary  
*Assistant Director/Coordinator Multicultural  
Recruitment, Admissions*

**Lorrie R. Jeskey**

*Desktop Support Specialist*

**Benjamin Kadamus**

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*Associate Director, Residence Life and Housing*

**Jennifer L. Kagno**

B.S., University of Massachusetts, Amherst  
*Manager of Promotion and Events/  
Director of Intramurals*

**Alan M. Karass**

M.A., University of Connecticut  
*Music Librarian*

**Kaithlyn Kayer**

M.A., The George Washington University  
*Associate Director, Entrepreneurial Studies*

**Matthew T. Kennis**

M.S., University of Massachusetts, Boston  
*Assistant Director, Community Relations*

**Ellen J. Keohane**

Ph.D., University of Phoenix  
*Director, Information Technology Services*

**Harold A. Knapp**

B.S., Michigan Technological University  
*Associate Director and Network Operations Director*

**Debra E. Konicki**

B.S., Providence College  
*Associate Director, Parent Giving, Development*

**Arthur J. Korandanis**

M.B.A., Northeastern University  
*Director, Auxiliary Services*

**Gudrun S. Krueger**

M.S., Simmons College School of  
Library Science  
*Reference Librarian*

**Thomas M. Landy**

Ph.D., Boston University  
*Director, Center for Religion, Ethics,  
and Culture*

**Jeanne LaPlatney**

M.A., University of Virginia  
*Assistant Director, Study Abroad*

**John B. Lapomardo**

B.S., Central New England College of  
Technology  
*Assistant Director, Engineering and Utilities*

**Allison S. Laske**

M.S., Syracuse University  
*Assistant Director, Academic Services and  
Learning Resources*

**Jean E. Leavitt**

*HRIS Technical Specialist, Human Resources*

**Richard A. Lent**

Ph.D., University of New York, Stony Brook  
*Coordinator, Educational Technology*

**Kevin E. Leonard**

A.S., Ventura College  
*Assistant Director, Public Safety*

**Esther L. Levine**

M.A., Brown University  
*Class Dean, Class of 2014,  
International Scholar and Student Advisor*

**Jay W. Levitan**

A.S., Electronic Technical Institute  
*Technical Services Engineer,  
Information Technology Services*

**Neal E. Lipsitz**

Ph.D., Boston College  
*Associate Dean, Student Development*

**Mildred A. Long**

B.S., Boston College  
*Senior Accountant, Controller*

**Ann C. MacGillivray**

B.A., Assumption College  
*Executive Assistant, Vice President  
Academic Affairs*

**Robert Mack**

B.S., State University of New York College  
at Oneonta  
*Technical Director, Theatre*

**John MacLeod**

B.A., Potsdam College of SUNY  
*Accountant-Restricted Accounts*

**Patricia R. Maher**

*Associate Director, Budgets, Finance and Budget*

**Andre Mailhot**

B.S., University of Massachusetts  
*Software Administrator*

**Kristine M. Maloney**

M.S., Clark University  
*Associate Director, National Media Relations,  
Public Affairs*

**Nikolas P. Markantonatos**

M.S.P.C., Clark University  
*Managing Editor, College Web Communications,  
Public Affairs*

**Rev. Earle L. Markey, S.J.**

S.T.L., Weston College  
M.Ed., Fordham University  
*Vice President Emeritus/Associate Director for  
Jesuit Relations, Admissions*

**Frank J. Mastrandrea**

J.D., University of Connecticut School of Law  
*Assistant Athletic Director,  
Marketing and Media Relations*

**Richard E. Matlak**

Ph.D., Indiana University  
*Director, Center for Interdisciplinary  
and Special Studies*

**Ann Bowe McDermott**

A.B., College of the Holy Cross  
*Director, Admissions*

**David D. McKenna**

B.A., University of Vermont  
*Director, Bookstore*

**Timothy J. Mentzer**

B.S., Worcester Polytechnic Institute  
*Sr. Software Developer*

**Barbara Merolli**

M.L.S., University of Rhode Island  
M.B.A., Nichols College  
*Science Librarian*

**Scott M. Merrill**

M.S., Pennsylvania State University  
*Director, Physical Plant*

**Ferene Paris Meyer**

M. Ed., Bridgewater State College  
*Associate Director for Orientation and  
Residence Life*

**Mable L. Millner**

M.S., University of Pittsburgh  
*Assistant Dean and Director of  
Multicultural Education*

**Pamela Getnick Mindell**

D.M.A., Yale School of Music  
*Director, Choral Music*

**Ronald K. Montague**

*Telecommunications Coordinator  
Information Technology Services*

**Mary J. Moran**

M.S., University of Rhode Island  
*Head of Acquisitions and Cataloging*

**Mary A. Morrisard-Larkin**

M.A., Pennsylvania State University  
*Director, Educational Technology*

**Suzanne Morrissey**

B.A., Emory University  
*Associate Director, Public Affairs and  
Editor of Holy Cross Magazine*

**Amy C. Murphy**

M.A., University of South Carolina  
*Director, Career Planning*

**Derek F. Murphy**

B.S., Franklin Pierce College  
*Programmer, Information Technology Services*

**Lynne M. Myers**

B.S., Northeastern University  
*Director, Financial Aid*

**Linda M. Nardella**

B.S., Bentley College  
*Director, Dining Services*

**Deborah L. Neal**

B.S., Assumption College  
*Director, Academic Budget & Operations*

**Robert W. Neville**

A.A., Worcester Junior College  
*Director, Athletic Facilities, Hart Center*

**James E. Noonan**

M.B.A., Assumption College  
*Assistant Director, Information Technology Services*

**Elizabeth A. O'Connell-Inman**

M.A., Brown University  
*Director of Directed Independent Spanish  
Curriculum Program*

**Jeremiah A. O'Connor**

M.B.A., University of Massachusetts, Amherst  
*Director, Conference Services and Hogan Center*

**Kevin M. O'Loughlin**

A.S., Culinary Institute of America  
*General Manager, Hogan Dining Services*

**Diane Obyrcki**

B.S., Worcester State College  
*Manager, Restricted Accounting*

**Heikki A. Paadre**

B.S., Rensselaer Polytechnic Institute  
*Software Developer*

**Linda D. Paçuku**

*Assistant Business Manager, Athletics*

**Barry F. Paquin**

*Software Developer*

**Karen Paquin**

B.S., Nichols College  
*Student Records Technical Administrator*

**Rebecca Patella**

*Associate Registrar*

**Richard J. Phelps**

B.A., St. Bonaventure University  
*Associate Director, Public Affairs*

**Erin J. Mooney Phipps**

A.B., College of the Holy Cross  
*Associate Director, Holy Cross Fund*

**Robert J. Plante**

*Post Office Manager*

**Patricia C. Porcaro**

M.L.S., Simmons College  
*Head of Reader Services*

**Robert W. Potter**

B.S., Northeastern University  
*Sr. Software Developer*

**Leonard J. Raymond**

B.S., Wentworth Institute of Technology  
*Assistant Director, Construction, Physical Plant*

**Richard M. Regan, Jr.**

A.B., College of the Holy Cross  
*Director, Athletics*

**Karen J. Reilly**

M.L.S., Southern Connecticut State College  
*Associate Director, Library Services*

**Pamela M. Reponen**

M.Ed., Worcester State College  
M.A.T., Assumption College  
*Assistant Editor, Holy Cross Magazine*

**Jane B. Reynolds**

B.S., Mansfield University  
*Executive Assistant, Vice President Student Affairs*

**Daniel P. Ricciardi**

B.A., College of the Holy Cross  
*Investment Officer*

**Elizabeth H. Rice**

*Conference Services Manager*

**James T. Richardson**

B.S., Bryant College  
*Associate Director, Admissions*

**Rhea M. Ringgard**

*Executive Assistant, Vice President of Development*

**Greg R. Rodenhiser**

B.A., Plymouth State College  
*Technical Services Engineer,  
Information Technology Services*

**Joy A. Roger**

*Desktop Support Specialist*

**Francis T. Rogers**

B.A., College of the Holy Cross  
*Assistant Director, Holy Cross Fund*

**Henry F. Roy**

*Manager, Graphic Arts*

**Rev. Philip C. Rule, S.J.**

Ph.D., Harvard University  
*Assistant Director Alumni Relations for  
Alumni Education*

**Ellen Ryder**

M.S., Northwestern University  
*Director, Public Affairs*

**Julia P. Sanders**

B.A., Trinity College  
*Assistant Director, Admissions*

**Christian R. Santillo**

A.B., College of the Holy Cross  
*Assistant Director, Public Affairs and  
Web Communications*

**Ronald J. Sarja**

A.B., Berklee College of Music  
*Desktop Support Specialist*

**Mark W. Savolis**

M.L.S., University of Rhode Island  
*Head of Archives and Special Collections*

**Robert H. Scheier**

M.L.S., Queens College  
*Electronic Resources Librarian*

**Boyd Servio-Mariano**

Ph.D., University at Albany, SUNY  
*Associate Director, Multi-Cultural Education*

**Rosemary A. Shea**

A.B., College of the Holy Cross  
*Associate Director of Athletics for Men's  
Administration and Compliance*

**Jianhua J. Shen**

B.S., Bridgewater State College  
*Database Administrator*

**David C. Shettler**

B.S., University of Phoenix  
*Senior Technical Services Engineer/Information  
Security Officer*

**William Brittain Smith**

Ph.D., University of Chicago  
*Director, Study Abroad*

**Diane C. Soboski**

M.Ed., The College of William and Mary  
*Assistant Director, Admissions*

**Charles A. Stanley**

B.A.S., Roger Williams University  
*Associate Director, Residence Life and Housing*

**Christine M. Staub**

B.A., University of Massachusetts Dartmouth  
*Associate Director, Summer Internship Program*

**Cristal A. Steuer**

B.A., University of Massachusetts, Amherst  
*Manager, Media Relations and Communications,  
Public Affairs*

**Kathleen Suchenski**

M.A., University of Wisconsin  
*Assistant Director, Study Abroad*

**Brenda S. Hounsell Sullivan**

M.Ed., Springfield College  
*Assistant Dean/Director, Student Involvement*

**Brian J. Sullivan**

A.S., Massasoit Community College  
*Technical Services Engineer,  
Information Technology Services*

**Sara A. Swillo**

M.Ed., Springfield College  
*Associate Director, Student Involvement*

**John A. Tardiff**

M.B.A., Babson College  
*Associate Director for Institutional Research and  
Analysis, Planning*

**Frances E. Taylor**

M.A., Gallaudet University  
*Director, Wellness Programming*

**Charles R. Thayer, Jr.**

B.S., Wentworth Institute of Technology  
*Senior Software Developer*

**Lynn K. Verrecchia**

A.B., College of the Holy Cross  
*Associate Director, Admissions*

**Gloria L. Villa**

*Manager of Operations, Admissions*

**Robert S. Wally**

M.Ed., Harvard University  
*Assistant Director, Alumni Career Services*

**Charles S. Weiss**

Ph.D., Ohio University  
*Director, Grants, Foundation & Corporate Giving*

**Jennifer L. Whipple**

M.B.A., Providence College  
*Athletic Fundraising Coordinator*

**John J. Winters, Jr.**

Ph.D., Catholic University of America  
*Associate Director, Career Planning*

**Donna C. Wrenn**

*Director, Human Resources*

**Ann M. Zelesky**

A.B., Worcester State College  
*Associate Director, Athletics*

**Kristopher F. Zelesky**

B.A., College of the Holy Cross  
*Assistant Director, Holy Cross Fund*

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## College Chaplains, 2011-2012

---

**Marybeth Kearns-Barrett '84**

M.Div., Weston School of Theology  
*Director of the Office of College Chaplains*

**Virginia Coakley**

M.Div., Boston University  
*Assistant Chaplain/Director of Protestant and  
ALANA Ministries*

**Lucile N. Cormier, S.A.S.V.**

M.A., Creighton University  
M.A., Providence College  
*Wedding Coordinator*

**Paul F. X. Covino**

M.A., University of Notre Dame  
*Associate Chaplain/Director of Liturgy*

**Megan Fox-Kelly '99**

M. Div., Weston Jesuit School of Theology  
*Assistant Chaplain/Director of Retreats*

**Rev. James Hayes, S.J. '72**

M.A. in Philosophy,  
Gonzaga University  
M.Div., Regis College of Toronto  
S.T.L., Jesuit School of Theology,  
Berkeley  
M.S. in Pastoral Counseling,  
Loyola College, MD  
*Associate Chaplain for Mission*

**Martin Kelly**

M.T.S., Weston Jesuit School of Theology  
*Assistant Chaplain/Director of  
Arrupe Immersion Programs*

**Rev. Gregory Lynch, S.J.**

M.A., Gonzaga University  
Ph.L., Gonzaga University  
M.Div., Weston Jesuit School of Theology  
*Assistant Chaplain/Director of Service and Social  
Justice Programs*

**Paul D. Melley**

B.A., University of Massachusetts  
*Assistant Chaplain/Director of Liturgical Music*

**Adjunct Staff**

**Christopher Barrett '83**

M.Div., Weston School of Theology  
*Coordinator, SPUD Summer Internship Program*

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## College Medical Staff, 2011-2012

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**Martha C. Sullivan, M.S., FNP-BC**

*Director, Health Services/Nurse Practitioner*

**Christine M. Purington, M.D.**

*Consulting Medical Director*

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# Department Chairs and Program Directors, 2011-2012

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## *Department Chairs*

### **Biology**

Kenneth N. Prestwich

### **Chemistry**

Kenneth V. Mills

### **CISS**

Richard E. Matlak

### **Classics**

Thomas R. Martin

### **Economics**

Katherine A. Kiel

### **Education**

Ericka J. Fisher

### **English**

Jonathan D. Mulrooney

### **History**

Mark E. Lincicome

### **Mathematics and Computer Science**

Catherine A. Roberts

### **Modern Languages and Literature**

Claudia N. Ross

### **Music**

Shirish Korde (fall)

Carol Lieberman (spring)

### **Naval Science**

CAPT Ronald L. Harrell

### **Philosophy**

Karsten R. Stueber

### **Physics**

Timothy M. Roach

### **Political Science**

Donald R. Brand

### **Psychology**

Mark C. Hallahan

### **Religious Studies**

Alan J. Avery-Peck

### **Sociology and Anthropology**

Ann Marie Leshkovich

### **Spanish**

M. Estrella Cibreiro-Couce

### **Theater**

Edward Isser

### **Visual Arts**

Susan P. Schmidt

## *Program Directors*

Beverly Bell

*Director, Teacher Education Program*

Daniel B. Bitran

*Science Coordinator*

Anthony Cashman

*Director, Office of Distinguished Fellowships  
and Graduate Studies*

William V. Sobczak

*Director, Environmental Studies*

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M.F.A., Massachusetts College of Art  
*Lecturer, Center for Interdisciplinary and  
Special Studies*

**Ellen E. Perry**

Ph.D., University of Michigan  
*Associate Professor, Classics*

**Sarah A. Petty**

Ph.D., University of Liverpool  
*Assistant Professor, Chemistry*

**Leila S. Philip**

M.F.A., Columbia University  
*Associate Professor, English*

**Joanne M. Pierce**

Ph.D., University of Notre Dame  
*Associate Professor, Religious Studies*

**John S. Pirone**

Ed.D., Northeastern University  
*Lecturer, Modern Languages and Literatures*

**Justin Poché**

Ph.D., University of Notre Dame  
*Alexander F. Carson Faculty Fellow in the  
History of the United States  
Assistant Professor, History*

**Kenneth N. Prestwich**

Ph.D., University of Florida  
*Professor and Chair, Biology*

**Kevin J. Quinn**

Ph.D., University of Wisconsin, Madison  
*Associate Professor, Chemistry*

**Virginia C. Raguin**

Ph.D., Yale University  
*Distinguished Professor of Humanities  
Professor, Visual Arts*

**Juan G. Ramos**

Cand. Ph.D., University of Massachusetts,  
Amherst  
*Instructor, Spanish*

**Austin Rasbach**

B.A., Pennsylvania State University  
*Instructor, Naval Science*

**Kolleen J. Rask (1)**

Ph.D., Yale University  
*Professor, Economics*

**John P. Reboli, S.J.**

Ph.D., Ohio University  
*Associate Professor, Visual Arts*

**Stephanie Reents**

M.F.A., University of Arizona  
*Assistant Professor, English*

**Christopher Reinke**

B.A., University of California  
*Instructor, Naval Science*

**William E. Reiser, S.J.**

Ph.D., Vanderbilt University  
*Professor, Religious Studies*

**B. Jeffrey Reno**

Ph.D., Michigan State University  
*Associate Professor, Political Science*

**Paige Reynolds**

Ph.D., University of Chicago  
*Associate Professor, English*

**Allison Lynn Richardson**

M.B.A., Bryant University  
*Lecturer, Economics*

**Carolyn Richardson**

Cand. Ph.D., University of Toronto  
*Andrew W. Mellon Postdoctoral Teaching Fellow,  
Philosophy*

**Cristi Rinklin**

M.F.A., University of Minnesota, Minneapolis  
*Associate Professor, Visual Arts*

**David E. Roach**

M.A., Boston College  
*Lecturer, Education*

**Timothy M. Roach**

Ph.D., Yale University  
*Associate Professor and Chair, Physics*

**Catherine A. Roberts**

Ph.D., Northwestern University  
*Associate Professor and Chair, Mathematics*

**Gareth E. Roberts**

Ph.D., Boston University  
*Associate Professor, Mathematics*

**Mary M. Doyle Roche**

Ph.D., Boston College  
*Edward Bennett Williams Fellow  
Assistant Professor, Religious Studies*

**Julie A. Roden**

Ph.D., Stanford University  
*Visiting Assistant Professor, Biology*

**Susan Rodgers (1)**

Ph.D., University of Chicago  
*The W. Arthur Garrity, Sr. Professor in Human  
Nature, Ethics and Society  
Professor, Sociology and Anthropology*

**Maria G.M. Rodrigues**

Ph.D., Boston University  
*Associate Professor, Political Science*

**Claudia N. Ross**

Ph.D., University of Michigan  
*Professor, Chinese  
Chair, Modern Languages and Literatures*

**Constance S. Royden**

Ph.D., University of California, at San Francisco  
*Associate Professor, Mathematics*

**Jodi Marie Rymer**

Ph.D., University of California at Berkeley  
*Visiting Assistant Professor, Biology*

**Scott Sandstrom (1)**

C.P.A., J.D., Suffolk University  
*Associate Professor, Accounting*

**Mehmet Sanlikol**

D.M.A., New England Conservatory  
*Lecturer, Music*

**John Savard, S.J.**

Ed.D., University of San Francisco  
*Lecturer, Education*

**Andrew Savchenko**

Ph.D., Brown University  
*Lecturer, Center for Interdisciplinary and  
Special Studies*

**David L. Schaefer**

Ph.D., University of Chicago  
*Professor, Political Science*

**Denise Schaeffer**

Ph.D., Fordham University  
*Associate Professor, Political Science*

**David J. Schap**

Ph.D., Washington University  
*Professor, Economics*

**Thibaut Schilt**

Ph.D., Ohio State University  
*Assistant Professor, French*

**Mathew N. Schmalz**

Ph.D., University of Chicago

*Associate Professor, Religious Studies*

**Emily Schmidt (3)**

Ph.D., Brandeis University

*Visiting Instructor, Psychology*

**Richard C. Schmidt**

Ph.D., University of Connecticut

*Professor, Psychology*

**Susan P. Schmidt**

M.F.A., Pennsylvania State University

*Associate Professor and Chair, Visual Arts*

**Sylvia M. Schmitz-Burgard**

Ph.D., University of Virginia

*Associate Professor, German*

**Bianca R. Sculimbrene**

Ph.D., Boston College

*Assistant Professor, Chemistry*

**Aaron M. Seider**

Ph.D., University of Chicago

*Visiting Assistant Professor, Classics*

**Lorelle D. Semley (3)**

Ph.D., Northwestern University

*Assistant Professor, History*

**Walter W. Shaw**

Ph.D., University of North Carolina

*Visiting Assistant Professor, Spanish*

**Ann M. Sheehy (1)**

Ph.D., Johns Hopkins School of Medicine

*Associate Professor, Biology*

**Janine Shertzer**

Ph.D., Brown University

*Distinguished Professor of Science*

*Professor, Physics*

**May Sim (2)**

Ph.D., Vanderbilt University

*Associate Professor, Philosophy*

**Colleen J. Smith**

Ph.D., Syracuse University

*Lecturer, Psychology*

**D. Neel Smith**

Ph.D., University of California, Berkeley

*Associate Professor, Classics*

**Edward J. Soares**

Ph.D., University of Arizona

*Associate Professor, Mathematics*

**William V. Sobczak**

Ph.D., Cornell University

*Associate Professor, Biology*

**Giovanni Spani (2)**

Ph.D., Indiana University

*Assistant Professor, Italian*

**Sarah Stanbury (3)**

Ph.D., Duke University

*Professor, English*

**William E. Stempsey, S.J.**

M.D., State University of New York, Buffalo;

Ph.D., Georgetown University

*Associate Professor, Philosophy*

**Christopher Stevens**

Ph.D., Brandeis University

*Visiting Assistant Professor, Political Science*

**Cynthia L. Stone**

Ph.D., University of Michigan

*Associate Professor, Spanish*

**Karsten R. Stueber**

Ph.D., University of Tübingen

*Professor and Chair, Philosophy*

**Susan Crawford Sullivan**

Ph.D., Harvard University

*Edward Bennett Williams Fellow*

*Assistant Professor, Sociology*

**Justin Svec (2)**

Ph.D., Columbia University

*Assistant Professor, Economics*

**Susan Elizabeth Sweeney**

Ph.D., Brown University

*Associate Professor, English*

**Karen Teitel**

Ph.D., University of Massachusetts, Amherst

*Associate Professor, Economics*

**Li-li Teng Foti**

Cand. Ph.D., University of Connecticut

*Visiting Instructor, Chinese*

**Ward J. Thomas (1)**

Ph.D., Johns Hopkins University

*Professor, Political Science*

**Edward H. Thompson, Jr. (3)**

Ph.D., Case Western Reserve University

*Professor, Sociology*

**Karen L. Turner (2)**

Ph.D., University of Michigan

*Distinguished Professor of Humanities*

*Professor, History*

**Donald Unger**

Ph.D., University of Massachusetts, Amherst

*Lecturer, Center for Interdisciplinary and  
Special Studies*

**Madeline Vargas**

Ph.D., University of Connecticut

*Associate Professor, Biology*

**Francis J. Veale, Jr.**

J.D., Suffolk University

*Lecturer, Center for Interdisciplinary and  
Special Studies*

**Frank Vellaccio**

Ph.D., Massachusetts Institute of Technology

*Associate Professor, Chemistry*

**Steve Vineberg**

Ph.D., Stanford University

*Distinguished Professor of Arts and Humanities  
Professor, Theatre*

**Edward J. Vodoklys, S.J.**

Ph.D., Harvard University

*Senior Lecturer, Classics*

**Shelli R. Waetzig**

Ph.D., University of Kansas

*Visiting Assistant Professor, Chemistry*

**Jessica P. Waldoff**

Ph.D., Cornell University

*Associate Professor, Music*

**Kevin A. Walsh (2)**

Cand., Ph.D., Cornell University

*Instructor, Mathematics and Computer Science*

**Sarah M. Webster (1)**

Ph.D., Harvard Medical School

*Assistant Professor, Biology*

**Melissa F. Weiner (2)**

Ph.D., University of Minnesota, Minneapolis

*Assistant Professor, Sociology  
and Anthropology*

**Charles S. Weiss**

Ph.D., Ohio University

*Associate Professor, Psychology*

**Michael R. West**

Ph.D., Columbia University

*Associate Professor, History*

**Helen M. Whall**

Ph.D., Yale University

*Professor, English*

**I Made Winata**

International Artist in Residence

*Center for Interdisciplinary and Special Studies*

**Kelly Wolfe- Bellin**

Ph.D., Iowa State University

*Visiting Assistant Professor, Biology*

**Amy R. Wolfson**

Ph.D., Washington University

*Professor, Psychology*

**Thomas W. Worcester, S.J.**

Ph.D., University of Cambridge

*Professor, History*

**Sarah E. Wright**

Cand. Ph.D., Dartmouth College

*Visiting Assistant Professor, Mathematics and  
Computer Science*

**De-Ping Yang**

Ph.D., University of Connecticut

*Professor, Physics*

**Alex Yen**

Ph.D., University of Texas at Austin

*Assistant Professor, Economics*

**Caroline A. Yezer**

Ph.D., Duke University

*Assistant Professor, Anthropology*

**Johnathan A. Young**

Cand. Ph.D., Cornell University

*Andrew W. Mellon Postdoctoral Teaching  
Fellow, History*

**Stephanie E. Yuhl**

Ph.D., Duke University

*Associate Professor, History*

**Ying Zhen**

Cand. Ph.D., Clark University

*Lecturer, Economics*

**William J. Ziobro**

Ph.D., Johns Hopkins University

*Associate Professor Emeritus, Classics*

Code Key for Faculty:

1 - On Leave 2011-2012

2 - On Leave fall 2011

3 - On Leave spring 2012



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# Professors Emeriti, 2011-2012

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**John B. Anderson**

*Associate Professor Emeritus, History*

**Charles A. Baker**

*Associate Professor Emeritus, French*

**Ross W. Beales**

*Professor Emeritus, History*

**Eckhard Bernstein**

*Professor Emeritus, German*

**Robert L. Brandfon**

*Professor Emeritus, History*

**John E. Brooks, S.J.**

*President Emeritus*

**Hanna Buczynska-Garewicz**

*Professor Emerita, Philosophy*

**Edward F. Callahan**

*Professor Emeritus, English*

**Hermann J. Cloeren**

*Professor Emeritus, Philosophy*

**Bernard J. Cooke**

*Loyola Professor Emeritus, Religious Studies*

**Daniel G. Dewey**

*Associate Professor Emeritus, Mathematics*

**James T. Flynn**

*Professor Emeritus, History*

**Theodore P. Fraser**

*Professor Emeritus, French*

**William A. Green**

*Professor Emeritus, History*

**Kenneth F. Happe**

*Associate Professor Emeritus, Classics*

**William R. Healy**

*Professor Emeritus, Biology*

**Hilde S. Hein**

*Associate Professor Emerita, Philosophy*

**Edward J. Herson, Jr.**

*Associate Professor Emeritus, Theatre*

**Carolyn Howe**

*Associate Professor Emerita, Sociology/Anthropology*

**Rogers P. Johnson**

*Associate Professor Emeritus,  
Sociology/Anthropology*

**Edward F. Kennedy**

*Professor Emeritus, Physics*

**George N. Kostich**

*Associate Professor Emeritus, Russian*

**Normand J. Lamoureux**

*Professor Emeritus, French*

**Thomas M.C. Lawler**

*Professor Emeritus, English*

**Mary Lee S. Ledbetter**

*Professor Emerita, Biology*

**Kornath Madhaven**

*Professor Emeritus, Biology*

**John T. Mayer**

*Professor Emeritus, English*

**B. Eugene McCarthy**

*Professor Emeritus, English*

**John F. McKenna**

*Professor Emeritus, French*

**Paul D. McMaster**

*Professor Emeritus, Chemistry*

**Ogretta McNeil**

*Associate Professor Emerita, Psychology*

**James B. Nickoloff**

*Associate Professor Emeritus, Religious Studies*

**David J. O'Brien**

*Loyola Professor Emeritus, History*

**John D. O'Connell**

*Associate Professor Emeritus,  
Accounting and Economics*

**John F. O'Connell**

*Professor Emeritus, Economics*

**Clyde V. Pax**

*Professor Emeritus, Philosophy*

**Peter Perkins**

*Professor Emeritus, Mathematics*

**Frank Petrella, Jr.**

*Professor Emeritus, Economics*

**James F. Powers**

*Professor Emeritus, History*

**Terri Priest**

*Associate Professor Emerita, Visual Arts*

**John E. Reilly**

*Professor Emeritus, English*

**Robert W. Ricci**

*Professor Emeritus, Chemistry*

**Philip C. Rule, S.J.**

*Professor Emeritus, English*

**William J. Rynders**

*Associate Professor Emeritus, Theatre*

**Constance G. Schick**

*Professor Emerita, French*

**Patrick Shanahan**

*Professor Emeritus, Mathematics*

**Royce A. Singleton, Jr.**

*Professor Emeritus, Sociology*

**Victoria L. Swigert**

*Professor Emerita, Sociology*

**Frank Tangherlini**

*Associate Professor Emeritus, Physics*

**Melvin C. Tews**

*Associate Professor Emeritus, Mathematics*

**William J. Ziobro**

*Associate Professor Emeritus, Classics*

**William L. Zwiebel**

*Professor Emeritus,  
Modern Languages and Literatures*

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# College Councils and Committees, 2011-2012

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## ***Finance and Planning Council***

### **Ex Officio**

Timothy R. Austin, Vice President for  
Academic Affairs and Dean of the College  
Marybeth Kearns-Barrett, Director,  
Campus Ministry Center  
Michael J. Lochhead, Vice President for  
Administration and Finance  
Michael C. McFarland, S.J., President  
Jacqueline D. Peterson, Vice President for  
Student Affairs and Dean of Students  
Frank Vellaccio, Senior Vice President

## **Teaching Faculty**

### **Division A**

Kenneth Mills (June '13)

### **Division B**

Helen Whall (June '13)

### **Division C**

Robert Baumann (June '12)

### **Division D**

Joanne M. Pierce (June '12)

## **Administrative Faculty**

Lynne Myers (June '13)

## ***Student Life Division***

Paul Galvinhill (June '12)

### **Students**

Meghan McCloat '12

Kevin Piro '13

Matthew Silfee '12

## ***Student Life Council***

### **Ex Officio**

Paul Galvinhill, Director,  
Counseling Services  
Kristine Cyr Goodwin, Associate Dean for  
Student Life  
Ronald Jarret, Class Dean  
Marybeth Kearns-Barrett, Director,  
Campus Ministry Center  
Neal E. Lipsitz, Associate Dean for  
Student Development  
Jacqueline D. Peterson, Vice President for  
Student Affairs and Dean of Students  
Richard M. Regan, Jr., Director, Athletics

## **Teaching Faculty**

Mary Conley (June '12)

Munya Munochiveyi (June '13)

Gareth Roberts (June '12)

### **Students**

Kenneth Calemno '12

Gabriel Fernandez '12

Natasha Giftos '14

Paul Misci '13

## ***Academic Affairs Council***

### **Ex Officio**

Timothy R. Austin, Vice President for  
Academic Affairs and Dean of the College  
Thomas Gottschang, Speaker of the Faculty  
(June '12)

## **Teaching Faculty**

### **Division A**

Thomas Cecil, Mathematics &  
Computer Science (June '13)  
Paul Oxley, Physics (June '12)  
*on leave 2011-2012*

Bianca Sculimbrene, Chemistry (June '12)

William Sobczak, Biology (June '12)

De-Ping Yang, Physics  
*replacing Prof. Oxley*

### **Division B**

Chris Arrell, Music (June '13)

Barbara Craig, Theatre (June '13)

John Cull, Spanish (June '13)

David Karmon, Visual Arts (June '12)

Sarah Luria, English (June '12)

Giovanni Spani, Modern Languages  
and Literatures (June '13)

*on leave Fall 2011*

### **Division C**

Ericka Fisher, Education (June '13)

Stephen Kocs, Political Science (June '12)

Patricia Kramer, Psychology

Anil Nathan, Economics (June '13)

Susan Sullivan, Sociology & Anthropology  
(June '13)

### **Division D**

Lorraine Attreed, History (June '12)

Andrea Borghini, Philosophy (June '13)

William Clark, S.J., Religious Studies  
*on leave 2011-2012*

Mary Hobgood, Religious Studies  
*replacing Prof. Clark, S.J.*  
Timothy Joseph, Classics (June '12)

### ***Administrative Faculty***

Rev. James Hayes, S.J., (June '13)  
Administrative Faculty (TBD)

#### **Students**

Lauren D'Abrosca '12  
Paul Maloney '12

### ***General Committees of the Faculty***

#### ***Committee on Faculty Affairs***

##### **Division A**

Sharon Frechette, Senior Rank (June '12)  
Raphael Jones, Junior Rank (June '13)

##### **Division B**

Jonathan Mulrooney, Senior Rank (June '12)  
Thibaut Schilt, Junior Rank (June '13)

##### **Division C**

Jennifer Germann Moltz, Junior Rank (June '12)  
Suzanne Kirschner, Senior Rank (June '13)

##### **Division D**

Sahar Bazzaz, Senior Rank (June '13)  
Mary Doyle Roche, Junior Rank (June '12)

##### **At-Large**

Edward O'Donnell (June '12)

### ***Committee on Tenure and Promotion***

#### **Ex Officio**

Timothy R. Austin, Vice President for  
Academic Affairs and Dean of the College  
Michael C. McFarland, S.J., President

#### **Teaching Faculty**

##### **Division A**

Robert Bertin (June '12)  
Joshua Farrell (June '13)

##### **Division B**

Josep Alba-Salas (June '13)  
Paige Reynolds (June '12)

##### **Division C**

Charles Anderton (June '12)  
Alison Bryant Ludden (June '13)

##### **Division D**

Alice Laffey (June '13)  
Stephanie Yuhl (June '12)

### ***Faculty Compensation Committee***

#### **Senior Rank**

Robert Bellin (June '12)  
Victor Matheson (June '14)

#### **Junior Rank**

Bryan Engelhardt (June '13)  
Jumi Hayaki (June '12)  
*replacing Prof. Svec*  
Justin Svec (June '12)  
*on leave Fall 2011*

### **Standing Committees of the Faculty**

#### ***Committee on Academic Standing***

##### **Ex Officio**

Timothy R. Austin, Vice President for  
Academic Affairs and Dean of the College  
Ann B. McDermott, Director of Admissions  
Registrar (TBD)

#### **Teaching Faculty**

Noel Cary (June '13)  
Timothy Joseph (June '12)  
Sarah Petty (June '12)  
Michael West (June '13)

#### ***Committee on the Curriculum***

##### **Ex Officio**

Timothy R. Austin, Vice President for  
Academic Affairs and Dean of the College  
Richard E. Matlak, Director, Center for  
Interdisciplinary and Special Studies  
Registrar (TBD)

#### **Teaching Faculty**

##### **Division A**

Matthew Koss (June '12)  
Sara Mitchell (June '13)

##### **Division B**

Francisco Gago-Jover (June '13)  
Maurice Geracht (June '12)

##### **Division C**

B. Jeffrey Reno (June '12)  
Caroline Yezer (June '13)

##### **Division D**

Eugenia Lao (June '13)  
William Reiser, S.J. (June '12)

##### **Students**

Lauren Hammer '14  
Paul Maloney '12

## ***Committee on Interdisciplinary and Special Studies***

### **Ex Officio**

Susan M. Cunningham, Associate Director  
(Concentrations)  
Gary P. DeAngelis, Associate Director  
(Special Programs)  
Richard E. Matlak, Director, Center for  
Interdisciplinary and Special Studies  
TBD (Committee on Concentrations  
Representative)  
Mathew Schmalz (Committee on Special  
Programs Representative)

### **Teaching Faculty**

Florencia Anggoro (June '13)  
Loren Cass (June '13)  
Edward Isser (June '12)  
Maria Rodrigues (June '12)

### **Students**

TBD (2)

## ***Committee on Faculty Scholarship***

### **Ex Officio**

Charles S. Weiss, Director, Grants and  
Corporate and Foundation Giving

### **Division A**

Cristina Ballantine (June '12)

### **Division B**

Debra Gettelman (June '13)

### **Division C**

Gregory DiGirolamo (June '13)

### **Division D**

Andrea Borghini (June '12)

## ***Committees of the Faculty Appointed by the Dean of the College***

### ***Committee on Study Abroad***

#### **Ex Officio**

Brittain Smith, Director, Study Abroad

#### **Teaching Faculty**

Judith Chubb (June '12)  
Bridget Franco  
*replacing Prof. Newell*  
Sasha Newell (June '13)  
*on leave 2011-2012*  
Ellen Perry (June '13)  
Claudia Ross (June '12)  
Sarah Webster (June '13)

## ***Health Professions Advising Committee***

### **Ex Officio**

Andrew M. Futterman, Advisor

### **Teaching Faculty**

Renee Beard (June '14)  
Robert Bellin (June '13)  
Melissa Boyle (June '13)  
Miles Cahill (June '12), Associate Advisor  
Jumi Hayaki (June '14)  
Paul Oxley (June '13)  
*on leave 2011-2012*  
Laurie Smith King  
*replacing Prof. Oxley*  
William Stempsey, S.J. (June '12)

## ***Committee on Distinguished Fellowships and Graduate Studies***

### **Ex Officio**

Nancy Baldiga, Class Dean of the College,  
Class of 2013  
Anthony Cashman, Director,  
Office of Distinguished Fellowships and  
Graduate Studies, Chair  
Ronald Jarret, Class Dean of the College,  
Class of 2012

### **Teaching Faculty**

Gregory DiGirolamo (June '12)  
Matthew Eggemeier  
*on leave 2011-2012*  
Cynthia Hooper (June '13)  
Brian Linton  
*replacing Prof. Eggemeier*  
Stephanie Reents (June '14)

## ***Community Standards Board***

### **Ex Officio**

Paul Irish, Assistant to Vice President for  
Student Affairs and Director of the  
Office of Student Conduct and  
Community Standards  
Jacqueline D. Peterson, Vice President for  
Student Affairs and Dean of Students

### **Teaching Faculty**

Isabel Alvarez Borland (June '14)  
Jarrett Brown (June '14)  
Jude Kelley (June '12)  
Gareth Roberts (June '13)  
Susan Schmidt (June '13)  
D. Neel Smith (June '12)

***College Committees Reporting to the President of the College***

***Board of Directors of Alumni Association***

Christina Coch (June '12)  
Predrag Cicovacki (June '12)

***Athletic Council***

**Ex Officio**

Michael J. Lochhead, Vice President for  
Administration and Finance  
Richard M. Regan, Jr., Director of Athletics  
Frank Vellaccio, Senior Vice President

**Teaching Faculty**

Donald Brand (June '12)  
Victor Matheson (June '14)  
Edward Soares (June '13)

***Campus Center Advisory Council***

**Ex Officio**

Michael J. Lochhead, Vice President for  
Administration and Finance  
Jeremiah O'Connor, Director of  
Conference Services and Hogan Center  
Jacqueline D. Peterson, Vice President for  
Student Affairs and Dean of Students  
Frank Vellaccio, Senior Vice President

**Teaching Faculty**

Leila Philip (June '13)  
Edward O'Donnell (June '12)

**Alumni**

TBD (2)

**Students**

TBD (2)

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# Incorporation and Accreditation

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The College of the Holy Cross is a Massachusetts not-for-profit corporation subject to oversight by the Massachusetts Secretary of the Commonwealth and the Massachusetts Attorney General. The College of the Holy Cross is recognized as a tax-exempt 501(c)(3) corporation by the Internal Revenue Service.

**Financial Information:** For a copy of the College's current Financial Report, call the Treasurer's Office at (508) 793-2327. The report may also be viewed online at [www.holycross.edu/abouthc/president/report](http://www.holycross.edu/abouthc/president/report).

**Accreditation:** The College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the NEASC applies to the institution as a whole; as such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the NEASC should be directed to the administrative staff of the school or college. Individuals may also contact NEASC at 209 Burlington Road, Suite 201, Bedford, MA 01730-1433 or online at [www.neasc.org](http://www.neasc.org).

## Office of the General Counsel

The Office of the General Counsel is responsible for providing all legal services, preventive legal guidance, and legal advice to the College on a broad spectrum of legal issues that arise in its operation. The Office of the General Counsel is also responsible for engaging the services of outside law firms for specialized legal needs as well as coordinating and supervising the work of outside counsel. The Office of the General Counsel represents the College in all legal matters. It does not represent students, faculty, or staff in personal matters or personally in matters relating to the College, except in those circumstances where the individual is named a defendant in litigation regarding actions taken in the course and scope of his or her employment at the College. Communications regarding legal matters of the College that are directed to the Office of the General Counsel are ordinarily protected by attorney-client privilege and are confidential.

The Office of the General Counsel is located in Fenwick Hall, Room 124. Telephone (508) 793-3759.

## Nondiscrimination Policy

Incorporated as “Trustees of the College of the Holy Cross” in the Commonwealth of Massachusetts in 1865, The College of the Holy Cross admits qualified students of any race, color, national and ethnic origin, sex, age or handicap to all the rights, privileges, programs and activities generally accorded or made available to its students. It does not discriminate on the basis of race, color, national and ethnic origin, sex, age, sexual orientation or handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Applicants seeking information on these matters should call or write Affirmative Action Officer, The College of the Holy Cross, One College Street, Worcester, MA 01610, phone: (508) 793-3595.

## Harassment Policy

Holy Cross prides itself as a community that nurtures the growth and development of all its members. In such a community each individual is entitled to respectful treatment from others in an environment free from harassment. To ensure such an environment, the College has adopted the following policy. The goal of the policy is not simply to enforce limitations on harassment encoded in civil rights legislation, but to transcend legal considerations and appeal to principles governing honorable behavior in a just and principled community.

Title VII of the 1964 Civil Rights Act forbids sex discrimination in employment. The Equal Employment Opportunity Council (EEOC) guidelines defines sexual harassment as “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as a basis for employment affecting that individual; or
3. such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.”

Title IX of the Education Amendments of 1972 requires an educational institution to provide an environment free of discrimination on any grounds. Massachusetts General Laws Chapter 151B stipulates that it is unlawful to retaliate against an employee for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. Retaliation for complaints of harassment is itself a violation of the College policy. As a measure of the seriousness that the College regards this entire issue, any employee who is found after an investigation to have harassed another in the workplace will be subject to appropriate discipline up to and including termination, depending on the circumstances of the situation.



Holy Cross is committed not only to enforcing the law but also to protecting the community from any form of harassment that serves to degrade the status of another human being. Most often, harassment objectifies a personal attribute, singling it out for ridicule, attack, or disparagement. Examples include, but are not limited to: race, color, religion, sex, age, national origin, ancestry, sexual orientation, physical or mental handicap, veteran or other protected status. It may include physical contact such as touching or patting, written or verbal comments or suggestions, obscene or offensive jokes or pictures, hostile or threatening gestures, or other forms of degradation. Though harassment is often malicious in intent, even thoughtless or unpremeditated behavior can have the effect of harassment. In any situation where there is an inherent balance of power between the parties, romantic and/or sexual relationships are strongly discouraged.

For purposes of this policy, sexual harassment is defined as any type of sexually oriented conduct, whether intentional or not, that is unwelcome and has the purpose or effect of creating a work environment that is hostile, offensive or coercive to a reasonable woman or man, as the case may be. The following are examples of conduct that, depending on the circumstances may constitute sexual harassment:

- a) unwelcome and unwanted sexual jokes, language, epithets, advances or propositions;
- b) written or oral abuse of a sexual nature, sexually degrading or vulgar words to describe an individual;
- c) the display of sexually suggestive objects, pictures, posters, or cartoons;
- d) unwelcome and unwanted comments about an individual's body, sexual prowess or sexual deficiencies;
- e) asking questions about sexual conduct;
- f) unwelcome touching, leering, whistling, brushing against the body, or suggestive insulting or obscene comments or gestures;
- g) demanding sexual favors in exchange for favorable reviews, assignments, promotions, or continued employment, or promises of the same.

If you believe that you have been the subject of sexual harassment or subjected to a hostile, offensive or coercive environment, or if you are not sure whether certain behavior is sexual harassment or whether it is actionable under this policy, you are strongly encouraged to immediately notify your supervisor or manager.

You may also notify the following:

Donna Wrenn, Director of Human Resources  
P.O. Box HR, O'Kane 72, Ext. 3391

William J. Conley Jr., Director of Administrative Services/Affirmative Action Officer  
PO Box HR, O'Kane 72, Ext. 3423

## 2.0 Filing a Complaint (Informal or Formal)

You may file an Informal or Formal Complaint with the following individuals (depending on the status of the alleged harasser):

### 2.1 For Complaints Against Students:

Jacqueline D. Peterson, Vice President for Student Affairs and Dean of Students  
PO Box 19A, Hogan 115, Ext. 2414

### 2.2 For Complaints Against Teaching Faculty:

Timothy Austin, Ph.D., Vice President for Academic Affairs and Dean of the College  
PO Box DEAN, Fenwick 115, Ext. 2541

### 2.3 For Complaints Against Administrators, please refer to the appropriate divisional contact: In:

Admissions

Frank Vellaccio, Ph.D., Senior Vice President  
PO Box VP, Fenwick 111 Ext. 3010

### Athletics

Richard M. Regan Jr., Director of Athletics  
PO Box A Fieldhouse, Ext. 2582

### Administration and Finance

Michael J. Lochhead, Vice President for Administration and Finance  
PO Box VPFIN, O'Kane 158, Ext. 2327

### Chaplains' Office

Marybeth Kearns-Barrett, Director of the College Chaplains  
PO Box 16A, Hogan 314, Ext. 2448

### CISS

Timothy R. Austin, Ph.D., Vice President for Academic Affairs and Dean of the College  
PO Box DEAN, Fenwick 115, Ext. 2541

### Development

Frank Vellaccio, Ph.D., Sr. Vice President  
PO Box VP, Fenwick 111, Ext. 3010

### Financial Aid

Frank Vellaccio, Ph.D., Senior Vice President  
PO Box VP, Fenwick 111, Ext. 3010

### Library

Timothy R. Austin, Ph.D., Vice President for Academic Affairs and Dean of the College  
PO Box DEAN, Fenwick 115, Ext. 2541

### Public Affairs

Frank Vellaccio, Ph.D., Senior Vice President  
PO Box VP, Fenwick 111, Ext. 3010

### Registrar

Timothy R. Austin, Ph.D., Vice President for Academic Affairs and Dean of the College  
PO Box DEAN, Fenwick 115, Ext. 2541

### Student Life

Jacqueline D. Peterson, Vice President for Student Affairs and Dean of Students  
PO Box 19A, Hogan 115, Ext. 2414

### For Complaints Against Nonexempt Personnel:

William J. Conley Jr., Director of Administrative Services/Affirmative Action Officer  
PO Box HR, O'Kane 72, Ext. 3423

### Employees may also contact:

Massachusetts Commission Against Discrimination  
One Ashburton Place, 6th floor  
Boston, MA 02108  
(617) 727-3990

Equal Employment Opportunity Commission  
One Congress Street, 10th floor  
Boston, MA 02114-2023  
(617) 565-3200

# Clery Act Statement

Holy Cross is committed to assisting all members of the Holy Cross community in providing for their safety and security. Information regarding campus safety and security including crime prevention, public safety law enforcement authority, crime-reporting policies, crime statistics for the most recent three-year period, and disciplinary procedures is available upon request or can be found on the Holy Cross Web site. If you would like a brochure containing this information, please contact the Public Safety Department at Holy Cross, One College Street, Worcester, MA 01610-2395, or telephone (508) 793-2224.

## Bequests

Gifts by will to Holy Cross are essential to the future of the College. The unrestricted gift is the most useful and effective since it can be allocated where the need is the greatest. However, a gift for a specific purpose is also vital and may take the form of endowed chairs, named scholarships, buildings, books for the library, research equipment, works of art and the like. The following suggested forms for a bequest to the College of the Holy Cross should be adapted or rewritten by legal counsel to fit the donor's individual situation.

### *Legal Forms of Bequest*

**Specific Amount for Unrestricted Purposes.** I give, devise and bequeath to the Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts located in Worcester, Massachusetts, the sum of (insert dollar amount) in cash or in-kind (or \_\_\_\_\_ shares of \_\_\_\_\_ stock) OR (insert percent) of my estate to be used at the discretion of the College for its general purposes.

**Specific Amount for Specific Purposes.** I give, devise and bequeath to the Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts located in Worcester, Massachusetts, the sum of (insert dollar amount) in cash or in-kind (or \_\_\_\_\_ shares of \_\_\_\_\_ stock) OR (insert percent) of my estate to be used for \_\_\_\_\_ at the College of the Holy Cross. If in the opinion of the College's Board of Trustees, the purposes of the College would be better served by using the income or principal, or both, for the College's general purposes, the income or principal, or both, may so be used.

**Specific Bequests.** I bequeath my (insert description of property) to the Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts located in Worcester, Massachusetts.

**Residuary Bequests.** I devise and bequeath the residue of the property owned by me at my death, real and personal and wherever situate, to the Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts located in Worcester, Massachusetts, for its general purposes (or name a particular purpose).

### *Consult your own attorney:*

The provisions in your Will for making a gift to the College of the Holy Cross will depend upon the type of gift and your unique circumstances. We hope these specimen provisions will be helpful to your attorney.

The Office of Gift Planning at Holy Cross is available to answer questions you or your attorney might have. Please call (508) 793-2379.

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# Index

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## A

Absence Due to Religious Belief.....	17
Absentee Exams .....	20
Academic Calendar .....	3
Academic Dismissal .....	24
Academic Exceptions .....	26
Academic Honesty .....	17
Academic Internship Program.....	49
Academic Probation .....	23
Academic Program .....	11
Academic Suspension.....	24
Accelerated Degree.....	15
Acceptance Deposits .....	210
Accreditation .....	287
Accounting, See Economics Department.....	74
Administration, Officers of.....	254
Admissions .....	207
Admission Interviews.....	208
Advanced Placement .....	15
Advisory Board to Trustees and Administration .....	247
Advisory Program.....	16
Africana Studies Concentration .....	40
Alumni/ae Marketing Advisory Group .....	252
American Sign Language and Deaf Studies .....	51, 116
Annual Awards.....	29
Anthropology Courses, See Sociology and Anthropology Department.....	179
Appeal of Academic Dishonesty .....	18
Appeal of Academic Suspension and Dismissal .....	25
Appeal of Final Grade .....	22
Appeal of Involuntary Leave .....	27
Asian Studies Concentration.....	41
Assessment .....	5
Athletics and Recreation .....	240
Attendance .....	17
Auditing Courses.....	23
Awards.....	29, 213

## B

Beaven Hall .....	8
Biochemistry Concentration .....	56, 61
Bequests.....	291
Biological Psychology Concentration.....	56, 164
Biology Department.....	55
Board of Trustees.....	247
Books and Personal Expenses.....	210
Brooks Center for Music.....	9
Brooks Concert Hall .....	9
Brooks Music Scholarship.....	132
Business and Management .....	37

**C**

Calendar .....	3
Campus .....	6
Campus Events.....	239
Campus Visits .....	207
Cantor Art Gallery .....	9
Career Planning Center.....	243
Career Services .....	243
Center for Interdisciplinary and Special Studies .....	39
Center for Religion, Ethics and Culture.....	10
Change of Grade .....	21
Chapels.....	9
Chaplains.....	263
Chaplains' Office .....	236
Chemistry Department .....	61
Chinese.....	117
Ciocca Office of Entrepreneurial Studies .....	37, 52
Classics Department.....	67
Clery Act Statement.....	291
Club Sports .....	240
College Honors Program.....	50
College of the Holy Cross, Profile.....	4
Computer Science Courses.....	112
Community Standards.....	235
Concentrations: .....	40
Africana Studies .....	40
Asian Studies.....	41
Biochemistry.....	56, 62
Biological Psychology.....	56, 164
Environmental Studies .....	43
Latin American and Latino Studies .....	44
Peace and Conflict Studies .....	45
Women's and Gender Studies.....	47
Concurrent Registration.....	35
Councils and Committees .....	283
Counseling Center .....	241
Credit Balances.....	211

**D**

Deaf Studies .....	51
Dean's List.....	22
Deficiency.....	24
Degree Requirement.....	11
Department Chairs and Program Directors .....	264
Dinand Library.....	6
Directory Information, Release of .....	27
Disability Services .....	242
Dismissal .....	24
Donelan Program of Community-Based Learning.....	51
Double Major .....	15

**E**

Early Admission .....	208
Early Decision .....	208
Early Graduation.....	15

Economics Department..... 73

Edith Stein Hall..... 10

Education Department..... 81

Electives..... 14

Employment..... 216

Engineering, 3-2 Program..... 37

English Department..... 85

Enrollment..... 17

Environmental Studies..... 43

Events..... 239

Examinations..... 19

Exams, final..... 20

Exams, in-course..... 19

Expenses..... 210

**F**

Facilities, Athletics and Recreation..... 245

Federal College Work-Study Program (FCWSP)..... 216

Fenwick Hall..... 9

Fenwick Music Library..... 7

Fenwick Scholar Program..... 52

Fifth Course..... 22

Final Exams..... 20

Final Grade Review Policy..... 22

Financial Aid..... 212

First-Year Orientation..... 208

First-Year Students, Financial Aid..... 212

Founding, College of the Holy Cross: Profile..... 4

French..... 118

**G**

General Counsel..... 288

General Requirements for Degree..... 11

German..... 122

Goals of a Liberal Arts Education..... 5

Grade Point Average..... 21

Grade Points..... 21

Grading System..... 20

Graduate Study..... 36

Graduation Honors..... 22

Granting College Credit..... 15

Grants..... 214

Greek..... 69

**H**

Haberlin Hall..... 8

Harassment, Policy on..... 288

Hart Recreation Center..... 8

Health Professional Advisory Program..... 35

Health Services..... 242

History Department..... 94

Hogan Campus Center..... 8

Honor Grades..... 22

Honor Societies..... 28

Honors Program..... 50

**I**

In-Course Exams .....	19
Incorporation and Accreditation .....	287
Information Technology Services .....	10
Instruction, Officers of.....	266
Integrated Science Complex.....	8
Intercollegiate Sports.....	245
Interdisciplinary Studies Program .....	39
Internships.....	49,50,243
Interviews .....	208
Intramurals .....	240
Involuntary Leave of Absence .....	26
Italian .....	124

**L**

Latin.....	68
Latin American and Latino Studies Concentration .....	44
Leave of Absence.....	25
Leave, Involuntary .....	26
Leave, Appeal of Involuntary.....	27
Libraries .....	6
Loans.....	213

**M**

Majors .....	14
Marshall Memorial Fund .....	52
Mathematics Department .....	106
Medical Staff .....	263
Military Science .....	36
Minors.....	15
Mission Statement.....	Inside Front Cover
Modern Languages and Literatures Department .....	115
Montserrat.....	14
Multicultural Education .....	237
Multidisciplinary Minor.....	53
Music Department .....	132

**N**

National Scholarships and Fellowships .....	33
Naval Science Department.....	138
Nondiscrimination Policy.....	288

**O**

O'Callahan Science Library.....	7
O'Kane Hall .....	9
O'Neil Hall.....	8
Officers of Administration.....	254
Officers of Instruction .....	266
Officers of the College.....	253
Organ Scholarship.....	133

<b>P</b>	
Parent Loans for Undergraduate Students (PLUS).....	216
Pass/No Pass.....	23
Peace and Conflict Studies Concentration .....	45
Pell Grants.....	214
Performance Program, Music .....	133
Perkins Loan .....	215
Philosophy Department .....	141
Physics Department .....	150
Policy Change, Tuition .....	211
Political Science Department .....	154
Prebusiness .....	37
Prelaw .....	36
Prestigious Awards .....	33
Probation.....	23
Professors Emeriti .....	281
Profile, College of the Holy Cross.....	4
Profile, Financial Aid.....	212
Program Directors .....	264
Property Damage Deposits.....	210
Psychology Department .....	163
Public Safety.....	244

<b>R</b>	
Readmission .....	25
Recreation, Intramurals, and Club Sports.....	240
Refund, Tuition .....	211
Rehm Library.....	7
Release of Information .....	27
Religious Studies Department.....	169
Removal of Deficiency.....	24
Requirements, General Degree.....	11
Residence Halls .....	9
Residence Life .....	239
Retention and Return of Graded Materials.....	21
Room Deposits.....	211
ROTC Scholarship & Stipends .....	138, 216, 217
ROTC, Naval Science .....	138
Russian .....	126

<b>S</b>	
Scholarships.....	213, 214, 218
Science Complex, Integrated .....	8
Semester Away Program.....	50
Smith Hall.....	9
Smith Laboratories.....	8
Sociology and Anthropology Department .....	179
Spanish .....	188
Special Academic Programs .....	34
Special Programs .....	49
Stafford Student Loan Program .....	215
Student Affairs .....	237
Student Attendance.....	17
Student Development Services.....	241
Student Employment .....	216



Student Government Association .....	239
Student Grant Program.....	52
Student Involvement .....	239
Student Life .....	239
Student Records, Release of/Privacy of .....	27
Student-Designed Programs .....	53
Studies in World Literature.....	129
Study Abroad .....	34
Summer Internship Program.....	243
Supplemental Educational Opportunity Grant (SEOG) .....	215
Suspension.....	24
Swords Hall.....	8

## T

Teacher Certification Program .....	36, 83
Theatre Department .....	196
Transcript.....	23
Transfer Courses .....	16
Transfer Students.....	16, 207
Trustees.....	247
Tuition Payment .....	210
Tuition Policy Change .....	211
Tuition Refunds.....	211

## U

Upperclass and Renewal, Financial Aid.....	213
--	-----

## V

Vice President of Student Affairs .....	283
Visual Arts Department .....	201
Voluntary Withdrawal.....	25

## W

Washington Semester Program .....	49
Wellness Programming.....	242
Worcester Art Museum Library .....	7
Women's and Gender Studies Concentration.....	47
Work-Study Program .....	216
Written Expression.....	19