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Holy Cross

2008-2009 Catalog

College of the Holy Cross

Mission Statement

The College of the Holy Cross is, by tradition and choice, a Jesuit liberal arts college serving the Catholic community, American society, and the wider world. To participate in the life of Holy Cross is to accept an invitation to join in dialogue about basic human questions: What is the moral character of learning and teaching? How do we find meaning in life and history? What are our obligations to one another? What is our special responsibility to the world's poor and powerless?

As a liberal arts college, Holy Cross pursues excellence in teaching, learning, and research. All who share its life are challenged to be open to new ideas, to be patient with ambiguity and uncertainty, to combine a passion for truth with respect for the views of others. Informed by the presence of diverse interpretations of the human experience, Holy Cross seeks to build a community marked by freedom, mutual respect, and civility. Because the search for meaning and value is at the heart of the intellectual life, critical examination of fundamental religious and philosophical questions is integral to liberal arts education. Dialogue about these questions among people from diverse academic disciplines and religious traditions requires everyone to acknowledge and respect differences. Dialogue also requires us to remain open to that sense of the whole which calls us to transcend ourselves and challenges us to seek that which might constitute our common humanity.

The faculty and staff of Holy Cross, now primarily lay and religiously and culturally diverse, also affirm the mission of Holy Cross as a Jesuit college. As such, Holy Cross seeks to exemplify the long-standing dedication of the Society of Jesus to the intellectual life and its commitment to the service of faith and promotion of justice. The College is dedicated to forming a community that supports the intellectual growth of all its members while offering them opportunities for spiritual and moral development. In a special way, the College must enable all who choose to do so to encounter the intellectual heritage of Catholicism, to form an active worshipping community, and to become engaged in the life and work of the contemporary church.

Since 1843, Holy Cross has sought to educate students who, as leaders in business, professional, and civic life, would live by the highest intellectual and ethical standards. In service of this ideal, Holy Cross endeavors to create an environment in which integrated learning is a shared responsibility, pursued in classroom and laboratory, studio and theater, residence and chapel. Shared responsibility for the life and governance of the College should lead all its members to make the best of their own talents, to work together, to be sensitive to one another, to serve others, and to seek justice within and beyond the Holy Cross community.



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Academic Calendar 2008-2009

Fall 2008 Semester

Saturday	August 30	First year students arrive Mass of the Holy Spirit
Sunday	August 31	Orientation
Monday	September 1	First year student Advising
Tuesday	September 2	Orientation
Wednesday	September 3	CLASSES BEGIN
Wednesday	September 10	Add/drop ends; last day to declare an audit
Friday	September 19	Last day to declare P/NP
Monday	October 13	Columbus Day. NO CLASSES
Tuesday	October 14	NO CLASSES
Wednesday	October 29	Advising for Spring 2009 begins
Thursday	November 6	Advising for Spring 2009 ends
Friday	November 7	Change of major should be completed
Monday & Tuesday	November 10 & 11	Fourth year students enroll
Wednesday	November 12	Last day to withdraw from class with a W
Thursday & Friday	November 13 & 14	Third year students enroll
Monday & Tuesday	November 17 & 18	Second year students enroll
Thursday & Friday	November 20 & 21	First year students enroll
Tuesday	November 25	Thanksgiving recess begins after last class
Monday	December 1	Classes resume; open enrollment begins
Wednesday	December 10	Study period begins
Saturday	December 13	Final examinations begin
Saturday	December 20	Final examinations end

Spring 2009 Semester

Tuesday	January 13	Advising
Wednesday	January 14	CLASSES BEGIN
Monday	January 19	Martin Luther King Holiday. NO CLASSES
Wednesday	January 21	Add/drop ends; last day to declare an audit
Friday	January 30	Last day to declare P/NP
Friday	February 27	Spring vacation begins after last class
Monday	March 9	Classes resume
Wednesday	March 25	Last day to withdraw from class with a W
Monday	March 30	Advising for Fall 2009 enrollment begins
Tuesday	April 7	Advising for Fall 2009 enrollment ends
Wednesday	April 8	Easter recess begins after last class
Tuesday	April 14	Classes resume
Wednesday	April 15	Change of major should be completed
Thursday & Friday	April 16 & 17	Rising fourth year students enroll
Monday & Tuesday	April 20 & 21	Rising third year students enroll
Thursday & Friday	April 23 & 24	Rising second year students enroll
Monday	April 27	Open enrollment begins
Wednesday	April 29	Study period begins
Saturday	May 2	Final examinations begin
Saturday	May 9	Final examinations end
Thursday	May 21	BACCALAUREATE EXERCISES
Friday	May 22	COMMENCEMENT

College of the Holy Cross: Profile

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.

About this Catalog

The College Catalog is a document of record issued in August 2008. 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.

The Academic Program

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. The successful completion of 32 semester courses in eight semesters of full-time study is required for graduation.

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. No more than two courses from a single academic department may be counted toward fulfillment of the common requirements, except that students may take a third common requirement course in the same department where the Language Studies requirement is fulfilled. No more than one common area can be satisfied by Montserrat seminars.

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 directly, 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 this area, at least one of which must be in Natural Science.

Montserrat

Montserrat, an innovative new 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, 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 Interdisciplinary 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 no later than the enrollment period for a student's sixth semester, except in those cases where a student spends the fifth semester away from campus. In those cases, approval must be obtained prior to the completion of enrollment during the semester the student returns to campus. 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, 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 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.

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 re-

quested 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 enrollment period. 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 governor declares a state of emergency. 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 sent to students and 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	Good

2.70	B-	
2.30	C+	
2.00	C	Satisfactory
1.70	C-	
1.30	D+	
1.00	D	Low Pass
0.00	F	Failure
IP	In Progress	
W	Withdrawal without Prejudice	
AU	Audit	
AB	Absence from Final Examinations	
I	Incomplete	
P	Pass	
NP	No Pass (Failure)	
J	Grade not submitted	

The grades of AB and I are changed to F unless a subsequent grade is submitted to the Registrar within one week of the last day of final examinations. Grades of AB and 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 courses offered through the Colleges of Worcester Consortium 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. 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 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 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 are expected to satisfy a deficiency in the semester (or summer) immediately following the one in which it is incurred. Students who have more than one deficiency at the beginning of the second or third year, or who have any outstanding deficiencies at the end of the third year, may lose

class standing.

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 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 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. A Leave of Absence for health-related reasons may be requested at any time.
2. A student must be in good academic standing at the end of the last semester before the Leave is to begin.
3. 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.
4. A student on Leave of Absence must leave the campus community and ceases to be entitled to campus activities.
5. Students on Leave must notify the Class Dean of their intent to return to campus. If in good financial and disciplinary standing with the College, they will be readmitted unconditionally.
6. A student will be required to pay a fee of thirty dollars (\$30) for each semester on Leave of Absence.
7. A student may not advance in class standing by taking courses at other institutions while on Leave, nor can students recover their original class standing once they return to Holy Cross.

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 high 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 serves as a means for recognition of academic excellence in the study of Slavic languages, literature and history.

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 Italian honor society, dedicated to promoting and sustaining excellence in the study of Italian language, literature and culture, honors students who complete the Italian 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 honor society in mathematics, which promotes scholarly activity in mathematics by electing members on an honorary basis according to 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 and an affiliate of the American Psychological Association, which seeks to honor excellent scholarship and nurture student involvement in psychology.

Sigma Delta Pi — the National Collegiate Hispanic Honor Society, honors those who seek and attain excellence in the study of the Spanish language and Hispanic literature and culture.

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 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, Truman Scholarship, and Watson, 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 a finished proposal. 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 recommendation. 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.

Special Academic Programs

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 23 such programs in 13 countries throughout the world: Australia, Cameroon, England, France, Germany, Ireland, Italy, Japan, Mexico, 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 and Sri Lanka. During the summer, the College also offers month-long programs in Luxembourg, Oxford, Peru and Rome. 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 are eligible to apply for one of the academic-year or semester programs, with applications due 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 (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. Participation is limited to students with a minimum B average (3.00 cumulative GPA) or with 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. Students 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 are placed in home-stays with local families when available.

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, photography, art, or cooking.

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 run for four weeks and are the equivalent of one Holy Cross course. Applications for Summer Study Abroad are due in January.

With the exception of Alumni Memorial Scholarships, all financial aid (including Holy Cross fi-

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 13 institutions of the Colleges of Worcester Consortium. Participating institutions are: Anna Maria College, Assumption College, Atlantic Union College, Becker 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 Antiquarian 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 Premedical and Predental Program at Holy Cross has maintained an excellent record in preparing students for entrance to professional schools. Students are accepted to the program at the time of admission to the College. A premedical or predental student may declare a major in any discipline and fulfill all the requirements for medical or dental school 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 premedical students. Students admitted to the Premedical and Predental Program are guaranteed admission to courses that fulfill the science and mathematics requirements, 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 premedical and predental students must have completed successfully 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 Premedical and Pre dental Advisor to assist all students planning careers in the health sciences, whether or not they are in the Premedical Program.

For Students Interested in Law

Over 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 over 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>)

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

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 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 Master's and Ph.D.'s. Advanced degree holders enter careers in academia, scien-

tific 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 Watson, and the Truman, to help fund their post-baccalaureate plans. The director coordinates the Graduate Studies Liaisons to 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 Watson.

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. 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 49) is responsible for administering such programs as: Dinner Speaker Series, Executive Leadership Workshop, Summer Business Program, Women in Business Network, Career Workshops, and the Business Reading 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/ (b) Prebusiness Program: www.holycross.edu/prebusiness/

The 3-2 Program in Engineering

Holy Cross offers cooperative, five-year programs for students who are interested in combining the liberal arts and sciences with engineering. Students enrolled in these programs spend three years as full-time students at Holy Cross and two years as full-time students at the Fu Foundation School of Engineering and Applied Science at Columbia University in New York City or at the Thayer School of Engineering at Dartmouth College in Hanover, New Hampshire. 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 degrees from each school.

At the conclusion of this program, students receive both a Bachelor of Arts degree from Holy Cross and a Bachelor of Science degree in engineering from the appropriate institution. Students interested in this program are advised to major in mathematics or a physical science at Holy Cross since they must complete at least one year of physics, one year 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.

Any student who fulfills these requirements with a B average has historically been granted admission to Columbia University and Dartmouth. The student pays tuition to Holy Cross for the first three years of enrollment and to the second institution 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, but Dartmouth does not offer financial aid to students during their first year at Dartmouth.

Students who wish to enter this program are not required to apply until the beginning of their third year. However, interested students are urged to consult with the 3-2 Advisor as early as pos-

sible in their college career in order to properly plan their courses. In addition, descriptions and admission requirements for the Columbia and Dartmouth 3-2 Programs are available on the internet at <http://www.studentaffairs.columbia.edu/admissions/engineering/combined.php>, <http://engineering.dartmouth.edu/undergraduate/dual>, as well as from the 3-2 Program Advisor.

Center for Interdisciplinary and Special Studies

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 letters, *Director, Africana Studies*

Ann Marie Leshkovich, Ph.D., *Director, Asian Studies*

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

Loren R. Cass, Ph.D., *Director, Environmental Studies*

Edward H. Thompson Jr., Ph.D., *Director, Gerontology Studies*

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

Vickie Langohr, Ph.D., *Director, Peace and Conflict Studies*

Shawn Lisa Maurer, Ph.D., *Director, Women's and Gender Studies*

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

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

Christine A. Coch, 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*

Founded in 1971, 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 programs in Gerontology and Deaf Studies, 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 service opportunities; and 3) student-designed programs, such as the Fenwick Scholar Program and theses for the College Honors Program, which provide students with independent research opportunities. 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 the 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, 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. 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 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. 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. 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 related (i.e., non-African American).

AFST 110 — Introduction to Africana Studies

Annually

Interdisciplinary introduction to the study, research, and interpretation of historical, cultural, social and political knowledge of African American, African, and Caribbean peoples examining contemporary black identities, politics, and culture, particularly focusing on the role and place of blacks in modern American

cities through exploration of international migrations, race relations, and 20th-century cultural movements, including civil rights, social protest music, art and literature. Addresses the cultural, historical, political, economic, and psychological consequences of the dispersal of Africans from their ancestral continent to the United States and the Caribbean and the impact of the cultures of West and central Africa in the United States and the Caribbean, through oral narratives, music, art, festivals, foodways, clothing, hairstyles, dance, and religious belief systems. Introduces literary and political movements including Pan-Africanism, black feminism, Negritude, Harlem Renaissance, and other activities reflecting shared theories, ideologies and political movements of Africans, African Americans and Caribbean blacks. One unit.

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

AFST110	Introduction to Africana Studies
ANTH 260	Constructing Race
ANTH 272	Culture & Identity in the Caribbean
EDUC 273	Urban Education
ENGL 368	African American Literature
ENGL 372	Contemporary African-American Literature and Culture
HIST 137	American Slavery, American Freedom
HIST219, 220	African American History 1, 2
HIST223	Radicalism in America
HIST 225	The Civil Rights Movement
MUSC 150	American Music
MUSC 151	World Music
MUSC 218	Jazz Improvisation 1
MUSC 219	Jazz Improvisation 2
POLS 205	Race and Politics
POLS 261	Contemporary African Politics
POLS 263	Black Political and Social Thought
POLS 270	Africa and the World
POLS 300	Law, Politics, and Society
PSYC 341	Seminar: Racial/ Ethnic Group Contact
RELS 207	Introduction to Islam
RELS 315	Islamic Philosophy and Theology
RELS 376	North American Theology of Liberation
SOCL 203	Race and Ethnic Relations
SOCL 243	African American Social and Religious Thought
STWL 235	Introduction to Post-Colonial Theory
STWL 261	Exile & Cultural Production in Africa & the Caribbean
STWL 267	Post-Colonial Writing: African and the Caribbean Experience
THEA 141	Jazz Dance 1-2
VAHI 104	Introduction to Islamic Art
VAHI 105	Art of Africa & the Americas

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 co-curricular events sponsored throughout the year. The Asian Studies program provides two tracks, the general concentration and

the China track. Both require a History course, Perspectives on Asia, or an approved substitute. The general track additionally requires 5 courses on Asia from at least two disciplines or covering at least two sub-regions of Asia. The China track requires 5 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.

ASTD 155 — East Asian Art History

Annually

Offers a chronological survey of the arts of early India, China, and Japan, focusing on the major genres: architecture, sculpture, painting, and decorative arts. One museum trip allows students to experience firsthand the original art works. This course combines traditional art history format with hands-on studio components so that students can focus on intensive learning of Asian art history with some experience of Asian art works and art-making. One unit.

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

ANTH 274	Art & Power in Asia
ANTH 275	Cultures of Southeast Asia
ASTD 152	East Asian Art Studio
ASTD 155	East Asian Art History
CHIN 101, 102	Elementary Chinese 1,2
CHIN 201, 202	Intermediate Chinese 1,2
CHIN 255	Chinese Culture through the Camera's Eye
CHIN 301, 302	Third Year Chinese 1, 2
CHIN 401, 402	Fourth Year Chinese 1, 2
CHIN 409, 410	Intro to Literary Chinese 1, 2
ECON 221	Economic Development Modern China
ECON 309	Comparative Economic Systems
ENGL 375	Asian American Literature
HIST 103	Perspectives on Asia 1: "Traditional" East Asia
HIST 104	Perspectives on Asia 2: Modern Transformations
HIST 121	Making of the Modern Middle East
HIST 282	Revolutionary China
HIST 286	Modern Japan
HIST 287	The Pacific War
HIST 288	Japan Since the Pacific War
HIST 290	Vietnam, More than an American War
HIST 291	Tarnished Gold: Asian Experiences in America
HIST 360	The Warrior Tradition in Japan
MUSC 151	World Music
MUSC 153, 253	Music of Bali-Gamelan 1, 2
PHIL 254	Philosophy of East and West
POLS 218	Revolutionary China
POLS 278	International Politics of East Asia
POLS 324	East Asian Development
RELS 120	Comparative Religions/World View
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, 232	Balinese Dance 1, 2
THEA 232	Advanced Balinese Dance
THEA 333, 334	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 an introductory course, two to three additional 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, with at least one outside the major. 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, British Columbia, Costa Rica, Kenya, and Australia. In addition, the Sea Semester (Woods Hole, MA) 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

Topics in Biology/Environmental Biology (ENVS Intro Course)

BIOL 114	Topics in Biology/Global Environmental Change (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
CHEM 141	Environmental Chemistry
CHEM 144	Chemistry and Society (when environmental theme)
CHEM 231	Introduction to Equilibrium & Reactivity
CHEM 268	Analytical Methods 2
CHEM 313	Atmospheric Chemistry
CHEM 346	Instrumental Chemistry/Analytical Methods 1
CHEM 384	Environmental Forensics
ECON 224	Environmental Economics
ENVS 200	Environmental Law and Policy
ENVS 247	Introduction to Geographic Info Systems
HIST 200	Environmental History (ENVS Intro Course)
HIST 305	America's First Global Age
MATH 110	Topics in Mathematics/Environmental Mathematics
PHIL 247	Environmental Ethics
PHYS 102	Introduction to Meteorology
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 the reality of Latin America's multiplicity of peoples and cultures as they are situated in historical, hemispheric, and global contexts. This focus includes a study of how Latin America has become integrated into the very history and society of the United States. Students select from an array of courses in various disciplines that focus on Latin America in exploring the diversity of the region as well as its common cultural and historical roots. The courses explore the events and processes that have shaped the region and the lives of its people. Students may also study U.S.-based Latino and immigrant Latin American populations through the curriculum. The courses and other program activities consider the increasing transnational practices and identities of Latinos and people of Hispanic-American descent in the U.S., as well as their growing concern over U.S. policies towards other nations in the hemisphere. The program requires six courses on Latin America and Latinos, at least one of which must be in Latin America History. In addition to the six courses, students are required to complete Spanish Composition and Conversation or its equivalent, as the language component of the concentration. Students are encouraged to enroll in Perspectives on Latin America (offered as LALS credit). In addition, students have the opportunity to participate in Study Abroad in Latin America, either in Pueblo, Mexico, or at the Pontificia Universidad Catolica del Peru (PUCP). In addition, there is a Study Away opportunity, Borderlinks: Semester Away on the US/Mexico Border.

LALS 101 — Perspectives on Latin America

Serves as a general interdisciplinary introduction to Latin America. Students will possibly have the opportu-

Annually

nity to travel to a Latin American country during spring vacation. Includes a Community-Based Learning component. One unit.

LALS 202 - Conquest, Conquistadors, and the Cross

Annually

Covers the history of the “discovery” and “conquest” of the New World, including the culture and folkways of the indigenous people of Spanish Latin America.

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 272	Culture & Identity in the Caribbean
ANTH 299	Culture and Politics in Latin America
ECON 305	Economic Growth and Development
EDUC 273	Urban Education
HIST 126	Colonial Society of Latin America
HIST 127	Formation of Nations/Latin America
HIST 350	Latino History
LALS 101	Perspectives on Latin America
LALS 202	Conquest, Conquistadores & the Cross
LALS 299	Hispanics and the Law in Massachusetts
MUSC 255	Music of Latin America
POLS 251	Latin American Politics
POLS 257	Politics of Development
POLS 326	Citizenship in Contemporary Latin America
RELS 275	Latin American Liberation Theology
RELS 376	North American Theology of Liberation
SPAN 301	Spanish Composition and Conversation
SPAN 305	Intro to Literary Genres
SPAN 312, 313	Surveys of Spanish American Literature
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 411	Latin American Literature of 19th Century
SPAN 413	Spanish in the U.S.
SPAN 420	Latin American Film

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

Peace and Conflict Studies

The Concentration in Peace and Conflict Studies is a multidisciplinary program for students who wish to complement their major field of study with courses focused on peace and social justice. The courses offered in the concentration help students address crucial challenges of the contemporary world. The purpose of the Peace and Conflict Studies Concentration is to educate women and men for the responsibility of citizenship in an age of nuclear weapons, regional, ethnic, and religious conflicts, environmental deterioration, and global economic interdependence. It seeks to give students the intellectual grounding and analytical skills to deal effectively with threats to peace, justice, and human survival. The Peace and Conflict Studies concentration requires six courses, determined in part by the student’s interests. In particular, there are three categories of courses: (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. Students must take one course from each of the three categories. There is also an optional capstone requirement, a one-semester project completed during senior year either through an advanced seminar or an independent study (tutorial) with a selected faculty member.

PCON 130 — Introduction to Peace & Conflict Studies

Annually

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.

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.

PCON 291 — Nazi & Postwar German Cinema

Alternate years

Films produced during the Third Reich played a crucial role in the mass culture of that regime. Course examines selected films made during that time as well as cinematic representations of the Hitler years during postwar period to show how German film makers tried to come to terms with the Nazi past of the their country. In English. One unit.

PCON 292 — German Resistance to Hitler

Alternate years

Explores the various forms of German resistance to Hitler during the Third Reich (1933 – 1945) and discusses the difficulties such opposition faced in a totalitarian regime. Against the backdrop of the Hitler dictatorship the many forms of resistance in the Third Reich are discussed, ranging from whispered joke to a full-fledged coup d'état in 1944 by the Stauffenberg circle. In English. One unit

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

ECON 316	Economics of Peace, Conflict & Defense
HIST 101	American Themes: Struggles for Justice
HIST 101	American Themes: WW II on the Home Front
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 282	Revolutionary China
HIST 290	Vietnam: More than an American War
HIST 322	War & Cinema
HIST 324	Italy & France: War and Resistance
HIST 325	War/Women/Holocaust/Resistance
HIST 361	Germans, Jews, and Memory

PCON 130	Introduction to Peace & Conflict Studies
PCON 216	U.S. Intelligence Community
PCON 231	Military & Society
PCON 291	Nazi & Postwar German Cinema
PCON 292	German Resistance to Hitler
PHIL 274	Philosophical Anthropology
POLS 103	Introduction to International Relations
POLS 218	Revolutionary China
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	Nationalism
POLS 284	Human Rights
POLS 320	Seminar on Political Violence
POLS 332	Seminar: Imperialism
POLS 333	Ethics & International Relations
RELS 143	Social Ethics
RELS 151	Faith & World Poverty
RELS 275	Latin American Liberation Theology
RELS 376	North American Theology of Liberation
SOCL 205	Structures of Social Inequality
SOCL 217	Criminology
SOCL 259	Children & Violence
SOCL 265	Sociology of Work & Labor
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

Annually

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 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 Women's and Gender Studies Concentration are the following:

ANTH 255	Genders and Sexualities
ANTH 256	The Imagined Body
ANTH 269	Fashion and Consumption
ANTH 299	Culture and Politics in Latin America
CLAS 221	Women and Classical Mythology
ENGL 315	Sex and Gender in the Middle Ages
ENGL 320	The Age of Elizabeth
ENGL 345	British Women Writers 1770-1860
ENGL 353	19 th Century American Women Writers
ENGL 367	American Women Writers of Color
ENGL 368	African American Literature
ENGL 382	Queer Theory
ENGL 383	Feminist Literary Theory
ENGL 399	Henry James and Edith Wharton
ENGL 401	Seminar: Child, Stowe, Alcott
HIST 217	Family in American History 1
HIST 218	Family in American History 2
HIST 325	Women/War/Holocaust/Resistance
HIST 401	Seminar: Medieval Women and Family
ITAL 253	Italian Women Writers
PHIL 277	Philosophical Perspectives on Women
PHIL 399	Feminist Environmentalism
POLS 300	Law, Politics, & Society
POLS 315	Contemporary Feminist Political Theory
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 232	Women and the Bible
RELS 261	Feminist Perspectives in Theology
RELS 294	Sexual Justice: Social Ethics
RELS 355	Contemporary Feminist Theology
RELS 399	Theology of Homosexuality
SOCL 259	Children and Violence
SOCL 265	Sociology of Work & Labor
SOCL 271	The Family
SOCL 275	The Sociology of Men
SOCL 276	Women & Society
SOCL 299	Sociology of Poverty

SOCL 375	Men and Violence
SPAN 466	19th & 20th C. Women Writers of Spain
STWL 221	Writing Women in 20th C
WGST120	Introduction to Women's Studies
WGST 220	Global Feminism
WGST 299	Women and Global Health

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 Deaf Studies Certificate Program, the Gerontology Studies 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. The Washington 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 sponsor. Admission to the Washington Program is highly competitive. Washington students have worked in congressional offices, research groups, federal agencies, museums, 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

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 is open to third- and fourth-year students by application.

ACIP 379-01 — Academic Internship

Fall, spring

An independent internship arranged by the student with a faculty sponsor. The internship commitment is 8 hours per week. The student meets with the faculty sponsor in a weekly tutorial as well. One unit.

ACIP 379-02 — 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, a senior executive. One unit.

ACIP 379-03 — 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 379-04 — 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 379-05 — Professional Ethics Seminar

Fall, spring

Designed for students participating in professional internships of 8 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. Students not enrolled in an academic internship through CISS may participate in "P4C", a project in teaching philosophy to elementary school pupils in grades 4-8. These students visit an elementary school one day per week to conduct philosophical dialogues, and conduct research into philosophy with children. 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 routinely 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 classroom, 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 faculty in the natural sciences, social sciences, and humanities and arts. Presently, the annual topic of the sophomore course is Human Nature. 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 2009, the tentative topic is Word, Image, and Sound. 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. In 2007-2008, evening discussions were led by both Holy Cross and non-Holy Cross faculty and engaged a variety of topics including: the aesthetics of Japanese gardens, Hindu/Muslim relations in India, the trial of Galileo, portrayals of Muslims in Western media, the canonization of Francis Xavier, U. S. drug policy, and the mis-folding of proteins and their connection to disease. 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

In 1994, through the support of a grant from the 3M Foundation’s VISION Program, the College introduced an American Sign Language (ASL) and Deaf Studies curriculum. Courses, offered through the Modern Languages and Literatures Department and CISS, include Introduction to Deaf Studies, two to six semesters of American Sign Language instruction, an internship Community-Based Learning (CBL) seminar with full immersion into the Deaf community, and special topic courses that are offered on rotating and alternate years (such as The Deaf Community: Language and Culture, Deaf Literature, Linguistics of ASL, Special Education and Deaf Children, Bi-Lingual and Bi-Cultural Education of Deaf Children, Visual Gestural Communication). The Intermediate and upper level ASL classes include a concurrent CBL experience where ASL is used as the primary means of communication. Through CBL partnerships, the ASL students are actively involved in programs that provide personal and direct interaction with members of the Deaf community. The Deaf Studies program also offers students numerous co-curricular events including speakers, special events, workshops, and films that complement and extend the language and culture of the Deaf community. Students who complete the required courses in the Deaf Studies Program are awarded a certificate of completion in Deaf Studies.

Typically students studying other languages have the opportunity to study abroad in a foreign country rich in culture and language. Students at Holy Cross who are interested in ASL and Deaf Studies can also study in an environment rich in the language and culture of Deaf people. Students link their learning and living by attending Gallaudet University, the world’s only deaf university, located in Washington, D.C. as a “visiting student” through the Semester Away Program at Holy Cross. Students can have this full immersion experience for one semester or two.

Students also have the opportunity to develop a multidisciplinary major or minor by incorporating Deaf Studies with other disciplines within the College. Multidisciplinary majors incorporating Deaf Studies have included majors such as “Social Issues in Deaf Education” and “Science Education for the Deaf.” The ASL and Deaf Studies curriculum can be found in Modern Languages and Literatures section of the Catalog.

Gerontology Studies

Thirty years after the establishment of the National Institute of Aging, the nation is still faced with an

enormous gap between the needs of older adults and the small cadre of skilled professionals capable of working with and for them. The recent White House Conference on Aging specifically called for an expansion of aging professionals. Gerontology Studies is a 30-year-old, collaborative, multidisciplinary concentration that is uniquely positioned to prepare undergraduates to become researchers in aging, clinical geriatricians, and leaders in administration and policy studies. The program is the oldest undergraduate gerontology studies certificate program in the nation. Successful completion of the concentration entitles the student to a Colleges of Worcester Consortium Gerontology Certificate, and participation assures students opportunities for two field internships and career advising. Courses and internships address the aging process, the experience of older people, the distinction between older adults and the elderly, and the state of the nation's delivery of services to the elderly. Students may elect a wide range of courses drawing on the strengths of the Holy Cross faculty and colleagues within the Worcester Consortium. CISS courses include:

GERO 299 — Special Topics

Annually

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

GERO 390 — Aging and Social Policy

Every third year

Analyzes federal, state, and local aging policies, and reviews economics of aging on a macro level. Topics include the Older Americans Act, the relationship between aging policy and service provision, policy analysis (including the concepts of entitlements and intergenerational issues), lobbying, advocacy, allocation, health care financing (e.g. Medicare, Medicaid, insurance, HMOs/managed care), financial support (e.g. Social Security and private pensions), and costs of long-term care versus community based care. Also, implications for caregivers, both formal and informal, are discussed. One unit.

GERO 391 — Women, Spirituality, and Aging

Every third year

This seminar provides an opportunity for student interns in elder care to reflect on and discuss their internship experience. Explores family and community concerns in elder care including autonomy, informed consent, care for elders with dementia, legal issues and options, and society's responses. Classes involve didactic presentation, discussion of assigned readings, and discussions of situations drawn from the internship experiences of each class member and the professional experiences of the instructor, who is a social worker and certified care manager. One unit.

Among the courses that contribute to the Gerontology Studies concentration of the Colleges of Worcester Consortium are the following:

Assumption College

Economics 233, Urban Economics
Geography 108, World Population Issues
HRS 210, Medical Aspects of Disability
HRS 421, Loss and Bereavement across the Lifespan
ID 205, Women and Aging
Psychology 352, Cognitive Psychology
Sociology 223, The Family in Society
Sociology 224, Gender Issues in Society
Sociology 241, Sociology of Health & Illness
Sociology 365/366, Internship Seminars
SRS, Gerontology Practicum
Theology 341, Moral Issues in Medicine

Clark University

Economics 100, Birth, Death, and Economics: The Economics of World Population
Philosophy 25, Eros and Thanatos Conceptions
Philosophy 130, Medical Ethics

Psychology 216, Research in Health Psychology
Psychology 226, Research in Men's Mental Health
Psychology 260, Narrative Perspective in Psychology, Capstone Seminar
Psychology 265, Psychology of Men Capstone Seminar
Sociology 175, Sociology of Families
Sociology 232, Population, Environment and Development
Sociology 241, Sociology of Medicine
Sociology 275, Family Issues in an Aging Society
Sociology 299, Internship in Sociology

Holy Cross

Biology 114, Biochemistry of Health & Illness
Gero 390, Aging and Social Policy
Gero 391, Women, Aging, & Spirituality
DCSP, Washington Internship (if the internship site is relevant)
DTST 350, Experience in the Deaf Community
Psychology 229, Abnormal Psychology
Psychology 239, Psychology of Aging
Psychology 360, Psychopathology & Aging
Psychology 399, Adult Psychopathology
Religious Studies 230, Medical Ethics
Sociology 257, Aging & Society
Sociology 262, Sociology of Mental Health
Sociology 263, Medical Sociology
Sociology 299, End of Life Issues
Sociology 390, Aging & Health Care

Worcester State College

Biology 161, Human Anatomy and Physiology I
Biology 162, Human Anatomy and Physiology II
Communication Sciences 110, Anatomy and Physiology of Speech and Hearing
Communication Sciences 305, Audiology
Economics 208, Economics of Health Care
Health Science 320, Aging and Death
Occupational Therapy 101, Introduction to Occupational Studies of Wellness/Illness*
Occupational Therapy 401, Occupational Performance & Context for Elders*
Occupational Therapy 402, Therapeutic Approaches for Elders*
Psychology 315, Physical and Sexual Abuse
Psychology 345, Cognitive Psychology
Sociology 215, Medical Sociology
Urban Studies 202, Aging in Metropolitan Society
Urban Studies 216, Women and Aging in the Urban Environment
Urban Studies 320, Human Needs and Social Policy
Urban Studies 340, Urban Housing Dilemma
Urban Studies 344, A Society for all Ages: Intergenerational Community Service
Urban Studies 352, Policy Planning for an Aging Society
Urban Studies 422, Selected Topics in Gerontology
Urban Studies 450, Internship in Urban Studies

*Can be taken but will not count towards graduation requirements at Holy Cross.

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 provides the faculty of the College a director to establish connections and partnerships between courses across the College curriculum with internship sites in the Greater Worcester Area. In keeping with the College's social mission to prepare students to work for social justice, Community-Based Learning (CBL) enables students to be of service to the community while enhancing their understanding of course material. Recent courses with an engaged learning component have included: WGST 120 Intro to Women's Studies, LALS 294 Experience in Latino Education, all sections of intermediate ASL, HIST 200 Environmental History, MATH 110 Environmental Mathematics, RELS 328 Experience and Perspectives on the Church, SOCL 257 Aging and Society, and VAHI 235 Sacred Spaces. Approximately 35 courses a year across all disciplines offer a CBL component.

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, Business Reading Club, 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 pre-business program. (see page 32).

Marshall 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 are also supported. Funds are awarded on a competitive basis each semester.

Student-Designed Programs

The Fenwick Scholar Program

The Fenwick Scholar Program provides 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 the Psychopathology of Depression, Embedding Diagrams for the Theory of General Relativity, The Role of Humanism in the Rise of a New Musical Aesthetic in Renaissance Italy, Influences on Reading Instruction in Massachusetts Public Schools, a creative writing project in Cuban American Fiction, American Perceptions of Mental Illness in the late Colonial and Early National Period, and Using Organometallic Chemistry to Develop Imaging Agents.

Student-Designed Multidisciplinary Majors and Minors

A multidisciplinary major or minor must involve at least three disciplines and fall within the competence of the College faculty. The student presents 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 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.

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. Chinese Language and Civilization is the most common of the Asian Studies majors. Major only.

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 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 environment and social, economic, and political institutions. Major only.

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, political science, and religious studies in an attempt to analyze the distinctive traits of Russia and its people and/or on Central and Eastern Europe. Major or minor.

Biology

Robert I. Bertin, Ph.D., *Professor and Chair*
 George R. Hoffmann, Ph.D., *Professor*
 Mary Lee S. Ledbetter, Ph.D., *Professor*
 Kornath Madhavan, Ph.D., *Professor*
 Robert M. Bellin, Ph.D., *Associate Professor*
 Kenneth N. Prestwich, Ph.D., *Associate Professor*
 William V. Sobczak, Ph.D., *Associate Professor*
 Madeline Vargas, Ph.D., *Associate Professor*
 Leon Claessens, Ph.D., *Assistant Professor*
 Sara G. Mitchell, Ph.D., *Assistant Professor*
 Karen A. Ober, Ph.D., *Assistant Professor*
 Ann M. Sheehy, Ph.D., *Assistant Professor*
 Amy Beth Vashlishan, Ph.D., *Visiting Assistant Professor*
 Kelly S. Wolfe-Bellin, Ph.D., *Visiting Assistant Professor*
 Susan L. Berman, Ph.D., *Associate Professor Emerita*
 Jennifer Fitzpatrick Hughes, Ph.D. *Lecturer*
 Jodi Marie Rymer, Ph.D., *Lecturer*
 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 philosophical 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 (with permission of the Chemistry Department) Chemistry 222, if these courses are not otherwise required for their academic program. 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. At least six of the minimum eight biology courses must be taken at Holy Cross, but other courses up to the maximum of 14 may be taken in Study Abroad, Study Away, Worcester Consortium, or summer programs with the Chair's permission.

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, and may elect to conduct 2 semesters of thesis research in their fourth year. If not, they must take 2 additional courses from among those designated for the concentration. 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, vertebrate history, microbiology, cancer, human heredity, plant life, environmental biology, health and metabolism, human reproduction, the molecular biology of the HIV pandemic, global change biology and genetic engineering. 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 222. 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 from molecules to ecosystems. 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 and invertebrates. Includes laboratory. Open to biology majors and prospective biology majors. One and one-quarter units.

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, 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, minors, or concentrators. Includes laboratory. One and one-quarter units.

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 Chordate 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 230 — Developmental Biology

Alternate years in spring

The development of eukaryotic organisms from a comparative point of view. Emphasis is placed on possible molecular explanations of the major events and processes of classical embryology. The emphasis in the laboratory is on the application of techniques for visualization of gene activity and the elucidation of such processes as gastrulation, regeneration, and metamorphosis. Both plants and animals are considered. Includes laboratory. Organismal biology. Prerequisite: Biology 131. One and one-quarter units.

Biology 233 — Freshwater Ecology

Fall

A comprehensive introduction to the hydrology, chemistry, and ecology of freshwater ecosystems. The laboratory includes fieldwork in several ecosystems (lake, stream, and wetland) and laboratory work characterizing the chemistry and biology of these diverse ecosystems. Includes laboratory and field work. Ecological and evolutionary biology. Prerequisites: Biology 131 and 132. One and one-quarter units.

Biology 241 — Vertebrate Endocrinology

Alternate years

The anatomy and physiology of endocrine glands and internal secretion in representative vertebrates. Emphasis is placed on functional interrelationships of the endocrine organs, cellular effects of hormones, and hormonal mechanisms of action (receptors, second messengers, etc.). The functional morphology of the endocrine system of vertebrates is compared with that of invertebrates. Organismal biology. Prerequisite: Biology 131. One unit.

Biology 250 — Field Botany

Alternate years

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. Laboratory exercises emphasize 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 in 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: Chemistry 221 and Biology 120 or 131. One and one-quarter units.

Biology 270 — Histology*Alternate years in spring*

A study of the microscopic and submicroscopic structure of vertebrate tissues and organs. Includes laboratory. Organismal biology. Prerequisite: 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 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. 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. 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 311, 312 — Problems in Biology

Annually

Courses at an advanced level on selected subjects in the biological sciences. Recent topics include microbial physiology, electrophysiology, genetic engineering, cell signaling, bioinformatics, neurobiology and neurological disease, and the physiology of movement. Distribution area depends on subject. One unit (Biology 312 includes a laboratory and receives one and one-quarter units).

Biology 320 — Molecular Genetics

Spring

The regulatory mechanisms controlling gene expression at the levels of DNA, RNA and protein are considered along with methodology used to study these molecules. Topics include DNA cloning, PCR analysis, the human genome project, RNA interference, microarray technology, and special topics such as regulation of development, circadian systems, and stem cells. Current literature is an integral part of the course. Includes laboratory. Molecular and cellular biology. Prerequisites: Biology 120, 261, 262, 266 or 301. One and one-quarter units.

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; developmental toxicology; clinical, environmental, forensic, and regulatory toxicology; and toxins. Organismal biology. Prerequisites: Chemistry 222 and Biology 120, 261, or 262. One unit.

Biology 381 — Conservation Biology

Alternate years in 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. 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 — 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 120, 261, 262 or 266. One and one-quarter units.

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. Open only to students in the College Honors Program. One and one-quarter units each semester.

Chemistry

Richard S. Herrick, Ph.D., *Professor and Chair*

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

Jane M. Van Doren, Ph.D., *Professor*

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

Kimberly A. Frederick, Ph.D., *Associate Professor*

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

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

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

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

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

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

Bianca R. Sculimbrenne, Ph.D., *Assistant Professor*

Dwayne A. Bell, Ph.D., *Visiting Assistant Professor*

Stephanie Anne Brouet, Ph.D., *Visiting Assistant Professor*

G. Earl Peace, Ph.D., *Lecturer and Class Dean*

Antonet de Souza-Goding, Ph.D., *Laboratory Supervisor*

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

The Department of Chemistry (www.holycross.edu/academics/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 (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 at least 10 chemistry courses, with 8 required labs, as described below. Chemistry majors must also take two semesters of physics with lab (General Physics I & II or General Physics in Daily Life) and Calculus through Math 132, 134 or 136, normally by the end of the second year. Students who enjoy the quantitative and physical aspects of chemistry are also encouraged to take Methods of Physics (PHYS 221) or Multivariable Calculus (MATH 241) in preparation for physical chemistry and advanced study. Students wishing to receive an American Chemical Society certified degree in Chemistry must also successfully complete one course in biochemistry and be involved in a significant research project during the academic year (typically two research courses beyond CHEM 389 meet the requirement, e.g., CHEM 405 and 406).

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 include lab and they are typically taken in the order listed above during the first and second year. Majors complete their chemistry curriculum with six advanced courses at the 300-level plus four required labs (some formally associated with lecture courses, some taken as an overload along with the lecture course) which are typically taken in the third and fourth year. Any of our research courses can be taken more than once but students can not count more than three toward the 32 needed for graduation.

For the class of 2009, the six advanced courses and four required labs include Instrumental Chemistry and Analytical Methods 1 (CHEM 346), Analytical Methods 2 Lab (CHEM 348), Classical Physical Chemistry (CHEM 336), Physical Chemistry Lab (CHEM 337), Modern Physical Chemistry (CHEM 335), Physical and Inorganic Chemistry Lab (CHEM 338), Inorganic Chemistry (CHEM 351), and two 300-level (non-research) elective courses. The combination of General Research 1 and 2 (CHEM 405 and 406) can count as an elective.

For the class of 2010, the six advanced courses and four required labs, include Instrumental Chemistry and Analytical Methods 1 (CHEM 346), Classical Physical Chemistry (CHEM 336), Physical Chemistry Lab (CHEM 337), Modern Physical Chemistry (CHEM 335), Advanced Physical and Analytical Chemistry Lab (Fall course, new 2009), Inorganic Chemistry (CHEM 351), Advanced Synthesis Lab (Spring course, new 2010) and two 300-level (non-research) elective courses. The combination of General Research 1 and 2 can count as an elective. We strongly recommend students begin the advanced sequence with CHEM 346.

For the class 2011 and the class of 2012, the six advanced courses and four required labs include Instrumental Chemistry and Analytical Methods 1 (CHEM 346), Classical Physical Chemistry (CHEM 334), Physical Chemistry Lab, Modern Physical Chemistry (CHEM 335), Advanced Physical and Analytical Chemistry Lab (new, Fall 2009), Inorganic Chemistry and Advanced Synthesis (new, Spring 2010), Biochemistry (new, Fall 2008) or Biochemistry (Biol 301) and one 300-level (non-research) elective course. We strongly recommend students begin the advanced sequence with CHEM 346.

With the permission of the Chair of the Department, a student may substitute certain upper-division courses in physics, biology, or mathematics for one chemistry elective.

Departmental Honors Program

For the Class of 2009 and Class of 2010:

To be eligible to graduate with Department Honors, a student must maintain a minimum GPA of 3.0 within the major and overall, successfully complete two years of research (Chemistry 405/406 and Chemistry 407/408) and be nominated by his/her Research Advisor. Student proposals to substitute the second year of research with additional course work and/or a special project will also be considered.

For the Class of 2011 and Class of 2012:

To graduate with Department Honors a student must have obtained a minimum GPA of 3.40 in all CHEM courses (as reported by the Registrar), taken two additional chemistry courses (which could include research courses) beyond the minimum 10 courses for the major, performed a sufficient 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 seven-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, inor-

ganic, 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 three courses among the advanced 300-level (non-research) courses with one advanced lab. Biochemistry Lab (BIOL 303, 304 or equivalent), when taken in combination with an appropriate biochemistry course, (e.g., Biochemistry (new chemistry course, Fall 2008) or BIOL 301 or 302) can count as the advanced lab. Chemistry Minors are expected to complete prerequisites for advanced courses elected. 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, 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. Chemistry majors will normally take Biology 301 and 302 with labs during their third year. 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. Interested students should contact the chair of either department. 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 1 (CHEM 346) and Environmental Forensics (CHEM 384). 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). For the 2009-2010 classes, students should select one course in biochemistry as one of their electives. For the 2011 classes and beyond, this requirement is formally incorporated into the Chemistry Major. 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 110 — Methods of Chemistry

Designed to reinforce problem-solving methods that are used in Atoms and Molecules, Organic 1, Organic

Alternate years

2, and Introduction to Equilibrium and Reactivity. The quantitative aspects of chemistry are emphasized. This course is not a prerequisite for any other chemistry course but will be helpful for those with a limited background in the sciences who plan to complete the four-semester introductory chemistry sequence (Chem 181, 221, 222, and 231). One unit.

Chemistry 141 — Environmental Chemistry

Alternate years

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

Alternate years

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. One four-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, and alkyl halides is introduced in a discovery mode. Substitution, addition and elimination mechanisms are studied in detail. Emphasis is placed on stereochemistry. One four-hour "discovery" laboratory session per week is included. Students learn various techniques of separation, purification, and identification (chemical and spectroscopic) of organic compounds in the laboratory. There is an emphasis on one-step synthetic conversions which introduce the reactions to be studied in the lecture course. One four-hour "discovery" laboratory session per week is included. 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 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 299 – Special Topics

Annually

Courses explore various topics in chemistry. The subject and format varies with each offering. 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 pre-

sented 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 310 — Bioorganic Chemistry

Every third year

Focuses on chemistry of the major biochemical macromolecules: carbohydrates, proteins and nucleic acids. Topics discussed include structure determination and enzyme mechanisms relevant to chemical reactions involving these macromolecules. In addition, through the use of student presentations, the chemistry underlying the interaction of medicinal agents with these macromolecules is explored. Prerequisite: Chemistry 222. Prerequisite or Co-requisite: Chemistry 231. 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 — Modern Physical Chemistry

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 computational chemistry. Prerequisites: Chemistry 336 and Mathematics 133, 134 or Mathematics 131, 132 or Mathematics 136 and Physics 111, 112 (with laboratory) or Physics 115, 116. One unit.

Chemistry 336 — Classical Physical Chemistry

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 133, 134 or Mathematics 131, 132 or Mathematics 136 and Physics 111, 112 (with laboratory) or Physics 115, 116. One unit.

Chemistry 337 — Physical Chemistry Lab

Annually

This advanced laboratory course is designed to teach students modern instrumental and computational methods used in physical chemistry and to develop student research skills. Students investigate classical and modern physical principles utilizing a variety of experimental and computation methods. The course introduces advanced data analysis techniques and develops student abilities to interpret data and communicate results in professional technical reports. The course fosters greater independence in the lab and advanced laboratory skills. Experiments complement Classical Physical Chemistry (Chemistry 336). One four-hour laboratory per week. Overload. Prerequisite or Co-requisite: Chemistry 336. One-half unit.

Chemistry 346 — Instrumental Chemistry and Analytical Methods 1

Fall

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, 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 III (with laboratory) of Physics 115. One and one-half units.

Chemistry 348 — Analytical Methods 2 Lab

Spring

A continuation of Chemistry 346. In this laboratory students continue to acquire first-hand experience with

modern analytical instrumentation and develop their problem-solving skills. This course introduces fluorescence and electrochemical methods of analysis. It also emphasizes quantitative analysis and experimental design including a series of guided analytical research projects involving sample preparation and/or new methods of analysis and concluding with a student designed research project utilizing analytical methods and instrumentation. One four-hour laboratory per week. Overload. Prerequisite: Chemistry 346. One-half 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 336. One unit.

Chemistry 384 — Environmental Forensics

Every third year

Investigates the ways in which chemical evidence provides the clues necessary to unravel complex environmental mysteries. The course will take a case study approach, focusing on mysteries that have surrounded human health disasters as well as environmental disasters affecting non-human life. In the process, students will be introduced to the ways in which chemical information must be coupled to medical, historic, geographic and meteorological information in order to make sense of and ultimately solve these mysteries. Students will learn about temporal and spatial analyses, isotope analyses, and tracer techniques. They will also become familiar with modeling techniques important in forensic studies. Environmental Forensics builds on student knowledge gained throughout the chemistry curriculum. Prerequisite: Chemistry 335, 336 or 346.

Chemistry 385 — Advanced Analytical Chemistry

Every third year

Focuses on advanced instrumental methods and how these methods can be applied to solve contemporary problems in the analytical sciences. Students use current literature to explore analytical methods and their applications. The focus of the course may change yearly. In recent years topics have included applications in art, archeology and forensics. Prerequisite: Chemistry 346. 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 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 and Acting Chair*

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

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

Eugenia Lao, Cand. Ph.D., *Instructor*

Henry V. Bender, Ph.D., *Visiting Associate Professor*

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

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

William John Howard, S.J., A.M., *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 February 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.

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 363 — Roman Comedy*Every third year*

Selected plays of Plautus and Terence read in Latin, combined with a study of Greek sources of Roman comedy. 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 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.

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 through computer technology. Counts as an elective course toward fulfillment of the History major. 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. Counts as an elective course toward fulfillment of the History major. 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. Classics 151 can count as an elective course toward fulfillment of the History major. 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. Classics 152 can count as an elective course toward fulfillment of the History major. 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.

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 268 — Art and Archaeology of Archaic Greece

Every third year

Considers Greek art from about 700 B.C. to about 480 B.C. Focuses on the development of characteristic forms of artistic expression in the context of the emerging social, religious, economic and political institutions of the Greek polis. Counts toward fulfillment of the Visual Arts major. Prerequisite Classics 160. One unit.

Classics 361 — Archaeological Field Work Seminar

Every third year

Working hands-on with unpublished material from current archaeological fieldwork in ancient Lycia, students are familiarized with the entire range of activities involved in archaeological fieldwork, from planning and prospecting on site, through field survey, excavation and post-field analysis. Prerequisite Classics 160. 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

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

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

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

John F. O'Connell, Ph.D., *Professor*

Nicolas Sanchez, Ph.D., *Professor*

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

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

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

David K.W. Chu, Ph.D., *Associate Professor*

Katherine A. Kiel, Ph.D., *Associate Professor*

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

Kolleen J. Rask, Ph.D., *Associate Professor and Chair*

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

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

Melissa A. Boyle, Ph.D., *Assistant Professor*

Bryan E. Engelhardt, Ph.D., *Assistant Professor*

Debra J. O'Connor, Ph.D., *Assistant Professor*

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

Louis A. Beaubien, Ph.D., *James N. and Eva Barrett Fellow in Ethics and the Liberal Arts, Instructor*

Anil S. Nathan, Cand. Ph.D., *Instructor*

Elizabeth Pitney Seidler, Ph.D., *Visiting Assistant Professor*

Daniel G. Swaine, Ph.D., *Visiting Assistant Professor*

Laura Bucila, Cand. Ph.D., *Visiting Instructor*

John D. O'Connell, M.B.A., C.P.A., *Associate Professor Emeritus*

Kathryn Cook, M.A., C.P.A., *Lecturer*

Kevin J. Deedy, M.B.A., C.P.A., *Lecturer*

Sara Bothun, Cand. 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 may be fulfilled by taking Mathematics 125 and 126 or Mathematics 131 and 132 (or Mathematics 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 126 or 136) 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: Mathematics 125 and 126 (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 upper-level 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 Mathematics 131 and 132 (Analysis) be substituted for Mathematics 125 and 126. Further, it is recommended that such students 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, unofficial transcript and an admissions essay. Admission is competitive; majors will be admitted based on their essay and 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 (offered in the fall semester) or Economics 112 (offered in the spring semester) during one of their first few semesters. Students with AP credit in economics will be enrolled in an alternative economics course (statistics or a lower level elective) and may apply to the major after the completion of that course.

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 and advanced accounting, income taxes, auditing, business law (2 semesters), statistics, principles of economics (2 semesters) and college calculus (2 semesters). 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: Mathematics 125

and 126 (Calculus), Economics-Accounting 181 (Financial Accounting) and Economics-Accounting 277 (Intermediate Accounting 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, unofficial transcript and an admissions essay. Admission is competitive; majors will be admitted based on 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 126 (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. Members of the classes of 2009 and 2010 who were previously admitted to these programs are subject

to the following requirements:

Economics

Economics minors must complete six semester courses in economics and a year of college calculus or its equivalent. The economics minor sequence is Economics 111 and 112 (Principles), Economics 255 (Microeconomics) and either Economics 249 (Statistics) or Economics 256 (Macroeconomics), as well as two economics electives. At least one elective must have Microeconomics or Macroeconomics as a prerequisite. Students who have completed statistics in other departments are required to take Economics 256 (Macroeconomics). Advanced placement credits in economics or statistics can satisfy specific course requirements, but may not be used towards fulfillment of the minimum total of six courses.

Economics-Accounting

Economics-Accounting minors must complete four required courses and three electives. The required courses consist of: Economics-Accounting 181 (Financial Accounting), Economics 111 and 112 (Principles of Economics) and Economics-Accounting 277 (Intermediate Accounting 1). Electives include: Economics-Accounting 275 (Corporation Finance), Economics-Accounting 278 (Intermediate Financial Accounting 2), Economics-Accounting 282 (Auditing), Economics-Accounting 292 (Federal Income Taxation), Economics-Accounting 389 (Managerial Accounting) and Economics-Accounting 390 (Advanced Accounting).

Courses taken on an audit or pass/no pass basis do not satisfy the requirements of the minor.

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

Annually

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.

Lower Level Electives

Economics 221 — Economic Development of Modern China

Annually

Aims to provide the student with a sophisticated understanding of economic development in the People's Republic of 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.

*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; Mathematics 126 or 132 or 134 or 136 or equivalent. 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; Mathematics 126 or 132 or 134 or 136 or equivalent. One unit.

*Upper Level 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. 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 308 — International Macroeconomic Theory and Policy*Annually*

Examines the macroeconomic and financial relations among nations. Attention is given to the international transmission of fiscal and monetary policies, foreign exchange markets in the short run and long run, choice of exchange rate regimes, balance of payments accounting and interest rate adjustment and arbitrage. 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 310 — Experimental Economics*Alternate years*

Emphasizes the interplay between theoretical models and laboratory observation in the development of microeconomics. Topics might include experimental methods, preference and choice, risk and uncertainty, expected utility maximization, game theory, industrial organization, search, bargaining, auctions, asset markets, asymmetric information, public goods and voting. A number of classroom experiments are conducted. Prerequisites: Economics 249, 255. One and one-quarter units.

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*Annually*

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 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. Prerequisite: Economics 255. One unit.

Economics 320 — History of Economic Thought

Annually

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 325 — Public Economics

Alternate years

Surveys theories of public expenditure and taxation and delves into specific topics such as health care, social insurance, education, tax reform, fiscal federalism and deficit finance. Prerequisites: Economics 255, 256. One unit.

Economics 326 — Economics of the Arts

Annually

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.

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 section in the fall semester is reserved for first year majors. 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 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 and Chair*

Ricardo Dobles, Ed.D., *Assistant Professor*

Ericka J. Fisher, Ed.D., *Assistant Professor*

Beverly Bell, Ed.D., *Director of the Teacher Education Program, Lecturer*

Michele R. Fournier, M.A., *Lecturer*

David E. Roach, M.A., *Lecturer*

Thomas F. Gibbons, M.A., *Academic Liaison, Burncoat Middle School and Burncoat High School*

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 50-hour, on-site period of observation and work in the public schools. No units.

Education 124 — Second Pre-Practicum — Teaching

Fall, spring

A 50-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

Fall

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

Fall, spring

Students examine and demonstrate various teaching methods. Pursues 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

Fall

Students examine and demonstrate various teaching methods. Pursues 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*Spring*

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*Fall*

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. 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. One unit.

Education 342 — Education for Social and Political Change*Spring*

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 394 — Directed Research*Fall, spring*

Students may undertake an independent research project under the direction of a faculty member. Permission required. One unit.

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 Education. (For further information, please see the Director of the Teacher Education Program or the Education 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 Burncoat Middle or High School.

Application to the program occurs once per year with applications due by February 20. All ap-

plication materials are available on the TEP website. Beginning with the Class of 2011, 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:

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 at Burncoat Middle School and Burncoat High School)

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

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/EDUC 299: Developmental Science and Education

Teaching and Learning (a selection of courses/opportunities that include 40 hours of pre-practicum field experiences):

Students need to complete 40 additional 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 and the department Education Liaison.

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:

Methods of Teaching

EDUC 175: Methods of Teaching (for secondary school licensure--includes 30 hours at Burncoat High School)

or

EDUC 181: The Middle School (for middle school licensure--includes 30 hours at Burncoat Middle School)

Student Teaching

EDUC 320: Practicum -- Middle and Secondary School Teaching

EDUC 330: Seminar on Teaching

English

Patricia L. Bizzell, Ph.D., *Professor*

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*

Richard E. Matlak, 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 and Chair*

James M. Kee, Ph.D., *Associate Professor*

Sarah Luria, Ph.D., *Associate Professor*

Shawn Lisa Maurer, Ph.D., *Associate Professor*

James J. Miracky, S.J., Ph.D., *Associate Professor*

William R. Morse, Ph.D., *Associate Professor*

Jonathan D. Mulrooney, Ph.D., *Associate Professor*

Lee Oser, Ph.D., *Associate Professor*

Leila S. Philip, M.F.A., *Associate Professor*

Paige Reynolds, Ph.D., *Associate Professor*

Susan Elizabeth Sweeney, Ph.D., *Associate Professor*

Diana V. Cruz, Ph.D., *Assistant Professor*

Debra L. Gettelman, Ph.D., *Assistant Professor*

Stephanie Reents, M.F.A., *Assistant Professor*

Bill Roorbach, M.F.A., *William H.P. Jenks Chair in Contemporary American Letters, Visiting Professor*

Joanne Marie Córdón, Ph.D., *Visiting Assistant Professor*

Anita Duneer, Ph.D., *Visiting Assistant Professor*

Melissa K. Falcon-Field, M.F.A., *Visiting Assistant Professor*

Gary Schmidt, Ph.D., *Visiting Assistant Professor*

Danielle Coriale, Cand. Ph.D., *Visiting Instructor*

Jonathan Juilfs, Cand. Ph.D., *Visiting Instructor*

Elaine Hays, Cand. Ph.D., *Lecturer*

Kenneth Randy Laist, Cand. 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. 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 take 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 non-fictional prose. In order to complete the requirements of the Concentration, students take a total of, and no more than, 12 English courses beyond CRAW: the four period courses (two of which are Readings courses) taken by all majors; four additional upper-level literature electives; and four creative writing courses. Concentrators take introductory writing courses in two genres; they then specialize in one of the genres, taking intermediate and advanced courses. Interested students should begin the concentration by taking one of the introductory courses during the sophomore year or, at the latest, during first semester of the junior year. Those who wish to complete the requirements for the program should proceed to take an introductory course in a second genre and then intermediate and advanced courses in their genre of choice. At each stage in the process, students need approval from the faculty in the program to continue. Those who actually complete the four-course sequence as well as the other requirements for the English major will be 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

Annually

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/Fiction

Annually

An introductory course in the study of the form and technique of fiction. Emphasis is on the intensive reading and writing of short stories. Lectures of form, language and finding material for fiction. Class size limited to 12 students. One unit.

English 143 — Introduction to Creative Writing/Non-Fiction

Annually

An introductory course in the study of the essay. Emphasis is on the intensive reading of professional writers of the essay and its wide range of forms, from the personal essay to the more investigative essay. Writing assignments are creative. 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 241 — Intermediate Creative Writing/Poetry*Annually*

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. Permission by instructor required. One unit.

English 242 — Intermediate Creative Writing/Fiction*Annually*

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. Permission by instructor required. One unit.

English 243 — Intermediate Creative Writing/Non-Fiction*Annually*

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. Permission by instructor required. Class size limited to 12. Permission by instructor required. 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. 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 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*Annually*

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 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 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 341 — Advanced Creative Writing/Poetry*Annually*

For students who have taken Introduction and Intermediate Poetry. This is a capstone course with concentration on reading essays by professional poets on the craft of poetry and on developing a student portfolio of poetry. Workshop format. Class size limited to 12. Permission by instructor required. One unit.

English 342 — Advanced Creative Writing/Fiction*Annually*

For students who have taken Introduction and Intermediate Fiction. This is a capstone course with concentration of developing a student portfolio of short stories. Workshop format. Class size limited to 12 students. Permission by instructor required. One unit.

English 343 — Advanced Creative Writing/Non-Fiction*Annually*

For students who have taken Introduction and Intermediate Non-Fiction. This is a capstone course with concentration on developing a student portfolio on non-fiction pieces. Workshop format. Class size limited to 12. Permission by 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 Brontes, 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 Brontes, 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.

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 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 Ni 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 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 1970's 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 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*Alternate years*

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 390 — 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, and Slavery & the Literary Imagination, Shakespeare's Comedies. One unit.

English 406 — Seminar: Research Methods

Annually

Designed to support advanced research and writing skills for students engaged in English-related thesis or capstone projects. One unit.

English 407, 408 — English Honors Thesis

Annually

Two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the English Honors Committee. One unit each semester.

History

Lorraine C. Attreed, Ph.D., *Professor*

Anthony J. Kuzniewski, S.J., Ph.D., *Professor*

Theresa M. McBride, Ph.D., *Professor*

Karen L. Turner, Ph.D., *Professor and Chair*

Noel D. Cary, Ph.D., *Associate Professor*

Vincent A. Lapomarda, S.J., S.T.L., Ph.D., *Associate Professor*

Mark E. Lincicome, Ph.D., *Associate Professor*

Edward T. O'Donnell, Ph.D., *Associate Professor*

Michael R. West, Ph.D., *Associate Professor*

Thomas W. Worcester, S.J., Ph.D., *Associate Professor*

Stephanie E. Yuhl, Ph.D., *Associate Professor*

Sahar Bazzaz, Ph.D., *Assistant Professor*

Rosa E. Carrasquillo, Ph.D., *Assistant Professor*

Mary A. Conley, Ph.D., *Assistant Professor*

Cynthia V. Hooper, Ph.D., *Assistant Professor*

Gwenn A. Miller, Ph.D., *Assistant Professor*

Justin Poché, Ph.D., *Alexander F. Carson Faculty Fellow in the History of the United States, Assistant Professor*

Munya Bryn Munochiveyi, Cand. Ph.D., *Instructor*

Katherine A. Grandjean, Cand. Ph.D., *Andrew W. Mellon Postdoctoral Teaching Fellow*

Diane Niblack Fox, Ph.D., *Visiting Assistant Professor*

Nicholas Ganson, Ph.D., *Visiting Assistant Professor*

Kameika S. Murphy, Ph.D., *Lecturer*

The History Department offers a wide range of courses dealing with most of the world's major civilizations. The department offers four levels of courses: (1) for those beginning a serious study of history, the Department has designed entry-level courses, History 101 through History 199. 100-level courses are broad surveys and topical introductions to the study of history; (2) courses numbered 200-299 are considered intermediate in difficulty. Students taking these courses are generally expected to enter them with a firm grasp of fundamental historical facts and concepts; (3) 300-level courses are advanced, are more focused and thematic in scope, require a higher level of preparation than 100-level and 200-level courses, provide significant historiographical and theoretical content, and, with smaller enrollments, provide opportunity for significant discussion and for substantive research papers. Prerequisites: The Historian's Craft (History 190), specific courses designated by the instructor, or permission of the instructor; (4) courses at the 400-level (tutorials, seminars, and theses) are reserved for the most advanced engagement with historical research and writing. Prerequisite: The Historian's Craft (History 190) or permission of the instructor.

Majors in History must take a minimum of 10 courses, and a maximum of 14. Advanced Placement credits do not count toward that total. At least five courses must be at the 200-level or above. One European survey course must be chosen from among the following: Rise of the Christian West to AD 1000 (History 111); Emerging Europe, 1000-1500 (History 112); Europe: Renaissance to Napoleon, 1500-1815 (History 113); and Europe: Napoleon to the European Union (History 114). Majors must take at least one other course in European history numbered 200 or above. First-year students with Advanced Placement scores of 4 or 5 in European history are exempted from this survey requirement but must take two courses in European history at the 200 level or above. Majors must take two United States history courses, one of which must be at the 200 level or above. Majors are required to take at least two courses in the history of Africa, Asia, Latin America and/or the Middle East, one of which must be at the 200 level or above. Majors must also 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.) Majors are required to take The Historian's Craft (History 190); except for unusual circumstances and with the permission of the Department Chair, this course must be taken by the end of first semester of the junior year. The Historian's Craft is a prerequisite for all courses at the 300 level or above.

Some courses, e.g., History 113 or History 126, fulfill two distribution requirements. Fourth-year majors will not be admitted to 100-level courses, including the European survey courses (History 111-114), except under extraordinary circumstances and only with special permission from the Department Chair. First-year students are restricted to one history course a semester; upper-class students should limit their schedules to two history courses per semester. All majors are strongly encouraged to take at least one seminar or tutorial to pursue more intensive historical study.

Historians study the process of change over time and examine all aspects of human experience in the past. History is among the most encompassing academic disciplines; it is informed by economics, sociology, anthropology, political science, the arts and literature. Majors should thus select courses in related disciplines to expand their historical insights and to acquire critical tools that will enhance their ability to pursue serious historical scholarship.

Students considering application to Holy Cross as history majors are strongly advised to pursue foreign language study in high school and to continue language study beyond the intermediate level at Holy Cross.

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 seminars and to work closely with a member of the history faculty on a major research thesis during their senior year. The Department Honors Program will enrich and inform a student's course of studies at Holy Cross, particularly the quality and direction of a student's major in history. The program involves significant commitment and work, offers the intellectual rewards of independent research and original writing, and recognition of outstanding achievement.

Advanced Placement Credit: As described above, students with AP credit in history earn placement in the history curriculum but not progress toward the minimum number of courses required by the major.

Courses Taught Outside the Department of History: History majors may receive credit for a maximum of **four** history courses taught outside the department toward the major:

Transfer students may transfer one history course toward the major for every semester completed elsewhere. For example, a student who transfers after one year may transfer a total of two history courses taken at the previous institution. Students who **study abroad/away** will receive major credit for up to four history courses if they are abroad/away for one year and up to two history courses if they are abroad/away for one semester. Courses taken abroad must be approved by the student's academic advisor and the History Department Chair. A maximum of two history courses taken in the Consortium may be applied to the major.

Courses taken at Holy Cross outside of the History Department: Except for compelling reasons and with the permission of the History Department Chair, courses taken in other departments may not be applied toward the major in history.

Fulfilling a Deficiency: A student who needs to fulfill a deficiency may transfer one approved course to the History major which is taken at another institution.

Please Note: Courses taken outside of the History Department **cannot** be used to fulfill distribution areas set for the major. Some exceptions are made for students studying abroad and transfer students. Determination of the applicability of any of these guidelines and approval of any waivers to the policy is at the discretion of the History Department Chair.

Self-Designed Minor in History

Students may apply for a self-designed minor in history if they have earned a GPA of at least 3.3 in two or more courses taught by the Department of History (these courses are designated as HIST-

numbered courses in STAR) and have an overall GPA of 3.0 or above. To complete a minor, a student must take six courses taught by members of the History Department. The total of six courses includes the two a student has taken before application. Courses for the minor must include: History 190, Historian's Craft (completed before the second semester of the junior year); at least three courses numbered 200 or higher; and a capstone course such as a seminar, tutorial, internship, or thesis. An applicant for a self-designed minor must consult with a faculty advisor in the History Department to choose at least three courses which form a coherent, thematic cluster, representing an integrated body of historical knowledge and ideas (for example, war and memory; comparative revolutions; work, family and daily life; Medieval/Renaissance; nationalism and national identity; colonialism and nationalism; intellectual history; religion and society; the Atlantic world). The faculty advisor must indicate support of the application by signing the application before it is submitted to the department's curriculum committee.

Application deadlines are September 15 and February 15 of each academic year. A student may apply no earlier than the second semester of the sophomore year and no later than February 15 of the junior year.

Advising: The student's advisor for the minor will ordinarily be the faculty member who helped the student prepare a thematic cluster for the minor. If the student's advisor for the minor is on leave, the History Department Chair will assign an interim advisor. It is the student's responsibility to schedule an advising appointment with the advisor before registration each semester and to bring appropriate materials to that appointment. The student's advisor for the minor will audit the student's transcript during the first semester of the senior year to insure completion of requirements for the minor.

Study Abroad and Transfer Students: Minors may count up to two courses from Study Abroad programs or up to two courses taken at other institutions toward the minor. Courses taken outside the History Department at Holy Cross may not be credited toward the minor (even if they are allowed for credit toward the History major).

Courses

History 101 — American 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 in American history. 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. Fulfills one non-Western requirement and one pre-industrial/pre-modern requirement for the major. 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. Fulfills non-Western requirement for the major. 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. Fulfills non-Western requirement for the major. 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. Fulfills non-Western requirement for the major. 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. Fulfills one pre-industrial/pre-modern requirement for the major. One unit.

History 110 — Rome: Republic and Empire*Every third year, spring*

An examination of the growth and evolution of Rome from a city-state republic to its mastery of a Mediterranean empire. Concludes with the restructuring of the Empire by Diocletian and Constantine, and the patristic synthesis of Christian and pagan cultures. Fulfills one pre-modern/pre-industrial requirement for the major. 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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. Fulfills one pre-modern/pre-industrial requirement for the major. One unit.

History 113 — Renaissance to Napoleon, 1500-1815*Fall, spring*

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. Fulfills one of pre-modern/pre-industrial requirements for the major. One unit.

History 114 — Napoleon to the European Union, 1815-Present*Fall, spring*

European history from the end of the French Revolution to the aftermath of the collapse of communism in Europe: industrialization, the rise of liberalism and nationalism, the revolutions of 1848, the creation of national states in Italy and Germany, evolution of a consumer culture, European imperialism in Asia and Africa, art and culture of the 19th and 20th centuries, World War I, the rise of Bolshevism, fascism and Nazism, World War II, the history of the Cold War, western European integration, the collapse of communism in Eastern Europe, the breakup of the Soviet Union, and the formation and growth of the European Union. One unit.

History 115 — Historical Themes*Annually*

An introduction to history as a mode of intellectual inquiry, focusing on a particular theme which changes each semester. Themes courses develop a sense of history through an in-depth study of selected topics; they involve intensive reading and discussion. Only 24 students are enrolled in a Themes course. Emphasis is placed upon student participation and the development of critical thinking. Readings involve some textual analysis, usually of primary sources. These courses are limited to first year students. Only one themes course may be applied toward the minimum of 10 courses needed for the major. 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 production 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, the Iranian revolution, the Gulf War and 9/11 and its aftermath. Fulfills non-Western requirement for the major. 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. Fulfills one non-Western and one pre-modern/pre-industrial requirement for the major. 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. Fulfills one non-Western requirement for the major. 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 150 — The Formation of American Society, 1491-1877

Annually

An introductory survey of the history of the United States from the pre-Columbian era through the mid-nineteenth century. Covers themes such as exploration, colonization, Native American responses, the rise of race slavery, the American Revolution, Euro-American expansion, slave life and culture, industrialization, reform, disunion, the Civil War, emancipation, and Reconstruction. Focuses on social developments, conflicting political and economic visions, and tensions between ideals and realities. One unit.

History 190 — 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 199 — Introductory 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 200 — 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 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. Fulfills one pre-modern/pre-industrial requirement for the major. One unit.

History 202 — The Age of the American Revolution, 1763-1815

Alternate years, spring

The American Revolution and independence in the context of Anglo-American ideas and institutions. Special emphasis: imperial reorganization after the Seven Years' War; colonial resistance and loyalty; revolutionary ideology; social and political consequences of the Revolution; Confederation and Constitution; political parties under Washington, Adams, and Jefferson; and impact of the French Revolution and Napoleon

Wars on the U.S. Fulfills one pre-modern/pre-industrial requirement for the major. 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

Fall

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 208 — 20th-Century U. S. Diplomacy

Spring

A study of the foreign policies and relations of the U.S. with respect to the nations of the Americas, Europe, Asia, the Middle East, and Africa, with an emphasis on the American presidents and their secretaries of state during the 20th century. 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 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 is on 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 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 222 — Great Leaders

Spring

A biographical study of leadership on the international scene as reflected in the persons who have shaped the social, political, intellectual, religious, and economic history of the 20th century. 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. Citizenship, itself, has changed. Civil society has been expanded such that we feel quite confident in our belief that the United States today is a fairer and more just nation in relation to the status of women, African Americans, and working people. 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 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 227 — American Immigration to 1882*Alternate years, fall*

A survey of immigration from the colonial period to the era of the Civil War. Topics include colonial immigration and the emergence of an American identity; 19th-century immigration from Ireland, Germany, Scandinavia, and China; 19th-century nativism; Asian immigration, and the Chinese Exclusion Act of 1882. One unit.

History 228 — American Immigration since 1882*Alternate years, spring*

A survey of immigration since the era of the Civil War. Topics include new immigration from southern and eastern Europe, the growth of sentiment for immigration restriction, assimilation in the wake of the National Origins Act of 1924, refugee immigrants, Hispanic-American and Asian immigrants, and immigration legislation since 1945. 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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 — 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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., anti-slavery, Chartism, and Irish Home Rule), imperialism, religion, and British identity. One unit.

History 243 — Twentieth-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 and what path of development it should follow. This course examines controversies about Russia's relationship to West and East that raged from the time of Peter the Great in 1682 to the outbreak of World War I in 1914. Focuses on the rival critiques of European-style capitalism, and individualism articulated inside the Imperial Empire by pro-autocracy conservatives, on the one hand, and socialist radicals, on the other. Drawing on novels, memoirs, paintings, and a variety of other primary sources, discusses issues including religion and secularization, serfdom and emancipation, terrorism, family and communal values, reluctant industrialization, and revolution. 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 — Russia in the 20th Century

Alternate years

Studies the main stages in Russia's 20th-century experience: the Russian Revolutions, 1905-1921; the development of a new order, the Soviet Union, 1921-1941; World War II and the Soviet super power, 1941-79; and stagnation and the end of Soviet Union, since 1979. 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 — The American Indians' New World (American Indian History 1)

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 — American Indians: From the Plains Wars to the Present (American Indian History 2)

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 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 20th-century history. Covers the period from 1911 through the present in some detail through a variety of docu-

mentary sources, interpretive accounts, and literature. 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 292 — 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 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. Fulfills one non-Western requirement and one pre-modern/pre-industrial requirement for the major. One unit.

History 294 — Ottoman Empire 2, 1500-1922

Spring

Surveys the major themes in the history of the Ottoman 17th-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. Fulfills one non-Western requirement and one pre-modern/pre-industrial requirement for the major. One unit.

History 299 — Intermediate 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. Fulfills one pre-modern/pre-industrial requirement for the major. One unit.

History 320 — Medieval England, 1216-1485

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 I 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. Fulfills one pre-modern/pre-industrial requirement for the major. 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, spring*

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 twentieth century. The course is appropriate for students of the Italian and French language and to those interested in the period of the Holocaust and the Second World War. Among the works to be read are Carlo Levi, *Christ Stopped at Eboli*; Ignazio Silone, *Bread and Wine*; Richard Vinen, *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, spring*

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 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 inter-disciplinary 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 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.

Mathematics and Computer Science

John T. Anderson, Ph.D., *Professor and Chair*

Thomas E. Cecil, Ph.D., *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*

Andrew D. Hwang, Ph.D., *Associate Professor*

Laurie A. Smith King, Ph.D., *Associate Professor*

Catherine A. Roberts, Ph.D., *Associate Professor*

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*

Viraj Kumar, Ph.D., *Assistant Professor*

Steven P. Levandosky, Ph.D., *Assistant Professor*

Alexandru A. Popa, Ph.D., *Visiting Assistant Professor*

Richard A. Lent, Ph.D., *Lecturer*

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 which may be taken in one department for mathematics majors, nor do mathematics courses count toward the maximum number of courses which 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, Mathematics 126, or Mathematics 132. Students will forfeit their AP credit if they opt to take Mathematics 125, 131, or 133. 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 should still consider starting with Mathematics 136 (AP Calculus), since much of the material in Mathematics 125, Mathematics 131, or Mathematics 133 will be review. 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 126, 132, 134, or 136, and both credits will

be lost if the student starts in Mathematics 125, 131, or 133. 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, Mathematics 126, or Mathematics 132. Students will forfeit their AP credit if they opt to take Mathematics 125, 131, or 133.

The sequences Mathematics 125, 126 and Mathematics 131, 132 (or 133, 134) are alternatives to each other. No student may earn credit for any two of Mathematics 125, 131, and 133. Mathematics 125, 126 is normally a terminal sequence. Students considering taking additional mathematics courses beyond first year calculus should begin in Mathematics 131, 136 or 241.

Students who have received a score of 4 on the AP Computer Science AB exam or a score of 4 or 5 on the AP Computer Science A exam will earn one unit of credit (for Computer Science 131, Techniques of Programming), and are advised to take Computer Science 132 (Data Structures). Students will forfeit their AP credit if they opt to take Computer Science 131 or 110. Students who have received a score of 5 on the AP Computer Science AB exam will earn one unit of credit and are advised to take Computer Science 226 (Computer Systems and Organization). 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 131, 132 (or equivalents), 241, 242, 243, and 244. Mathematics majors begin their studies in the three-semester Mathematics 131, 132, 241 calculus sequence. 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 need a more intensive 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 some subject 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 125, 131, 133, 136, or use AP credit. Prospective computer science minors satisfying this requirement with Mathematics 125, 131, or 133 are strongly encouraged to continue with the second semester course Mathematics 126, 132, or 134 as appropriate.

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 and majors 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. One unit.

Mathematics 125, 126 — Calculus for the Social Sciences 1, 2*Annually*

A two-semester introduction to the calculus of one variable primarily intended for students majoring in economics. Topics discussed include differentiation and integration of real valued functions of one real variable, techniques of integration and differentiation, max-min problems and improper integrals, series, and differential equations. Applications to economics and the social sciences are emphasized. This is a terminal sequence; students planning to take more than two semesters of mathematics should enroll in Mathematics 131, 132. One unit each semester.

Mathematics 131, 132 — Calculus for the Physical and Life Sciences 1, 2*Annually*

Considers the calculus of real-valued functions of one variable for students who are planning further coursework in mathematics or a major in the sciences. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. The course makes regular use of calculators or computers and considers a variety of applications to the sciences and social sciences. In the first semester, the concepts of limit, continuity, derivative and integral are developed and applied to algebraic, logarithmic, exponential and trigonometric functions. The second term focuses on the theory and applications of integration, Taylor polynomials and Taylor series, and ordinary differential equations. This course is the prerequisite for Mathematics 241, 242. This course meets four hours per week. One and one-quarter units each semester.

Mathematics 133, 134 — Intensive Calculus for the Physical and Life Sciences 1, 2*Annually*

This sequence is an intensive version of Mathematics 131, 132 that is designed for students with an interest in pursuing a major in mathematics or the sciences, or the premedical program, who require more class time to make the transition to college-level mathematics. See the description of Mathematics 131, 132 for the course content. This course meets five hours per week. One and one-quarter units each semester.

Mathematics 136 — Advanced Placement Calculus*Fall*

This course is a one-semester version of Mathematics 131, 132 for those students who have either received one unit of advanced placement credit in calculus or who have taken a year of calculus in high school. See the description of Mathematics 131, 132 for the course content. 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 132, 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 132, 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 Math-

ematics 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; equations with constant coefficients and series methods are treated in detail. Topics in non-linear systems are discussed, including existence and uniqueness theorems and series methods. 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 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 lim sup and lim inf, 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 372 — Numerical Linear Algebra

Alternate years

The numerical solution of problems from linear algebra using computers. Gaussian elimination in floating point arithmetic, iterative techniques for solving systems of linear equations, numerical eigenvalue and diagonalization methods. Applications. Prerequisite: Mathematics 242 and 244. Breadth area: Applied Mathematics. One unit.

Mathematics 373 — Principles and Techniques of Applied Mathematics

Alternate years in 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. This course is now offered in a full-year linked sequence beginning with Mathematics 304 (Ordinary Differential Equations). Prerequisite: Mathematics 304. 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, 376 — Probability and Statistics

Alternate years

Provides an introduction to the theory and applications of probability and statistics. Topics in probability theory include both continuous and discrete distributions, conditional probability, random variables, expectation, and the Central Limit Theorem. Topics in statistics include maximum likelihood estimation, the sampling distributions of estimators, hypothesis testing, regression analysis, and an introduction to the analysis of variance. Prerequisite: Mathematics 242 and Mathematics 244. Mathematics 375 – 376 is a full-year linked sequence. Breadth area: Applied Mathematics. One unit each semester.

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

Fall, spring

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. A portion of the course will be devoted to technical and ethical risks, problems, and disasters. 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 in 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 in 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 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 in 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 state-of-the-art computer graphics package. Prerequisite: Computer Science 132 and Calculus 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

Isabel Alvarez Borland, Ph.D., *Professor*

M. Estrella Cibreiro-Couce, Ph.D., *Professor*

John T. Cull, Ph.D., *Professor*

Francisco Gago-Jover, Ph.D., *Professor and Chair*

Ambroise Kom, Dr. d'Etat ès lettres, *Eleanor Howard O'Leary Chair, Professor*

Claudia N. Ross, Ph.D., *Professor*

Amy Singleton Adams, Ph.D., *Associate Professor*

Susan Amatangelo, Ph.D., *Associate Professor*

Laurence Enjolras, Ph.D., *Associate Professor*

Cynthia L. Stone, Ph.D., *Associate Professor*

Jorge H. Valdés, Ph.D., *Associate Professor*

Josep Alba-Salas, Ph.D., *Assistant Professor*

Daniel Frost, Ph.D., *Assistant Professor*

Baozhang He, Ph.D., *Assistant Professor*

Thibaut Schilt, Ph.D., *Assistant Professor*

Sylvia M. Schmitz-Burgard, Ph.D., *Assistant Professor*

Stephen A. Shapiro, Ph.D., *Assistant Professor*

Rosario M. de Swanson, Ph.D., *Visiting Assistant Professor*

Shaodan Luo, Ph.D., *Visiting Assistant Professor*

Olga S. Partan, Ph.D., *Visiting Assistant Professor*

Anthony Mark Puglisi, Ph.D., *Visiting Assistant Professor*

Walter W. Shaw, Ph.D., *Visiting Assistant Professor*

Anna E. Baker, Ph.D., *Visiting Instructor*

Rocío M. Fuentes, Cand. Ph.D., *Visiting Instructor*

Sofía Linares-Abella, Cand. Ph.D., *Visiting Instructor*

Elena Luongo, Cand. Ph.D., *Visiting Instructor*

Dennise Scott, M.S., *Visiting Instructor*

Judy Freedman Fask, M.Ed., *Lecturer*

Helen Freear-Papio, Ph.D., *Coordinator - Foreign Language Assistants Program, Lecturer*

Esther L. Levine, M.A., *Lecturer and Class Dean*

Ying Li, Ed.D., *Lecturer*

Rose Mambert, M.A., *Lecturer*

Elizabeth O'Connell-Inman, M.A., *Coordinator of Directed Independent Spanish Courses, Lecturer*

Adele Eleanor Parker, Cand. Ph.D., *Lecturer*

Olga Yoshizumi, Ph.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 American Sign Language (ASL), Chinese, French, German, Italian, Russian, Spanish and foreign literatures in translation. Major programs are offered in French, German, Italian, Russian and Spanish. 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

In 1994, through the support of a grant from the 3M Foundation's VISION Program, the College introduced an American Sign Language (ASL) and Deaf Studies curriculum. Courses, offered through the Modern Languages and Literatures Department, include

Introduction to Deaf Studies, two to six semesters of American Sign Language instruction, an internship Community-Based Learning (CBL) seminar class with full immersion into the Deaf community and special topic courses that are offered on rotating and alternate years (such as The Deaf Community: Language and Culture, Deaf Literature, Linguistics of ASL, Special Education and Deaf Children, Bi-Lingual and Bi-Cultural Education of Deaf Children, Visual Gestural Communication). The Intermediate and upper level ASL classes include a concurrent CBL experience where ASL is used as the primary means of communication. Through CBL partnerships, the ASL students are actively involved in programs that provide personal and direct interaction with members of the Deaf community. The Deaf Studies program also 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 who complete the required courses in the Deaf Studies Program are awarded a certificate of completion in Deaf Studies.

Typically students studying other languages have the opportunity to study abroad in a foreign country- rich in culture and language. Students at Holy Cross who are interested in ASL and Deaf Studies can also study in an environment rich in the language and culture of Deaf people. Students link their learning and living by attending Gallaudet University, the world's only deaf university, located in Washington, D.C. as a "visiting student" through the Semester Away program at Holy Cross. Students have this full immersion experience for one semester.

Students also have the opportunity to develop a multidisciplinary major or minor by incorporating Deaf Studies with other disciplines within the College. Approved areas of multidisciplinary majors incorporating Deaf Studies have included majors such as “Social Issues in Deaf Education”, “Genetics and the Deaf Community: Attitudes of Deaf College Students Towards Genetic Testing, Prenatal Screening and Gene Therapy,” “Development of Literacy Skills for deaf children” and “Deaf Education options.”

Deaf Studies 101 — Elementary American Sign Language 1

Fall

Introduces students to the basic expressive and receptive skills in ASL, including conversation strategies, spatial referencing and facial expressions. Questions, commands, and simple sentences are covered, leading to basic conversational skills in ASL. Awareness of Deaf culture is included. 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

Continues to develop the basics of the ASL language and the building of both expressive and receptive vocabulary. Further develops the communicative competencies in the language focusing on skills including 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

American Sign Language is the second most widely used language in the U.S. It is similar to other spoken languages in many ways (has its own structure, grammar, etc.) but is a visual language. Another distinguishing difference is the perception that many individuals have of the use of this language and of the people who communicate with sign. The issues relating to deafness, deaf people and Deaf community are addressed from a cultural, linguistic, and minority perspective rather than a medical view. Readings, discussions and personal accounts shared by members from the community address the opposing views- the medical perception and the cultural/linguistic view. Is deafness something to be “fixed” or is it something to be celebrated? This course takes advantage of alternative ways at looking at members in our society who might be “different.” Attention is given to understanding various methods that are appropriate for studying the cultural differences between the Deaf world and the Hearing world and how this parallels with other ethnic and cultural groups. Students are challenged to learn and think about how this majority view (of hearing people) influences opinions, decisions, and policies for Deaf people. This type of learning raises the students’ awareness to significant issues involving other minority groups of cross-cultural analysis and hopefully provides a motivation for them not only to understand their own cultural identity and beliefs, but also to want to influence the future in a more positive and just way. Students enrolled in the Deaf Studies Certificate program can take this course prior to taking an ASL class or concurrently with any of the first four semesters of ASL. 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 use of the correct grammatical structure of the language. Further exposure to more sophisticated dialogue is presented. Improving competency in both visual and receptive ASL skills in social situations and increased understanding of Deaf culture is better understood through increased interaction with members of the Deaf community. In addition to the class time, students are required to participate weekly in a Community-Based Learning partnership program where ASL is used for communication. CBL sites include: tutoring, swim lessons, ice skating lessons, Deaf senior Center, visits with deaf and deaf-blind individuals in local nursing homes, and matches with deaf “littles” in the Big Brother Big Sister program. For most assignments, students are evaluated using the target language, either in videotape format or in-class presentations using ASL. One unit.

Deaf Studies 202 — Intermediate American Sign Language 2

Spring

A continuation of the Intermediate ASL 1, but with more depth in the discussion of the principles of ASL. 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 are required to continue their weekly participation in a Community Based Learning partnership program where ASL is used. The CBL sites are continued from the DFST 201 fall section. For most assignments, students are evaluated using the target language, either in videotape format or in class presentations using ASL. One unit.

Deaf Studies 203 — Deaf Literature*Alternate years*

Examines how culture and language intersect in 20th-century ASL literature. Explores the origins of deaf literature, its relationship with written literature, especially its effect on the development of aesthetic expression for ASL literature. 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 videotapes. Taught in ASL with spoken English interpretation. 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 and can be used for completion of the Deaf Studies Certificate. Examples include “Visual Gestural Communication,” “Bi-Lingual and Bi-Cultural Education for Deaf Children” and “Special Education and Deaf Children.” 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. Students will be involved with a unique “signed history” project. Using ASL as a means of communication, students will conduct a series of interviews with deaf individuals in the community to further examine Deaf culture and its fit in our society. Taught in ASL. One unit.

Deaf Studies 301 — American Sign Language: Comp and Con*Fall*

With the goal of increased fluency and comfort, topics revolve around sharing information about our environment and us. Students continue to learn conversational strategies. All lab work, social events, videotapes, learning stimulating activities (in and outside of class) and assignments are intended to develop advanced competency in receptive and expressive use of ASL. In addition to the class time, students are required to participate in a Community-Based Learning partnership program where ASL is used. Students are evaluated using the target language in videotape 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, student presentations of specific topics and personal interviews with deaf individuals from the specific internship sites. Students sign a formal presentation about their reflections of internship experience at an open forum to the Holy Cross and Worcester community. Internship sites include working with Deaf and Hard of hearing people at independent livings centers, religious settings, school settings, agencies serving deaf-blind individuals, elder deaf adults, and medical settings. One unit.

Chinese

Students may elect a multidisciplinary major in Chinese Language and Civilization through CISS. Ten courses are required including Perspectives on Asia (History 103 or 104), four courses in Chinese language above the elementary level, one course in Chinese History, four non-language courses with a China focus from at least two different disciplines. Also available is a “China Track” within the Asian Studies Concentration administered by CISS. Requirements include three semesters of Chinese above the elementary level, Perspectives on Asia (History 103 or 104), and two non-language courses on China.

Study Abroad: Students are encouraged to participate in the Holy Cross program in Beijing or Harbin, China. 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.

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 traditional Chinese readings and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Chinese 199, 299, 399 — Topics

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 readings, videos, and other multimedia resources. 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 dictation, phonetic transcriptions, discussions, debates, compositions and lab exercises. 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 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 lit-

erature 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 of 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, Sallénave, 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-Century 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 it's 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, 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 251 — German Resistance to Hitler

Every third year

Explores the various forms of German resistance to Hitler during the Third Reich (1933-1945) and discusses the difficulties such opposition faced in a totalitarian regime. Against the backdrop of the Hitler dictatorship the many forms of resistance in the Third Reich are discussed, ranging from a whispered joke to a full-fledged coup d'état in 1944 by the Stauffenberg circle. In English. One unit.

German 252 — From Weimar to Hitler: German Culture and Politics (1918-1945)

Every third year

The turbulent 14 years of the Weimar Republic (1919-1933) and the 12 years of the Third Reich (1933-1945) are the focus. Though politically unstable, the Weimar Republic witnessed an unprecedented cultural flowering and the first truly modern culture. The second part of the course deals with the Third Reich—a period of political repression, cultural regimentation, a destructive war and the Holocaust. 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 of prob-

lems dealing with German culture and 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 404 — Modern German Theater

Every third year

Analysis of the major movements and playwrights of modern German theater studied against their historical and ideological background. Readings of works by Hauptmann, Kaiser, Schnitzler, Hofmannsthal, Brecht, Frisch, Dürrenmatt, Weiss and others. Readings and discussion 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 Borchert, Grass, Böll, Frisch, Christa Wolf, Dürrenmatt, Plenzdorf, Handke and Biermann. 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. 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 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 257 — 19th Century Italian Novel*Every third year*

Focuses on the “birth” of the Italian novel and the principal Italian novels and novelists of the nineteenth century, including Alessandro Manzoni, Giovanni Verga, and Gabriele D’Annunzio. The major artistic movements of the century—Romanticism, Realism, and Decadentism—are defined and discussed in relation to the novels in question. Conducted in English. One unit.

Italian 260 — Dante*Alternate years*

Examines the life and work of Dante Alighieri with a focus on his masterpiece, *La Divina Commedia*, which will be read in its entirety. A portrait of the political, social, cultural, and religious climate in which Dante wrote will be provided. Conducted in English with discussion group in Italian. 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 411 — Italian Renaissance Literature*Every third year*

Representative works of the 14th, 15th, and 16th centuries are studied 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 419 — 20th-Century Italian Novel*Every third year*

Focuses on the novels, authors, and themes that define 20th-century Italian literature. Works by Italo Svevo, Alberto Moravia, Elsa Morante, Grazia Deledda, Italo Calvino, and Cesare Pavese, among others, will be studied. 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, 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. Government funding is available for summer study abroad.

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, but not required, 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*); 2) genre (*Russian Short Story, Russian Drama and the West, Fairytale: Russia and the World, Russian Cinema*); 3) thematic (*Men of Steel: Socialist Realism, Writing Under Stalin, Madness is Russian Literature, Calvary Maidens: Russian Women Writers, 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. Majors should seriously consider study abroad in Russia for summer study, a semester, or an 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. Only the courses on Russia offered in the Department of Modern Languages and Literatures and on an approved study abroad program are counted toward the minor. 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 252, 253 — 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 254 — Russian Drama and the West

Every third year

A study of the major Russian playwrights (Fonvizin, Gogol, Griboedov, Tolstoy, Chekov, Gorky, Andreyev, Mayakovsky, Shvarts) of the 19th and 20th centuries. Emphasis is placed on auditory and visual nature of drama, by means of American, British and Russian films, and students' own exercise in acting (voluntary). Conducted in English. One unit.

Russian 255 — 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 257 — 20th- and 21st-Century Russian Literature

Every third year

A survey of the turbulent 20th century that took Russian literature from the exhilaration of pre-revolutionary years to the uncertainty of the glasnost era. Readings include the prose and poetry of Bely, Gorky, Blok, Babel, Zamyatin, Akhmatova, Chukovskaya, and Tolstaya. Conducted in English. One unit.

Russian 258 — 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 259 - Fairy Tale: Russia and the World

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.

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: *Christianity in Russian Literature*, *Madness in Russian Literature*, and *Russian Cinema*, and courses on Russian poetry. 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

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 course-work, 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.

Spanish

Spanish majors of the classes of 2009 and 2010 must complete 10 courses at the Composition and Conversation level or above, including: Composition and Conversation (Spanish 301) or Composition for Bilingual Speakers (Spanish 317) (students who place out of this requirement must take a higher-level course in lieu of 301 or 317); one semester of culture and civilization (regular offerings include Spanish 302 and 303—recommended for first- and second-year students—and Spanish 413, 420, 421 and 422—recommended for third- and fourth-year students); Introduction to Literary Genres (Spanish 305); one semester of survey of early literature (Spanish 310 or 312); one semester of survey of modern

literature (Spanish 311 or 313); one of Spanish for Business (Spanish 314), Advanced Composition and Conversation (Spanish 315), Advanced Grammar (Spanish 316) or Phonetics and Phonology (Spanish 318); one advanced literature course in pre-19th-century literature (regular offerings include Spanish 400, 401, 402, 409); one advanced course in modern literature (regular offerings include Spanish 403, 404, 405, 406, 407, 408, 410, 411 461). At least two advanced courses (400 or above) must be taken at Holy Cross during the fourth year, one of which must be in literature. Majors should note that internships and courses taught in English will not count towards the fulfillment of the Spanish major. Most majors study abroad during their junior year. We currently have year long programs in Spain (León, Palma de Mallorca and La Coruña), Mexico (Puebla) and Peru (Lima). Courses taken abroad in Spanish with a focus on Hispanic topics can be used to satisfy various requirements in the major depending on course content. Students who begin their college-level study of Spanish at the 300 level can count up to four courses taken abroad towards the major; students who begin at the 200 level can count up to five courses taken abroad towards the major.

Beginning with the class of 2011, Spanish majors will be required to take one course from each of the following nine groups, plus an additional elective tenth course from any of the groups. Also, majors will be required to take two advanced courses in their 4th year. These two advanced courses may be in literature, culture or linguistics.

1 - Composition and Conversation (one of the following courses)

Spanish 301 "Spanish Composition and Conversation"
Spanish 317 "Composition for Bilingual Speakers"

2 - Culture and Civilization (one of the following courses)

Spanish 302 "Aspects of Spanish Culture"
Spanish 303 "Aspects of Spanish-American Culture"
Spanish 420 "Latin-American Film"
Spanish 421 "20th-Century Spain through Film"

3 - Introduction to Literary Genres

Spanish 305 "Introduction to Literary Genres"

4 - Survey in Early Literature (one of the following courses)

Spanish 310 "Survey of Spanish Literature 1" (Middle Ages to 1800)
Spanish 312 "Survey of Spanish-American Literature 1" (1492-1800)

5 - Survey in Modern Literature (one of the following courses)

Spanish 311 "Survey of Spanish Literature 2" (1800-present)
Spanish 313 "Survey of Spanish-American Literature 2" (1800-present)

6 - 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 320 "Spanish Grammar through Translation"

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"

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 461 “19th- and 20th-Century Women Writers of Spain”

9 - Linguistics (one of the following courses)

Spanish 318 “Spanish Phonetics and Phonology”

Spanish 319 “General Spanish Linguistics”

Spanish 413 “Spanish in the US: A Sociolinguistic Perspective”

Spanish 414 “Second language acquisition”

Spanish 422 “Cultural History of the Spanish language”

Directed Independent Study of Spanish: Students interested in learning Spanish have the option of participating in Directed Independent Spanish-language courses. These elementary- and intermediate-level 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.

Spanish 101, 102 — Elementary Spanish 1, 2

Fall, spring

An intensive introduction to all elements of the Spanish language. The development of linguistic competency aims to promote the understanding of human language as a vehicle for communication shaped by the cultural worldview of speakers in Spanish-speaking communities. Five class hours weekly, including two hours of practicum. One and one-quarter units each semester.

Spanish 103 — Intensive Elementary Spanish

Annually

An intensive review of all the topics covered in both Elementary Spanish 101 and 102. Five class hours weekly, including two hours of practicum. One and one-quarter units.

Spanish 105, 106 — Directed Independent Elementary Spanish 1, 2

Fall, spring

An alternative approach to Spanish 101, 102 which allows students to complete course requirements by working independently with technology-based materials. Two class hours weekly and laboratory practice. One unit each semester.

Spanish 108 — Directed Independent Intensive Elementary

Fall, spring

An intensive review of all of the topics covered in both Elementary Spanish 101 and 102. Requires independent work with technology-based materials which help direct learning. Two class hours weekly and laboratory practice. One unit.

Spanish 201, 202 — Intermediate Spanish 1, 2

Fall, spring

An intensive grammar review, followed by oral practice, and readings in literature and culture. For students who have completed Spanish 102 or its equivalent. Four class hours weekly, including one hour of practicum. One unit each semester.

Spanish 215, 216 — Directed Independent Intermediate Spanish 1, 2

Fall, spring

An alternative approach to Spanish 201, 202 which allows students to complete course requirements by working independently with technology-based materials. One class hour weekly and laboratory practice. One unit each semester.

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 — Aspects of Spanish Culture

Annually

Devoted to the study of outstanding examples of Spanish thought, art, and historical developments. Readings, lectures, and discussions in Spanish. Prerequisites: Spanish 301 or the equivalent. One unit.

Spanish 303 — 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. Prerequisites: Spanish 301 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. Recommended for students who have completed Composition and Conversation and a course in Hispanic culture. Advanced (Spanish) literature students should not enroll in this course. Conducted in Spanish. Prerequisite: Spanish 301 or the equivalent. One unit.

Spanish 310, 311 — Survey of Spanish Literature 1, 2

Alternate years

A survey of the literature of Spain from medieval times to the present, including the major writers of the Golden Age, of the romantic and realist periods, and of the Generation of 1898. Conducted in Spanish. Prerequisite: Spanish 301 and Spanish 305. One unit each semester.

Spanish 312, 313 — Survey of Spanish-American Literature 1, 2

Alternate years

A study of the literature of Spanish America from pre-Columbian times to the present, including the major writers of the Colonial period, and of the 19th and 20th centuries. Conducted in Spanish. Prerequisite: Spanish 301 and Spanish 305. One unit each semester.

Spanish 314 — Spanish for Business

Alternate years

This introductory course in business Spanish aims at expanding the student's overall language proficiency through intensive practice in a variety of professional contexts (e.g. commercial transactions, travel arrangements, job interviews, imports, exports, and tax return preparation). The goal is not only to solidify the students' command of Spanish grammar and vocabulary and to introduce them to some basic business terminology, but also to develop their pragmatic skills, their cross-cultural awareness, and their ability to interact successfully with native speakers in a variety of formal and professional settings. Prerequisites: Spanish 301 or its equivalent. One unit.

Spanish 315 — Advanced Spanish Composition and Conversation

Fall, spring

This one-semester course provides practice in all the skills of advanced language through a wide variety of activities: the study of basic phonetics, in-depth review of difficult grammatical structures, conversations, readings, and discussions. Students are trained in analytical writing. Prerequisites: Spanish 301 or the equivalent. One hour per week of practicum required. One unit.

Spanish 316 — Advanced Spanish Grammar

Every third year

This one-semester course provides intensive review and practice of advanced grammar structures with emphasis on improving writing skills. Systematic grammar drills, translation and readings serve as a basis for analysis of syntactic and semantic structures of Spanish. Emphasizes strategies for all stages of the writing process, from generating and organizing ideas to rules of accentuation and punctuation. Prerequisite: Spanish 301 or the equivalent. One unit.

Spanish 317 — Composition for Bilingual Speakers

Every third year

Designed for bilingual students who speak Spanish at home but would like to improve their reading and writing skills. Focuses on Latino issues through discussion and commentary of the works of contemporary Latino writers and filmmakers, with emphasis on using the language-reading and writing-rather than reviewing the grammar. Class is limited in size to enable students to receive individualized attention. One unit.

Spanish 318 — Phonetics and Phonology

Every third year

A practice course for improvement of pronunciation and introduction to phonetic transcription. Aimed at students with a desire to improve their pronunciation of Spanish, expand their knowledge of the various dialects of the language, and an interest in knowing how the sound system of Spanish works. Conducted in

Spanish. Prerequisite: Spanish 305. One unit.

Spanish 399 — Special Topics

Annually

New offerings at the 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, The Evolution of Spanish Romance, and Renaissance and Baroque Poetry. 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 19th-Century Spanish Literature

Every third year

Thematic studies concerning the rise of romanticism and realism in Spain. Course may include readings by authors such as Zorrilla, Larra, Bécquer, de Castro, Pardo Bazán, and Galdós, with special emphasis on the relationship between literature and culture. 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 the major trends and writers of fiction in Spain after the realist and naturalist eras. Through the writings of such prominent authors as 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 theater: poetic theater, social, existential, and the theater of the absurd. Includes readings from such representative playwrights as Federico García Lorca, Antonio Buero Vallejo, Alfonso Sastre, Antonio Gala, and Fernando Arrabal. 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. Learn to read works analytically 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 411 — Topics in Latin American Literature of 19th Century

Alternate years

Examines the models for understanding the different cultural formations in the emancipated ex-colonies of Spain. Focuses on periods of ideological change and artistic revolution from independence on, exploring the connections between ideology and representation of national models. Prerequisite: Spanish 305 and a semester of survey. One unit.

Spanish 413 — Spanish in the US: A Sociolinguistic Perspective

Alternate years

This sociolinguistics course explores the presence, use and characteristics of Spanish in the US. Main topics include: an overview of U.S. Latino communities, the context of their presence here and their experience as an ethnolinguistic minority; bilingualism and language acquisition; ‘Spanglish’, borrowing, code-switching and other language-contact phenomena; language maintenance and loss; language policy and minority language rights; 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. Prerequisites: 2 courses beyond Spanish 301 or its equivalent, or by permission of instructor. Taught in Spanish. One unit.

Spanish 414 — Second Language Acquisition and Spanish

Alternate years

An introduction to the study of Second Language Acquisition (SLA), with a special focus on Spanish. Main topics include: first vs. second language acquisition; age-related effects on language acquisition; the role of presumably innate vs. environmental factors; immersion vs. classroom learning; study abroad; theories of SLA and approaches to foreign language teaching; the role of input and output practice; ‘heritage’ speakers; proficiency assessment; and the different areas of second language development (e.g. literacy, oral fluency, and grammatical and pragmatic competence). The course also considers some specific aspects of the acquisition of Spanish as a second language, including vocabulary, pronunciation, pronouns and different grammatical contrasts (e.g. indicative vs. subjunctive, and preterit vs. imperfect), among others. Prerequisites: 2 courses beyond Spanish 301 or its equivalent, or by permission of instructor. Taught in Spanish. 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 a semester of survey. 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 400 level in Hispanic linguistics, literature or culture. Topic varies with each separate offering. One unit.

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.

Requirements for the major in Studies in World Literatures: 10 courses focusing on the study of non-Anglophone texts and/or on a comparative study of such texts. Of these 10 courses, students must take:

- At least three courses that carry the STWL designation, including one semester of a survey course giving a historical and comparative overview of the development of the major Western textual traditions and/or of the major Non-Western textual traditions (e.g., STWL 201, 202);
- Seven courses that study a minimum of two distinct textual traditions. (No more than five courses may deal with any one single textual tradition.)

Students must also complete a one-semester capstone project in the fourth year. The project will consist of a comparative study of at least two distinct textual traditions (STWL 441).

STWL major credit may be applied also to courses taken in the target or original language as well as to a maximum of two courses taken outside the Department of Modern Languages & Literatures, provided that the courses are approved by the STWL program coordinator. Up to four courses taken in a College Study Abroad Program may be approved for STWL major credit.

In addition to the STWL courses listed below, the following courses, offered in English, are available for Studies in World Literatures major credit (descriptions of these courses may be found in the course listings of the appropriate Language Program.):

French 232: Moulin Rouge: Intersections of Art & Popular Culture

French 461: Writing Madness in Africa

French 462: Detective Stories from Francophone Africa and the Caribbean

German 250: Metropolis Berlin

Italian 251: Renaissance Florence/History and Literature

Italian 253: Italian Women Writers

Italian 257: 19th Century Italian Novel

Italian 260: Dante

Russian 252: Russian Short Story

Russian 254: Russian Drama

Russian 255: 19th-Century Russian Literature

Russian 257: 20th-Century Russian Literature

Studies in World Literatures 201 — Landmarks of Western Literature:the Ancient World to the Renaissance *Alternate years*

An introduction to major works of Western literature, and to the mechanisms of the creation of a canon of Western literature. Included are texts ranging from the Mesopotamian epic of Gilgamesh, to the works of Cervantes and of Montaigne. One unit each semester.

Studies in World Literatures 202 — Landmarks of Western Literature:The Modern World *Alternate years*

An introduction to major works of Western literature, and to the mechanisms of the creation of a canon of Western literature. Included are texts from the 17th century to the present. One unit each semester.

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 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 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); Creole-

ness (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.

Music

Osvaldo N. Golijov, Ph.D., *Loyola Professor of Music*

Shirish Korde, M.M., *Professor and Chair*

Carol Lieberman, D.M.A., *Associate Professor*

Jessica P. Waldoff, Ph.D., *Associate Professor*

Chris Arrell, D.M.A., *Assistant Professor*

Sarah Grunstein, D.M.A., *Assistant Professor*

James David Christie, M.M., *Distinguished Artist-in-Residence; Director, Schola Cantorum*

Daniel J. DiCenso, Cand. Ph.D., *Visiting Instructor*

Jennifer K. Ashe, Cand. D.M.A., *Lecturer, voice*

Sarah Bob, M.M., *Lecturer, piano*

Orlando Cela, M.M., *Lecturer, flute*

Eric Culver, D.M.A., *Lecturer; Director, Chamber Orchestra and Brass Ensemble*

Pamela E. Getnick Mindell, D.M.A., *Lecturer, Director, College Choir and Chamber Singers*

Joseph Halko, *Lecturer, oboe*

Marian C. Hanshaw, M.M., *Lecturer, piano*

Bruce Hopkins, M.M., *Lecturer, trumpet/trombone*

Chi-Ju Juliet Lai, Cand. D.M.A., *Lecturer, clarinet*

Alan Karass, M.A., *Lecturer*

Michael Monaghan, M.A., *Lecturer; Director, Jazz Ensemble*

Thomas Mountain, Ph.D., *Lecturer and Recording Technician*

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.

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

Alternate years

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.

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

Study of the life and works of a major composer (e.g., Beethoven, Mozart, Wagner, Stravinsky, J.S. Bach), with an emphasis on the development of musical style, the immediate socio-cultural context, the contemporary reception of his or her music, and the evaluation of the composer's achievement by posterity. 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 Twentieth 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.

Naval Science

CAPT Robert A. McNaught, USN, M.S., *Visiting Professor and Chair*
CDR John K. Bishop, USN, M.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 four 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 four 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 100 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 once 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 war-

fare 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.

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

Joseph P. Lawrence, Ph.D., *Professor*

Karsten R. Stueber, Ph.D., *Professor and Chair*

Jeffrey A. Bernstein, Ph.D., *Associate Professor*

Lawrence E. Cahoon, Ph.D., *Associate Professor*

Predrag Cicovacki, Ph.D., *Associate Professor*

Christopher A. Dustin, 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*

Shelby T. Weitzel, Ph.D., *Brake-Smith Assistant Professor in Social Philosophy and Ethics*

Maria Granik, Ph.D., *Visiting Assistant Professor*

John P. Manoussakis, Ph.D., *Visiting Assistant Professor*

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*

Addresses some Greek conceptions of desire, beginning with Sophocles' Oedipus the King. The discussion is centered on such problems as the relationship between human beings and nature, and between the human and the divine. Discusses different approaches to love, passions and the soul in Plato's Symposium and Phaedrus. Investigates the relationship between temporality and eternity in Plato's theory of knowledge, happiness, virtue, and the nature of friendship are analyzed in Aristotle's Nicomachean Ethics. Finally, Epictetus' Handbook shows how such concepts as dependency and autonomy play a major role in the stoic interpretation of desire. 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 Ethics*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 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 being 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 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 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 consid-

eration 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 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 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 Meta-

physics. 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 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

Randy R. Ross, Ph.D., *Professor and Chair*

Janine Shertzer, Ph.D., *Anthony and Renee Marlon Professor in the Sciences*

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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 131, 132, 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 above the 200 level. 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), Introduction to Astrophysics (Physics 355), and Experimental Solid State Physics (Physics 356). A course on Advanced Topics In Physics is also planned. General Physics 1, 2 or General Physics in Daily Life 1, 2 are prerequisites for all physics courses above the 200 level; Multivariable Calculus (Math 241) and Methods of Physics (Physics 221) are prerequisites for all physics courses above the 300 level.

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 above the 200 level.

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: How Things Work; Gravity and Science in Orbit; Light, Color, and Vision. 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.

Physics 111 — General Physics 1

Fall

Kinematics in one and two dimensions; vectors; Newton's laws; work and energy; linear momentum and collisions; rotational motion; static equilibrium; oscillatory motion; gravitation; fluid mechanics; waves. Calculus-based. Includes a two-hour laboratory session per week. One and one-quarter units.

Physics 112 — General Physics 2

Spring

Electric fields; electric potential; capacitance; DC circuits; magnetic fields; Faraday's law and inductance; AC circuits; geometric optics; wave optics; modern physics. Calculus-based. Includes a two-hour laboratory session per week. One and one-quarter units.

Physics 115 — General Physics in Daily Life 1

Fall

Kinematics in one and two dimensions; vectors; Newton's laws; work and energy; linear momentum and collisions; rotational motion; static equilibrium; oscillatory motion; gravitation; fluid mechanics; waves. Calculus-based. One and one-quarter units.

Physics 116 — General Physics in Daily Life 2

Spring

Electric fields; electric potential; capacitance; DC circuits; magnetic fields; Faraday's law and inductance; AC circuits; geometric optics; wave optics; modern physics. Calculus-based. 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

Special relativity; the particle aspects of electromagnetic radiation; the wave aspects of material particles; atomic structure; nuclear structure and reactions; elementary particles. One unit.

Physics 225 — Modern Physics Laboratory*

Fall

Millikan oil-drop experiment; gamma-ray spectroscopy and absorption; the Franck-Hertz experiment; measurements of e/m for the electron, Planck's constant, the hydrogen Balmer lines, the speed of light, and the Cavendish experiment. Taken concurrently with Physics 223. Overload. One unit.

Physics 231 — Optics

Alternate years

Fermat's Principle; laws of reflection and refraction; image-forming properties of mirrors and lenses; analysis of optical systems; interference; diffraction; thin films; polarization; scattering of light; optical spectra; lasers and holography. One unit.

Physics 233 — Optics Laboratory*

Alternate years

Image formation by lens systems; spherical and chromatic aberrations; determination of refractive index, optical activity; diffraction and interference of light waves; spectrometer and polarimeter; lasers, holography and optical fibers. Taken concurrently with Physics 231. Overload. One unit.

Physics 234 — Electronics

Alternate years in spring

Kirchhoff's laws applied to DC and AC network analysis; the physics of semiconductors; properties of diodes and transistors; circuit applications including rectifiers, regulators, amplifiers, and oscillators; principles of feedback systems; operational amplifier circuits. One unit.

Physics 236 — Electronics Laboratory**Alternate years in spring*

AC and DC circuits; low- and high-pass filters; diode characteristics; rectifiers; transistor characteristics; multiple stage amplifiers with feedback; oscillators; operational amplifiers; TTL integrated circuits. Taken concurrently with Physics 234. Overload. One unit.

Physics 342 — Classical Mechanics*Spring*

Motion of a particle in one dimension, including the damped, forced harmonic oscillator; vector analysis; motion of a particle in two or three dimensions, including motion under a central force; motion of a system of particles, including the two-body problem and coupled harmonic oscillators; rotation about an axis; introduction to Lagrangian dynamics. One unit.

Physics 344 — Thermal Physics*Fall*

The laws of thermodynamics applied to various systems in equilibrium, including gases, magnetic materials, and solids; the concepts of temperature, heat, work, entropy, and the thermodynamic potential; reversible and irreversible processes. One unit.

Physics 351 — Electromagnetic Theory*Spring*

The electrostatic field and potential; divergence and curl of E-field; work and energy in electrostatics; special techniques for calculating potentials; E-fields in matter; the Lorentz force and Biot-Savart law; divergence and curl of B-field; magnetic vector potential; magnetostatic fields in matter; EMF and Faraday's law; Maxwell's equations. 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 356 — Experimental Solid State Physics*Alternate years*

Crystal structure; free-electron energy bands; semiconductors and metals; superconductivity; magnetic materials. Experiments include X-ray diffraction, optical spectroscopy, Mössbauer spectrometry, and resonance methods. Prerequisite: Physics 353. 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.*

Political Science

Donald R. Brand, Ph.D., *Professor*

Judith A. Chubb, Ph.D., *W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society*

David L. Schaefer, Ph.D., *Professor*

Hussein M. Adam, Ph.D., *Associate Professor*

Loren R. Cass, Ph.D., *Associate Professor*

Caren G. Dubnoff, Ph.D., *Associate Professor*

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 and Chair*

Ward J. Thomas, Ph.D., *Associate Professor*

Antonis Ellinas, Ph.D., *Assistant Professor*

Daniel P. Klinghard, Ph.D., *Assistant Professor*

Dustin A. Gish, 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 and progress toward the minimum number of courses required in the major.

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, 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 218 — China in Revolution

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 225 — Liberalism and Its Critics

Occasionally

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, private 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

Occasionally

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 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 refounding 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 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 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

Annually

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 Politics: 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 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. Prerequisite: Political Science 103. 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 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, Oakshott 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 the historical and ideological roots of contemporary political violence through a series of in-depth case studies. These include the French Revolution, Russian anarchism in the 19th century, Third World national liberation movements (Algeria and South Africa), the Zapatista revolt in Mexico, right-wing militias in the United States, Islamic fundamentalist terrorism, and ethnic/religious conflict in Rwanda and the former Yugoslavia. 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. Prerequisite: Political Science 102 (with consent from instructor) if they have taken previous courses in Latin American History, Politics, or Society. 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

John F. Axelson, Ph.D., *Professor*

Danuta Bukatko, Ph.D., *Professor*

Mark Freeman, Ph.D., *Professor and Class Dean*

Charles M. Locurto, Ph.D., *Professor*

Amy R. Wolfson, Ph.D., *Professor and Chair*

Daniel B. Bitran, Ph.D., *Associate Professor*

Gregory J. DiGirolamo, Ph.D., *Associate Professor*

Andrew M. Futterman, Ph.D., *Associate Professor*

Mark C. Hallahan, Ph.D., *Associate Professor*

Suzanne R. Kirschner, Ed.D., *Associate Professor*

Patricia E. Kramer, Ph.D., *Charles A. Dana Faculty Fellow, Associate Professor*

Richard C. Schmidt, Ph.D., *Associate Professor*

Charles S. Weiss, Ph.D., *Associate Professor*

Jumi Hayaki, Ph.D., *Assistant Professor*

Alison Bryant Ludden, Ph.D., *Assistant Professor*

Deirdre L. Barrett, Ph.D., *Visiting Assistant Professor*

Mark Sykes, Ph.D., *Visiting Assistant Professor*

Rebekah Phillips, Cand. Ph.D., *Visiting Instructor*

Matthew R. Elliott, Ph.D., *Lecturer*

Iris Chin Ponte, 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 Introductory Psychology (Psychology 100). 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, or Psychology of Language), 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). Additionally majors must take at least one advanced-level course in psychology and an elective. These courses should be chosen in accordance with a student's own developing interests and curricular needs. An advanced course is any 300 level course, including seminars and lab classes. An elective course is any non-required course that does not fulfill a fundamental area requirement.

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.

There is ample opportunity for students to pursue advanced study (Directed Readings—Psychology 470) and research (Research Projects—Psychology 480) under the individual direction of their professors. These courses may be used to fulfill the elective requirement of the major. 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, the neuropsychological basis of language and reading, 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, Introductory Psychology. AP credit counts toward the minimum number of courses required in the major. Students with AP credit in psychology who would like to be psychology majors should consider taking Psychology 200 and 201 in their first year. Interested students should contact the chair of the department.

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 may elect to 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. Daniel Bitran, prior to enrolling in second-year courses.

Courses

Psychology 100 — Introductory 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 140 — Human Nature, Ethics, and Society

Alternate years

Explores a number of fundamental philosophical and psychological questions concerning the human condition: What is human nature? What are the desired ends of human life? Given our nature—which will be no easy task to determine—what kinds of personal commitments and social arrangements will best promote these ends? At a most basic level, this course seeks to foster reflection and discernment regarding who and what we are and ought to be. At the same time, the course is outward looking and seeks to help students find an appropriate balance between realism about the human condition and hope about our prospects for fashioning a better, more just world. Fulfills the Elective Course Requirement. Prerequisite: Enrollment is limited to first year students. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 200. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. One unit.

Psychology 223 — Learning*Annually*

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. Prerequisite: Psychology 100. One unit.

Psychology 225 — Developmental Psychology*Annually*

A survey of theory and research pertaining to both cognitive and social development. Special topics include prenatal development, early experience, perception, memory, intelligence, socialization, moral development, sex-role development, and patterns of child-rearing. Fulfills the Developmental Processes Fundamental Area Requirement. Prerequisite: Psychology 100. One unit.

Psychology 226 — Personality*Annually*

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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. One unit.

Psychology 239 — Psychology and Aging

Alternate years

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 developmental and aging, 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. This course is required for students enrolled in the Gerontology Studies Program. Fulfills the Developmental Processes Fundamental Area Requirement.. Prerequisite: Psychology 100. 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. Fulfills the Elective Course Requirement. Prerequisite: Psychology 229. One unit.

Psychology 244 — Health Psychology

Annually

An introduction to the major concepts in health psychology and the role of psychologists in health research and health care. Explores psychosocial influences on illness and health; the psychological sequence of illnesses such as cancer, AIDS, and heart disease; illness prevention and health promotion; pain and pain management; and psychological issues in chronic and terminal illness. Fulfills the Elective Course Requirement. Prerequisite: Psychology 100. One unit.

Psychology 253 — Evolution of Behavior

Annually

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. Prerequisite: Psychology 100. One unit.

Psychology 254 — Psychology and Law

Alternate years

Examines aspects of psychology that have relevance for the legal system, focusing primarily on applications from social and cognitive psychology. Topics include jury behavior, persuasion and influence in the courtroom, eyewitness reliability, the detection of deception, and capital punishment. The course also considers psychology’s influence on the legal system both in terms of research that has been used in landmark courtroom decisions and psychologists serving in the roles of consultant and expert witness. Fulfills the Elective Course Requirement. Prerequisite: Psychology 100. 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. Prerequisite: Psychology 100. 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. Fulfills an Elec-

tive Course Requirement. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Psychology 221 or Permission of instructor. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Psychology 221 or Permission of instructor. One unit.

Psychology 318 — Seminar: Advanced Statistics

Alternate years

Several advanced techniques in inferential statistics are covered, including multivariate analysis of variance, multiple regression, factor analysis, path analysis, and structural equation modeling. Fulfills the Advanced Course Requirement or the Elective Course Requirement. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

Psychology 325 — Cognitive Development

Alternate years

Focuses on the various facets of children's thinking, from perceptual processes to complex problem-solving and reasoning. Important theoretical perspectives, including those of Piaget and Vygotsky, are considered. In addition, empirical findings that describe how children think and the forces that influence the development of cognition are discussed. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Psychology 225 and permission of instructor. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor; Psychology 225 recommended. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

Psychology 345 — Seminar: Face Perception

Alternate years

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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

Psychology 350 — Seminar: 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. Prerequisite: Permission of instructor; Psychology 221 recommended. One unit.

Psychology 351 — Seminar: Rational Choice/Irrational Mind

Alternate years

Examines the psychology of choice and decision making with a focus on broad questions about the extent to which human behavior can be considered rational. Examples of questions that will be addressed include: What is the source of people’s sense of happiness and subjective well-being? How do people understand risk and uncertainty? How do emotions influence the decision making process? Do people have stable, well-defined preferences that can be accurately known? To what extent do considerations such as fairness, social norms, or the need for control influence people’s decisions? The course will also explore the social context of decision making in relation to topics such as altruism and cooperation and consider the evolutionary origins of human decision making capabilities. Readings will include original research and other primary sources from psychology, economics and other disciplines. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor; Psychology 227 or 229. One unit.

Psychology 355 — Seminar: Resilience and Development

Annually

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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

Psychology 370 — Seminar: Cognitive Disorders

Alternate years

Focuses on the identification, evaluation, and biological bases of several cognitive disorders including Dyslexia, Attention Deficit Disorder, Downs Syndrome, Williams Syndrome, and Fragile X. How alterations in underlying biological structures result in the cognitive deficits that characterize these disorders will also be examined as well as treatments and educational remediation. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor; Psychology 236, Psychology 221, or Psychology 237. 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. Fulfills the Advanced Course Requirement or the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

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. Fulfills the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

Psychology 480 — Research Projects

Fall, spring

Students may undertake an independent research project under the direction of a particular faculty member. Fulfills the Elective Course Requirement. Prerequisite: Permission of instructor. One unit.

Religious Studies

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*

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*

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*

Caroline E. Johnson Hodge, Ph.D., *Assistant Professor*

Mary M. Doyle Roche, Ph.D., *Edward Bennett Williams Fellow, Assistant Professor*

Lloyd Baugh, S.J., *Doctorate in Fundamental Theology, Visiting International Jesuit Scholar*

Paolo Gamberini, S.J., Ph.D., *Visiting International Jesuit Scholar*

Bernadette J. Brooten, Ph.D., *Kraft-Hiatt Professor of Christian Studies at Brandeis University,*

Adjunct Professor

William M. Shea, Ph.D., *Adjunct Professor*

James B. Nickoloff, Ph.D., *Adjunct Associate Professor*

Brian P. Flanagan, Ph.D., *Visiting Assistant Professor*

Melissa Proctor, Cand.Ph.D., *Visiting Instructor*

Gary P. DeAngelis, Ph.D., *Lecturer and Associate Director, Center for Interdisciplinary and*

Special Studies

Daniel Ullucci, Cand.Ph.D., *Lecturer*

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; Old Testament; 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 the qualified student 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 *Every third year*

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 *Alternate years*

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 222 — Millennialism in Cross-Cultural Perspective*Alternate years*

Examination of millennial and “end-time” beliefs in a variety of cultures around the world. Topics include: roots of millennial ideas, Jewish apocalypticism, beginnings of Christianity and Islam, the modern case studies from the Pacific Islands, China, Nigeria and the United States. Elicits general conclusions regarding millennial and messianic ideas through detailed discussions of specific examples. Previous course work in religious studies, history, or anthropology is helpful but not required. One unit.

Religious Studies 233 — Islam and the West*Spring*

Introduction to the long history of the Islamic world and the West. The early encounters between Islam and the West throughout the Middle Ages are illustrated by examining such fields of interaction as philosophy, science, education, and military-political history. Analyzes the Western perceptions of Islam during the Renaissance and the Enlightenment, which paves the way for the modern Western conceptions of Islam and the Islamic world. Special attention is paid to the rise of the West as the superior power of the modern world and its impact on the relation of the two civilizations in negotiating patterns of encounter, challenge, rejection, reaction, and adaptation. Also analyzes the highly sophisticated network of media, academics, entertainment culture, and policy-making mechanisms to highlight the main sources of the current Western perceptions of Islam. This is followed by a discussion of various responses of the contemporary Islamic world to such challenges as modernism, secularism, and science and technology. Concludes with the current roots of confrontation and the possibilities of mutual understanding between the two civilizations. One unit.

Religious Studies 235 — Islam in the Modern World*Fall*

Detailed survey of Islam and Muslim societies in the modern period. Beginning with a study of major developments in the 18th and 19th centuries, discusses the decline of classical Islamic civilization, decentralization of Muslim political power, European colonialism, modernization, and the emergence of a new class of Muslim intelligentsia. Particular emphasis on intellectual currents, challenges of modern science and technology, and the responses of Muslim scholars and leaders. In addition to a short survey of the important social and political events in the 20th-century Muslim world, also analyzes such issues as tensions between tradition and modernity, secularism, democracy, women, human rights, education, Islamic political movements, Sufism, Wahhabism, and Muslims in the West. One unit.

Religious Studies 255 — Ecology and Religion*Spring*

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.

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.

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.

Intermediate Courses

Religious Studies 212 — The Gospels*Alternate years*

In-depth study of the theological concerns of Matthew, Mark, and Luke as reflected in their varying presentations of the Christian kerygma. Attention paid to the literary and historical character of each Gospel as a unique expression of the traditions about Jesus and an exploration of selected contemporary modes of theological reflection as models for understanding the Evangelists as theologians. 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 2nd - 4th 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.

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 115 — The Church in the World*Fall*

A basic presentation of how the Catholic Church sees itself, its mission, and its ministry in today's world in light of the major decrees of the Second Vatican Council. Topics include: different models of the Church and the Church's approach to contemporary issues of justice and peace as reflected in Catholic social teaching of the popes and national conferences of bishops. One unit.

Religious Studies 116 — Introduction to Catholicism*Alternate years*

Introduction to the basic doctrine of Roman Catholic Christianity and to the situation of the church in the contemporary United States. Topics include: differing approaches to Catholicism; doctrinal foundations of the Church; structure, authority, and diversity; spirituality, worship, and the sacramental tradition; Vatican Council II; Catholic moral teaching; the role of women; Catholicism and other religions; and current issues 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 Christian Spirituality*Fall*

An introduction to Christian spirituality understood as discipleship. Examines the lived experience and writings of influential 20th-century Christians such as Dorothy Day, Thomas Merton, Martin Luther King, Jr., and Gustavo Gutierrez. Focuses on the quest for justice as an imperative of faith. 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 ques-

tions about Jesus' life and teaching, the theological claims about Jesus being made by the evangelists, 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 in spring

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 — Sacramental Theology

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 various ways of understanding Christian discipleship, different approaches to the meaning and purpose of prayer, various techniques for prayer, (including the contexts in which they have been developed and the practical advantages and problems that they carry), and relationships between prayer and theology. Readings draw from both classic sources and contemporary interpretations of Christian prayer. Weekly practicum sessions focus on observing and/or participating in various forms of Christian prayer. One unit.

Religious Studied 224 — The Church and Homosexuality

Annually

Self-affirming homosexual persons today challenge the Church's traditional teaching about homosexuality and its understanding of the relationship between God and homosexual persons, producing a sharp debate in churches and societies around the world. This course aims to provide students with a clear understanding of the Catholic Church's official teaching on homosexuality and the major criticisms made of the teaching. 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.

Religious Studies 234 — Conflicts in the Church

Fall

Examines selected issues which have generated considerable controversy in the contemporary Catholic church (i.e., liberation theology; women's leadership; birth control; abortion; divorce and remarriage; homosexuality). Topics are considered in relation to differing views on the origin, structure, and purpose of the church itself. Readings draw from official Catholic church teaching as well as writings of so-called "progressive" and "neoconservative" theologians. Concepts covered include: infallibility; teaching authority of theologians and the magisterium; the *sensus fidelium*; legitimate dissent and the development of doctrine. 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 Bulltman, 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 261 — Feminist Perspectives in Theology

Alternate years

Introduces students to the critiques and alternative reconstructions that feminist/womanist/mujerista theologians present with respect to traditional Christian understandings of scripture, God, Jesus, creation, human personhood, sin, grace, the church, spirituality, and theological method. One unit.

Religious Studies 262 — The Living Church

Fall

This seminar is an exploration of ecclesiology—the church's theological understanding of itself—and also an exercise in observational learning. Examines the nature of church through readings of a variety of recent theological and sociological works and official documents. Students are guided through semester-long fieldwork projects to explore aspects of church as lived and practiced in local communities. Seminar sessions discuss these observations in light of the course readings. One unit.

Religious Studies 275 — Latin American Liberation Theology

Spring

Based on the principle of God's special identification with history's outcasts, liberation theology explores the problems of biblical interpretation, Church teaching and Christian commitment in the contemporary world. With special reference to Latin America, this course examines the relationship between the socio-political consciousness of marginalized peoples and their Christian faith. 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

Spring

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 353 — Theology and Ecology

Fall

This seminar provides an opportunity to participate in the conversation currently underway regarding religious faith and contemporary ecological concerns; it seeks to develop a greater consciousness of the interdependence between human beings and other living beings, and between all life forms and non-living created matter. What does it mean to do biblical interpretation and Christian theology at the beginning of the third millennium in a global context that is developing an ever greater awareness of the limited nature of natural resources and an ever increasing appreciation of created matter in the cosmos? One unit.

Religious Studies 355 — Contemporary Feminist Theology

Alternate years

This seminar examines U.S. feminist theology, African-American womanist theology, and mujerista/Latina feminist theology with regard to Christian theological anthropology, or religious reflection on the human

person. Considers implications of major Christian claims (about God, Christ, creation, sin/grace, church, etc.) for both historical and contemporary Christian understandings of the human person. Examines theological reconstructions of those claims, as developed through feminist/womanist/Latina analyses of gender, race, class, sexuality, and ecology. Analyzes the expanding scholarship in feminist theology and feminist theory regarding the significance of post-modernity for reinterpreting human identity, especially notions of agency, autonomy, and relationality. 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 376 — North American Theologies of Liberation

Spring

Explores recent theological reflection on the dynamics of oppression and liberation in the context of the U.S. This course attempts to sketch the outline of a theology responsive to both the liberating message of the gospel and the socio-political and cultural life of the United States with special attention given to Black, U.S. Hispanic and Gay/Lesbian theological works. 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

A suggested methodology for evaluating contemporary Christian thought and practice in major areas of ethical concern. An in-depth discussion of responsible decision-making in an age of situationism and ethical relativism, with detailed application to crucial moral dilemmas facing modern persons. 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

Fall

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

Deals with the basic issues in contemporary health care ethics from the standpoint of the Christian theological tradition. A central concern is the relation between religious beliefs and individual or social choices regarding health and health care. 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.

Religious Studies 337 — Character and Ethical Responsibility

Fall

Seminar addresses the problems of moral weakness and the agent's ethical responsibility for acts of weakness from the perspectives of philosophy, theology, psychology, film and modern fiction. The term moral weakness is a translation of the Greek word *akrasia*, and refers to a moral agent's perceived ability to perform an action that he or she knows to be evil, or failing to perform an action known to be good. Thus an inquiry into the problem of moral weakness is ultimately an inquiry into character and virtue. One unit.

Religious Studies 342 — Sexual Ethics

Fall

Seminar provides an opportunity to explore ethical issues of both personal and societal importance. Among the topics covered are historical development of Christian sexual ethics; embodiment; gender; and significance of the relation between sexuality, love and reproduction. 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

David M. Hummon, Ph.D., *Professor*

Susan Rodgers, Ph.D., *Professor and Chair*

Royce A. Singleton Jr., Ph.D., *Professor*

Victoria L. Swigert, Ph.D., *Professor*

Edward H. Thompson Jr., Ph.D., *Professor*

Carolyn Howe, Ph.D., *Associate Professor*

Jerry L. Lembcke, Ph.D., *Associate Professor*

Ann Marie Leshkovich, Ph.D., *Associate Professor*

Renée L. Beard, Ph.D., *Assistant Professor*

James Bryant, Ph.D., *Assistant Professor*

Jennie Germann Molz, Ph.D., *Assistant Professor*

Susan Crawford Sullivan, Ph.D., *Assistant Professor, Edward Bennett Williams Fellow*

Caroline A. Yezer, Ph.D., *Assistant Professor*

Mutholil Kurian George, S.J., Ph.D., *Visiting International Jesuit Scholar*

Cathryn E. Brubaker, Ph.D., *Visiting Assistant Professor*

Diane Niblack Fox, Ph.D., *Visiting Assistant Professor*

Leslie Killgore, Ph.D., *Visiting Assistant Professor*

Heather Connors, Cand. Ph.D., *Visiting Instructor*

Melissa J. Butler, M.A., *Lecturer*

Susan M. Cunningham, Ph.D., *Lecturer and Associate Director,*

Center for Interdisciplinary and Special Studies

Diane Diamond, Ph.D., *Lecturer*

Thomas M. Landy, Ph.D., *Lecturer and Interim 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.

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, health care management, communications, urban affairs, and gerontology, and careers in business, government, education, journalism, management, so-

cial 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; Sociology 242, Sociological Theory); and one advanced 300 or 400-level seminar, tutorial, or research practicum. A minimum of six 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. 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.

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, the Pacific, and the Middle East. Course often highlight the cultures in which faculty work (Latin America, 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, and consumption and fashion. Anthropology expands horizons for all students and can lead to further study or careers in law, development work, 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.

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, 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, 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. 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 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.

Sociology 145 — Leadership and Authority

Annually

The effective practice of leadership requires a knowledge of group dynamics—the ability to analyze and understand how groups and organizations work, avoid change, and sometimes adapt to the challenges they face. This course examines group behavior and what it takes to mobilize groups into action. Experiential learning is emphasized to help understand roles, power, group dynamics, authority and leadership. One unit.

Sociology 155 — Social Psychology

Annually

A survey of the interdisciplinary field of social psychology. Students are acquainted with: 1) the nature of the field and its range of topics, including person perception, attitudes, attraction, social interaction, and social influence processes; and 2) the theories, models, and methods used to understand human social behavior. 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 — Structures of Social Inequality

Every third year

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 217 — Criminology

Alternate years

The study of crime and society. Areas of focus include patterns of criminal behavior, theories of crime causation, and the administration of criminal justice. Prerequisite: Sociology 101. One unit.

Sociology 219 — Deviant Behavior

Alternate year

An examination of deviance as a universal consequence of social organization. The course draws from the major theories of social deviance functionalism, political-economic theory, the interactionist perspective, anomie theory, learning theory, and social control theory toward an integrated theory of deviance causation. 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 242 — Sociological Theory

Annually

Four topics frame each section of this course in sociological theory: First, the cultural shifts that gave rise to sociological reason in Europe during the nineteenth century. Second, the key concepts that preoccupied early sociological thinkers, and their legacy in current fashions of sociological theory. Third, the craft of forming theoretically refined and empirically testable research questions from sociology's principal concepts. Fourth, discerning the appropriate methodology(ies) for approaching answers to research questions. Prerequisite: Sociology 101. One unit.

Sociology 243 — Social & Religious Thought

Alternate years

This course is an introduction to the critical dimensions of African-American social and religious discourses on race, antiblack racism, African-American ethnic identity, and liberation. Students will review a number of social and religious criticisms about these concerns while examining the logic of these criticisms as the product of social and cultural forces. Prerequisite: Sociology 101. One unit.

Sociology 245 — Modernity: Culture, Consciousness, & Institutions

Alternate years

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 256 — Self and Society

Annually

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 258 — Childhood

Annually

Addresses the lives of children from early childhood to the beginning of adolescence. Explores childhood experiences and seeks to understand how they are shaped by the immediate social worlds of children and the institutional structures and culture of the larger society. Topics include modern and postmodern childhoods, social problems and children, and preadolescent peer culture. Prerequisite: Sociology 101. One unit.

Sociology 259 — Children and Violence

Every third year

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

Every third year

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 crisis 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

Alternate years

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 266 — Sport and Society

Annually

A critical analysis of sports as social phenomena. Topics include sports and socialization; sports and children; deviance and aggression and sports; gender, race, ethnicity, social class and sports; and sports in relation to the economy, the media, politics, and education. Prerequisite: Sociology 101. One unit.

Sociology 271 — The Family

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 276 — Women and Society

Annually

A sociological analysis of women in contemporary (primarily U.S.) society with a focus on the structural contexts that shape women's lives and place barriers on and provide opportunities for women's development. The political, economic, cultural, and personal dimensions of women's experiences are examined with attention given to racial-ethnic and class differences. Women's struggles for social change and self-definition are explored through case studies and an examination of current issues. Prerequisite: Sociology 101. One unit.

Sociology 280 - Global Culture and Society

Every third year

This course will examine 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 341 — Sociology of Knowledge

Alternate years

This advanced seminar provides a forum for the discussion of classical and contemporary writings in the sociology of knowledge. Considers such topics as the role of consciousness in the production of knowledge, the impact of language on perceptions of reality, and the ethics and politics of knowledge. Prerequisite: permission of instructor. One unit.

Sociology 346 — Reading the Times

Alternate years

The course 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 357 — Small Group Processes

Every third year

An introduction to the study of small groups. Topics include social influence processes, group development, and group structure. A major part of the class involves experience-based learning. Prerequisite: permission of instructor and Sociology 101 or 155. 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

Every third year

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 course 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 course will enable 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 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

Honor 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 cultural anthropological analysis of non-Western cultures, such as those of Latin America, Southeast Asia, Melanesia, Polynesia, sub-Saharan Africa and Native America. Topics include: ethnographic methods; concept of culture; symbolic communication; ecological processes; introduction to anthropological approaches to kinship, religion, gender, hierarchy, economics, medicine, political life, transnational processes. One unit.

Anthropology 130 — Anthropology of Food

Every third year

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.

Intermediate Courses

Anthropology 255 — Genders & Sexualities

Every third year

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 hierarch 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 260 — Constructing Race

Alternate years

An examination of "race" from an anthropological perspective, in order to further our understandings of the

ways this socially constructed category has had, and continues to have, concrete impact in the United States, Latin America and the Caribbean. Topics include: the role anthropology has played in constructing racial categories, passing, multiracial identities, popular representations of “race,” and identity politics. Prerequisite: Anthropology 101 recommended. One unit.

Anthropology 262 — Anthropology of Religion

Alternate years

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, trance, 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 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 272 — Culture and Identity in the Caribbean

Annually

This course will introduce students to the cultural complexity of the Caribbean region. While an emphasis will be placed on the Anglophone Caribbean, analyses of French- and Spanish-speaking nations will also be considered, with specific examples from Haiti, Cuba and the Dominican Republic. Drawing on anthropological, historical, sociological and popular literature, we will investigate topics such as, the historical legacies of colonialism and slavery (with a focus on resistance), the negotiation of gender identities and kinship structures, how “race” is conceptualized in the Caribbean, globalization and gendered work, and Caribbean popular culture. Anthropology 101 recommended. One unit.

Anthropology 274 — Art & Power in Asia

Alternate years

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. Often involves hands-on fieldwork in Worcester. Prerequisite: permission of instructor. One unit.

Anth 320 — Theory in Anthropology

Alternate years

A historical examination of the development of different theoretical perspectives in cultural 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 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

Honor 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.

Theatre

Edward Isser, Ph.D., *Professor and Chair*

Lynn Kremer, M.F.A., *Professor*

Steve Vineberg, Ph.D., *Monsignor Murray Professor in Arts & Humanities*

Barbara L. Craig, M.F.A., *Assistant Professor*

I Made Bandem, Ph.D., *Visiting Fellow in Balinese Music, Theatre and Dance*

Scott Malia, Ph.D., *Andrew W. Mellon Postdoctoral Teaching Fellow*

Jimena G. Bermejo, B.F.A., *Lecturer, Dance*

Kurt Hultgren, B.S., *Lecturer, Costume Design*

Kaela San Lee, M.Ed., *Lecturer, Dance*

Robert Najarian, M.F.A., *Lecturer, Acting*

Margaret M. Pierce, B.F.A., *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 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, Audition Techniques, Scene Design, Lighting Design, Costume Design, Directing 1, Advanced Directing, Performance Recital, Performance for Audience, Dance Performance, 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

Students participate in Department of Theatre major productions through weekly lab work on costumes, scenery, properties or lighting. This course is taken pass/fail as an overload and is required with enrollment

in Basic Acting or Design and Technical Production. One-half 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

Examines the arts and crafts required to mount a live theatrical production during the planning, preparation, and performance phases. Also explores the function and responsibilities of the design team. Class projects and enrollment in Theatre Practicum provide practical experience in many areas. One unit.

Theatre 128 — Political Theatre

Every third year

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 dance performance class which 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

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

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 beginners and those with less than six months of dance experience. The course will emphasize alignment, ballet positions and vocabulary, as well as the mastery of skills such as turning, jumping, and coordination. In addition to technique, the course will introduce dance history and dance appreciation through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students will 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

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

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. How-

ever, 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

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

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 will be examined. This course can be taken for two semesters. 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

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 will be 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/fail 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

An introductory course which involves the student in 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

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. One unit.

Theatre 252 — Ballet 3-4

Annually

The class will follow a traditional format, including barre, adagio, waltz, petit allegro, and grand allegro. In addition to technique, the course will include dance history and dance appreciation through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students will depart from the ballet idiom and experiment with creating a personal movement vocabulary. Students may take this course for a total of 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

An intermediate-level modern dance technique class. Students grow in understanding the aesthetic of modern dance both by practicing 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 a total of 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 will 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

Explores advanced theories and practices of theatrical direction. The course 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 production 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, & 203. 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

Designed for the individual needs of advanced acting students. Rehearsal and performance in a major pro-

duction 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

Designed for the individual needs of advanced students doing movement-based work. Requires rehearsal and performance of major dance segments in a mainstage production. Prerequisite: Any dance course. By permission. One unit.

Visual Arts

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Joanna E. Ziegler, Ph.D., *Edward A. O'Rourke Professor in the Liberal Arts and Chair*

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John P. Reboli, S.J., Ph.D., *Associate Professor*

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David E. Karmon, Ph.D., *Assistant Professor*

Mika Natif, Ph.D., *Andrew W. Mellon Postdoctoral Teaching Fellow*

Gabrielle Gopinath, Ph.D., *Visiting Assistant Professor*

Jennifer Cadero-Gillette, Cand. Ph.D., *Lecturer*

Michael Demers, M.F.A., *Lecturer*

Matthew Gamber, M.F.A., *Lecturer*

Leslie A. Schomp, M.F.A., *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 (e.g. 2D or 3D Fundamentals or Introduction to Digital Imaging), 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). 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 2D 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 2D 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 modern 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 such as “The Figure: Represented and Revealed.” 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 2D and 3D Fundamentals plus one art history course or the Studio Concentration Seminar, which is open to selected minors. 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, which is occasionally team-taught. 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.

Visual Arts History 111 — Survey of the History of Architecture

Alternate years

This course offers a survey of the history of architecture from pre-history to post-modernism. It is introductory and examines the most important structures, monuments, and buildings of western civilization. Although focus is on architecturally great examples, vernacular building will also be included when appropriate. This is a beginning course in architectural history and therefore stresses the development of basic skills. 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 beginning of a new European west under Charlemagne, 800 A.D., 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 — Early Renaissance Art

Spring

Examines painting, sculpture and architecture of the 14th and 15th centuries in Italy in terms of historical and cultural context, for example, the evolution of secular art, the status of the artist, and the rise of humanism. One unit.

Visual Arts History 207 — Baroque Art

Spring

Studies the diverse styles that emerged in Southern European painting, sculpture and architecture in the 17th and early 18th centuries. The era begins with the art of the Counter Reformation, contrasted with the developments of Realism and the revival of Classicism. This then entered a new phase in the eras of the Rococo and the French Revolution. 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 212 — High Renaissance Art

Fall

Covers painting and sculpture of the 16th century in Italy, especially the developments of the High Renaissance in Florence and Rome and the evolution of Mannerism. Major figures studied include Leonardo da Vinci, Raphael, Michelangelo, Bramante, and Titian. One unit.

Visual Arts History 240 — Modern Architecture

Every third year

Exploration of the major movements and architects of European and 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," "Louis Kahn," "Contemporary Art and Architecture." 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 concentrating on the collection of the Worcester Art Museum or other important sites. Prerequisite: permission of the instructor. 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 — 2-D Fundamentals

Fall, spring

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 imaging software on Macintosh computers. Scan, generate and manipulate images and text using Photoshop, Illustrator and Painter. Think creatively, work digitally and examine the potential of digital imaging 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 107 — Life Drawing

Fall, spring

Students work from the 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 classwork, work on independent, personal projects in drawing. Students with no previous experience may wish to take 2D Fundamentals first. One unit.

Visual Arts Studio 121 — Drawing 1

Annually

This course continues to build basic drawing skills and fosters the development of an individual drawing style. The content of Drawing I 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: 2D Fundamentals or Life Drawing. 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: 2D Fundamentals 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 exploratory approach to the next level of understanding digital imaging in the fine arts. Learn advanced imaging principles and tool techniques to generate then manipulate images and text using the latest versions of Illustrator, Painter, Photoshop, Illustrator, Dreamweaver and Imageready. Emphasis on combining computer programs to (hyper) realize your concepts and visions. Prerequisite: Intro to Digital Imaging or permission. 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 2D Fundamentals. 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: 2D Fundamentals 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. 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: 2D 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 Permission of the instructor. One unit.

Visual Arts Studio 420 — Tutorials*Annually*

Tutorials relate to all areas covered by Visual Arts Studio 200 courses. 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: 2D Fundamentals 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 Imaging 2*Spring*

An exploratory approach to the next level of understanding digital imaging in the fine arts. Learn advanced imaging principles and tool techniques to generate then manipulate images and text using the latest versions of Illustrator, Painter, Photoshop, Illustrator, Dreamweaver and Imageready. Emphasis on combining computer programs to (hyper) realize your concepts and visions. Prerequisite: Intro to Digital Imaging or permission. 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 2D Fundamentals. 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: 2D Fundamentals 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. 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: 2D 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 Permission of the instructor. One unit.

Visual Arts Studio 420 — Tutorials*Annually*

Tutorials relate to all areas covered by Visual Arts Studio 200 courses. One unit.

The Campus

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 10 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. The system includes five libraries: the main library, Dinand; the O'Callahan Science Library; the Fenwick Music Library; the Worcester Art Museum 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 19,000 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 the New England Libraries Information Network (NELINET) and the Central Massachusetts Regional Library System (CMRLS) which provide conferences, workshops and consulting services to participating libraries.

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 112 hours per week. 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 reserve room, the Scalia electronic classroom, the microform area, video and DVD viewing facilities, the Interlibrary Loan Department, and the library photocopy center. There are over 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 7,000 compact discs, 7,000 books, 7,000 music scores, 1,000 videos and 8,000 LPs. A gift of more than 8,000 opera recordings provide added scope to this collection. The Music Library is equipped for both course-related and pleasure listening. VCRs, televisions, DVD, and laser disc players also are available for viewing the library's videos.

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 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 Web site. 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.

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 1,400-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

Ten residence halls house the majority of students at the College of the Holy Cross. Five residence halls (Clark, Hanselman, Healy, Lehy and Mullyedy) are located on the upper campus on "Easy Street" as is the Henry M. Hogan Campus Center. Wheeler Hall is adjacent to the Dinand Library and Loyola is beside St. Joseph Memorial Chapel. Alumni and Carlin halls offer suite accommodations and are located at opposite ends of the Kimball Quadrangle. Our newest residence, Williams Hall, an apartment style building for seniors, is located on lower campus between Loyola and Alumni Hall.

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 in the summer of 2003 and now features a small chapel for daily Masses and the Interdenominational Sunday Service of Praise and Worship (McCooey Chapel), a midsized 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, with their soaring spires, housed the entire College in its early years. Today, they contain administrative and faculty offices, classrooms, and the music library. In 1994, music department facilities in Fenwick were totally renovated and were named the John E. Brooks, S.J., Center for Music. At the same time, the original college chapel was converted into the Brooks Concert Hall, which has been 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 opened in the summer of 2001. It 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, the Admissions Office, 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.

Haberlin, O’Neil and Swords Halls

Facilities contained in this three-building science complex include laboratories; classrooms and offices for biology, chemistry, mathematics and physics; lounges for faculty and students; the O’Callahan Science Library; and greenhouses and facilities for aquatic research.

Beaven Hall

Located next to Dinand Library, Beaven Hall was originally a dormitory until being converted into state-of-the-art facilities for the psychology and sociology and anthropology departments in 1992. The building houses offices and classrooms and the latest computer systems for both departments. There also are video-equipped observation units, teaching and physiological labs.

Edith Stein Hall

This five-story 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 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 Blackboard 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 www.holycross.edu/its/, email the ITS Help Desk at helpdesk@holycross.edu, or call (508) 793-3548.

Admissions

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 February and March. While not required, they are used in the evaluation of a candidate and, there-

fore, 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 31. For Early Decision candidates, the deadline is December 1. 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). 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 May 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.

Admission of Special Students

A special student is one who is not enrolled as a candidate for a degree. An application form for admission as a special student may be obtained by writing to the Office of the Registrar. The application must be completed prior to August 15 for the fall semester and prior to January 1 for the spring semester. The decision to accept an applicant as a special student will be based on the applicant's reason for seeking special student status, the evidence of a strong record in prior academic work, and favorable recommendations from two professors. Applicants should understand that many courses have limited enrollments and that preference in registration is ordinarily given to degree candidates. Normally, special students are limited to two courses in a semester.

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
E-mail: admissions@holycross.edu

Expenses

Tuition	\$36,710
Leave of Absence Fee, each semester	30
Room and Board	10,260
Graduation Fee	150
Health Service Fee	284
Transcript	3
Student Activities Fee	248
Application Fee	50
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.

Housing 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 housing 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. A student Medical Insurance Plan charge is included on the statement and descriptive pamphlets are mailed to each student. A waiver of participation must be forwarded to the Bursar if the insurance is not needed. 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 reasonable 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 Thanksgiving break and Spring break. For example, there are 104 eligible calendar days in the 2008 Fall Semester. If a student withdraws on the fiftieth day in the semester, the student's charges and financial aid will be prorated to reflect that s/he was enrolled for 48.1 percent of the semester (50 divided by 104).

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 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.

Financial Aid

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 2007–2008, the College administered a total of more than \$37.4 million in need-based financial assistance to more than 1,645 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, signed copies of both parent and student federal income tax forms including all schedules and W-2 forms for the immediately preceding tax year should be sent directly to the College's Financial Aid Office on or around February 15th 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 to the Financial Aid Office 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. CSS will instruct you to download and print the Business/Farm Supplement and mail a completed copy to the each individual college. Additional copies are available from the Financial Aid Office. The Business/Farm Supplement should be submitted directly to the Holy Cross Financial Aid Office, not to CSS, by February 1st. 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 \$34,600, 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

Maine

Finance Authority of Maine
5 Community Drive
P.O. Box 949
Augusta, ME 04332-0949
www.famemaine.com

Massachusetts

Commonwealth of Massachusetts Office of Student Financial Assistance
330 Stuart St.
Suite 304
Boston, MA 02116-5292
www.massosfa.org

New Hampshire

State of New Hampshire Post Secondary Education Commission
2 Industrial Park Dr.
Concord, NH 03301-8512
www.nhheaf.org

Pennsylvania

Higher Education Assistance Agency
1200 North Seventh St.
Harrisburg, PA 17102-1444
www.pheaa.org

Rhode Island

Rhode Island Higher Education Assistance Authority
 Scholarships and Grants Division
 560 Jefferson Blvd.
 Warwick, RI 02886
 www.riheaa.org

Vermont

Vermont Student Assistance Corporation
 Champlain Mill
 P. O. Box 2000
 Winooski, VT 05404
 www.vsac.org

Grants***Pell Grants***

The Federal Pell Grant Program provides grants directly from the Federal Government in amounts ranging from \$890 to \$4,731 for the 2008-2009 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.

Federal Academic Competitiveness Grant (ACG)

The Federal ACG Grant is a federally funded grant program for students who are eligible for a Federal Pell Grant and have graduated from a rigorous high school program of study as outlined in the federal regulations. Sophomores must have a GPA of 3.0 at the end of their freshman year. The grant has a monetary value of \$750 for freshman and \$1300 for sophomores.

Federal Smart Grant

The Federal Smart Grant is a federally funded grant program for students who are eligible for a Federal Pell Grant, are United States citizens, studying in a designated major outlined by federal regulations and maintaining a GPA of at least 3.0 at the end of each semester. The grant has a monetary value of \$4000 per academic year for each of the junior and senior years

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 2008-09 academic year, the Interest rate on the subsidized version of the Stafford Loan will be a fixed rate of 6 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 1 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 1 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 \$2000 in unsubsidized loan funds for each of their four academic years. For a maximum borrowing capacity of \$23000 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% 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% rebate of the origination fee. The rate of interest is fixed set at 7.9 percent as of July 1, 2008. Repayment of PLUS loans usually begins within 60 days after note signing and extends up to 10 years.

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. We have provided a limited list of such loan programs to www.Borrowsmart.com so they could create a comparison tool for our families to use. Each loan product listed on the tool has its own advantage, whether it's a low interest rate, easier-to-meet eligibility criteria, a higher lending limit or a longer repayment period. 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. Holy Cross suggested private lenders in the Borrowsmart comparison engines typically offer some of the best terms available. The terms of most concern to families are interest rate, origination fees, frequency of interest capitalization, and total cost of borrowing. The list provided to Borrowsmart is in no way exhaustive it represents loan products that we are comfortable recommending. Of course, you may use any private lender of your choice for your non-federal educational loan and are not required to restrict yourself to the College's list of suggested lenders on the Borrowsmart web site.

Holy Cross and its employees do not receive any reimbursements, kickbacks, or gifts of any kind in exchange for recommending any alternative, private, non-federal student loans, or from Borrowsmart for services or loan volume from site use.

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 stan-

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.

Holy Cross Scholarships

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.
- 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 1951:** 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:** Gifts of members of the Class of 1963 to the Development Fund to be used to establish a scholarship.
- Class of 1964:** 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 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 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.

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 Mas-

sachusetts 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.: 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.

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 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.

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.

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 Agnes Haberlin Foundation: 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 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 Heeney 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.

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.

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.

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.

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.

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. McMahan Scholarship: Established in 1938 under provisions of the will of Rt. Rev. Msgr. John W. McMahan '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.

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.

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 F. Grant Waite and Mary Coffey Moran '77 Merit Scholarship:** Established through a gift by Mary Coffey Moran '77. Income will be used to provide a merit scholarship to Holy Cross students.
- 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.
- 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 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 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 '92 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 David H. Posner and Mary Murphy Posner Foundation:** 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.

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 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, primarily Jewish, Black and Puerto Rican.

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.

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.
- 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 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 Edward Avery Wyatt IV: 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.

Office of the College Chaplains

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.

Student Affairs

Division of Student Affairs Mission Statement

The Division of Student Affairs, in the context of a residential environment, assists students in their growth and development in every facet of life: intellectual, psychological, social, spiritual, cultural, physical, and vocational. Serving as educators, 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 and 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 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.

Student Life

Residence Life and Housing

As a residential college, much of the campus life at Holy Cross is centered on the residence halls. Residence life is designed to complement and enhance the in-class learning experience. The halls are supervised by Community Development Coordinators, who are professional live-in staff members; Student Resident Directors; and Resident Assistants (RAs). Resident assistants are students who are selected for their maturity, responsibility and leadership qualities.

Many learning opportunities occur in the residence halls. The RAs coordinate a wide variety of social, educational and cultural programs. Additionally, a budget is allotted to each residence hall, allowing the elected house council members to coordinate programs and activities while participating in shared governance of each hall. Some faculty members affiliate with residence halls to enhance student-faculty relationships on a more informal level. Faculty may attend hall activities or plan off-campus outings. Other activities, such as informal get-togethers, cookouts, intramural games, as well as other more spontaneous activities, have proven to be successful and enjoyable ways to build residence hall communities.

To assist in forming a positive living-learning community, each resident is expected to respect the rights of others, respect the physical environment and uphold the values of the College. An atmosphere of friendly cooperation and mutual consideration assures that the halls will be enjoyable places to live and learn.

Orientation, Transition and Leadership

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 of the College. 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.

Student Programs and Involvement

Holy Cross offers a wide variety of student activities, co-curricular opportunities, 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. Co-curricular 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 nearly 100 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 Senate Budget Committee, a sub-committee of 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 student-faculty and student committees, as well as active College committees.

Events

In the realm of cultural and entertainment events, many organizations and departments contribute to the planning and presentation of major speakers, musical performances, social engagements, cultural events, and other activities that range from the intellectually stimulating to the purely entertaining. With nearly 100 Recognized Student Organizations planning over 250 events per year, there is always something to do on “the Hill”.

With demanding academic schedules, the College recognizes the necessity of having positive social outlets for students on the weekends. During afternoons and evenings the Student Government Association provides shuttles to Blackstone Valley Shopping Center, and on the weekends to Providence, Boston and the Solomon Pond Mall so that students can enjoy shopping and entertainment opportunities in local and metropolitan areas. When it comes to late night activities, the Campus Activities Board and the Multicultural Student Organizations provide a variety of Friday night programs. These events range from comedians to singer-songwriters to cultural performances. On Saturday nights, student organizations have the opportunity to co-sponsor The Edge, a weekly late night dance party.

Students also have the opportunity to stay physically active through the athletic and recreational programs offered through the Office of Student Programs and Involvement. Students can choose to join one of the 18 club sports offered or can participate in intramurals of which there are seven leagues and over 600 student participants annually. New to the College is the Get Off the Hill (GOH) program which provides students with one day recreational adventures which range in activities from skiing and hiking trips to viewing Worcester Tornadoes and Worcester Sharks athletic games.

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 stu-

dents 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. to noon and 1 to 5 p.m. during the academic year. For more information about the Counseling Center, please visit our website at www.holycross.edu/counseling_center.

Office of Disability Services

The Office of Disability Services coordinates assistance for disabled students 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 extracurricular pursuits.

The College of the Holy Cross complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and applicable local, state and federal statutes regarding nondiscrimination against persons with disabilities.

The Office of Disability Services is located in Room 209 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, TTY: (508) 793-3591, or FAX: (508) 793-3585. For further information please visit our website at: 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, massage therapy and allergy injections 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: 8:30 a.m. – 5:30 p.m., and Saturdays: 10 a.m. – 4 p.m. during the academic year. Public Safety responds to emergencies. An on-call physician is available for acute illness after hours at (508) 792-8830. 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.

Career Services

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. Although 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 assists students in identifying and clarifying their career objectives, teaches skills and strategies for conducting a successful job search, and provides 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, career exploration groups, 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, newsletters, and Web site.

A database of Holy Cross graduates who have volunteered to serve as career advisors is also available to students. The Office 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 Office 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 paid 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 earmarked 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 Center, room 203.

Public Safety

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.

Athletics and Recreation

Mission Statement

The Mission of the Athletic 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.

Clubs and Intramurals

The College sponsors co-ed clubs in running, figure skating, equestrian, sailing, skiing, soccer, Ultimate Frisbee and ballroom dancing. For women, there are lacrosse, field hockey, rugby, soccer and volleyball clubs, while men participate in ice hockey, lacrosse, baseball, rugby, soccer, and volleyball at the club level. The College also provides an active intramural program. Men participate in basketball and flag football at the intramural level. Women's intramural basketball is also a popular activity. Men and women compete together in softball, tennis, floor hockey and volleyball.

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 new 3,000-seat baseball stadium was completed in spring 2005. A new soccer facility seating 1,320 became available for play in fall 2006.

The Hart Recreation Center serves as home to the Crusader basketball, swimming, hockey and volleyball teams. In addition to the 3,600-seat basketball arena, 1,400-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. The wellness center 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 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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Chemistry

Richard S. Herrick

Classics

Ellen Perry (*Acting*)

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Modern Languages and Literature

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Amy R. Wolfson

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Susan Rodgers

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Iris Chin Ponte

Ph.D., Tufts University
Lecturer, Psychology

Alexandru A. Popa

Ph.D., Harvard University
Visiting Assistant Professor, Mathematics

Margaret A. Post

Ph.D., Brandeis University
*Lecturer, Center for Interdisciplinary and
Special Studies*

Kenneth N. Prestwich

Ph.D., University of Florida
Associate Professor, Biology

Melissa Proctor

Cand.Ph.D., Brown University
Visiting Instructor, Religious Studies

Anthony Mark Puglisi

Ph.D., Cornell University
Visiting Assistant Professor, Spanish

Kevin J. Quinn

Ph.D., University of Wisconsin, Madison
Associate Professor, Chemistry

Virginia C. Raguin

Ph.D., Yale University
*Rev. John E. Brooks, S.J., Chair in the Humanities
Professor, Visual Arts*

Kolleen J. Rask

Ph.D., Yale University
Associate Professor and Chair, Economics

John P. Reboli, S.J. (1)

Ph.D., Ohio University
Associate Professor, Visual Arts

Stephanie Reents (1)

M.F.A., University of Arizona
Assistant Professor, English

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

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, Physics

Catherine A. Roberts (1)

Ph.D., Northwestern University
Associate Professor, Mathematics

Gareth E. Roberts (1)

Ph.D., Boston University
Associate Professor, Mathematics

Mary M. Doyle Roche (1)

Ph.D., Boston College
*Edward Bennett Williams Fellow
Assistant Professor, Religious Studies*

Susan Rodgers

Ph.D., University of Chicago
*Professor, Anthropology
Chair, Sociology and Anthropology*

Maria G.M. Rodrigues

Ph.D., Boston University
Associate Professor, Political Science

William Roorbach

M.F.A., Columbia University
*William H.P. Jenks Chair in
Contemporary American Letters
Visiting Professor, English*

Claudia N. Ross

Ph.D., University of Michigan
Professor, Chinese

Randy R. Ross

Ph.D., University of Colorado
Professor and Chair, Physics

Constance S. Royden

Ph.D., University of California, San Francisco
Associate Professor, Mathematics

Jodi Marie Rymer

Ph.D., University of California at Berkeley
Lecturer, Biology

Nicolas Sanchez

Ph.D., University of Southern California
Professor, Economics

Scott Sandstrom

C.P.A., J.D., Suffolk University
Associate Professor, Accounting

Marianne Sarkis

Cand. Ph.D., Florida State University
*Lecturer, Center for Interdisciplinary and
Special Studies*

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 and Chair, 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

Gary Schmidt

Ph.D., University of California at Berkeley
Visiting Assistant Professor, English

Richard C. Schmidt (1)

Ph.D., University of Connecticut
Associate Professor, Psychology

Susan P. Schmidt

M.F.A., Pennsylvania State University
Associate Professor, Visual Arts

Sylvia M. Schmitz-Burgard

Ph.D., University of Virginia
Assistant Professor, German

Leslie A. Schomp

M.F.A., Massachusetts College of Art
Lecturer, Visual Arts

Dennise L. Scott

M.S., Springfield College
Visiting Instructor, Deaf Studies

Bianca R. Sculimbrene (2)

Ph.D., Boston College
Assistant Professor, Chemistry

Elizabeth Pitney Seidler

Ph.D., Clark University
Visiting Assistant Professor, Economics

Stephen A. Shapiro

Ph.D., New York University
Assistant Professor, French

Walter W. Shaw

Ph.D., University of North Carolina
Visiting Assistant Professor, Spanish

William M. Shea

Ph.D., Columbia University
Adjunct Professor, Religious Studies

Ann M. Sheehy

Ph.D., Johns Hopkins School of Medicine
Assistant Professor, Biology

Janine Shertzer

Ph.D., Brown University
*Anthony and Renee Marlon Professor
in the Sciences
Professor, Physics*

May Sim (2)

Ph.D., Vanderbilt University
Associate Professor, Philosophy

Royce A. Singleton Jr. (2)

Ph.D., Indiana University
Professor, Sociology

Carey H. Smith

J.D., Suffolk University Law School
*Lecturer, Center for Interdisciplinary and
Special Studies*

D. Neel Smith (1)

Ph.D., University of California, Berkeley
Associate Professor, Classics

Edward J. Soares

Ph.D., University of Arizona
Associate Professor, Mathematics

William V. Sobczak (1)

Ph.D., Cornell University
Associate Professor, Biology

Sarah Stanbury

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

Cynthia L. Stone

Ph.D., University of Michigan
Associate Professor, Spanish

Karsten R. Stueber

Ph.D., University of Tubingen
Professor and Chair, Philosophy

Susan Crawford Sullivan (2)

Ph.D., Harvard University
*Edward Bennett Williams Fellow
Assistant Professor, Sociology*

Daniel G. Swaine

Ph.D., Boston College
Visiting Assistant Professor, Economics

Susan Elizabeth Sweeney

Ph.D., Brown University
Associate Professor, English

Victoria L. Swigert

Ph.D., State University of New York, Albany
Professor, Sociology

Mark Sykes

Ph.D., University at Albany,
State University of New York
Visiting Assistant Professor, Psychology

Karen Teitel

Ph.D., University of Massachusetts Amherst
Assistant Professor, Economics

Ward J. Thomas (2)

Ph.D., Johns Hopkins University
Associate Professor, Political Science

Edward H. Thompson Jr.

Ph.D., Case Western Reserve University
Professor, Sociology

Karen L. Turner

Ph.D., University of Michigan
Professor and Chair, History

Daniel Ullucci

Cand. Ph.D., Brown University
Lecturer, Religious Studies

Jorge H. Valdés (1)

Ph.D., University of Connecticut
Associate Professor, Spanish

Jane M. Van Doren (2)

Ph.D., University of Colorado, Boulder
Professor, Chemistry

Madeline Vargas

Ph.D., University of Connecticut
Associate Professor, Biology

Amy Beth Vashlishan

Ph.D., Harvard University
Visiting Assistant 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
*The Monsignor Murray Professor in
Arts and Humanities*
Professor, Theatre

Edward J. Vodoklys, S.J.

Ph.D., Harvard University
Senior Lecturer, Classics

Jessica P. Waldoff (1)

Ph.D., Cornell University
Associate Professor, Music

Charles S. Weiss

Ph.D., Ohio University
Associate Professor, Psychology

Shelby T. Weitzel

Ph.D., University of North Carolina,
Chapel Hill
Brake-Smith Assistant Professor in
Social Philosophy and Ethics
Assistant Professor, Philosophy

Michael R. West

Ph.D., Columbia University
Associate Professor, History

Helen M. Whall

Ph.D., Yale University
Professor, English

Kelly S. Wolfe-Bellin

Ph.D., Iowa State University
Visiting Assistant Professor, Biology

Amy R. Wolfson

Ph.D., Washington University
Professor and Chair, Psychology

Thomas W. Worcester, S.J. (1)

Ph.D., University of Cambridge
Associate Professor, History

De-Ping Yang (1)

Ph.D., University of Connecticut
Professor, Physics

Caroline A. Yezer

Ph.D., Duke University
Assistant Professor, Anthropology

Olga Yoshizumi

Ph.D., Brown University
Lecturer, Russian

Stephanie E. Yuhl

Ph.D., Duke University
Associate Professor, History

Joanna E. Ziegler

Ph.D., Brown University
Edward A. O'Rorke Professor in the Liberal Arts
Professor and Chair, Visual Arts

William J. Ziobro

Ph.D., Johns Hopkins University
Associate Professor Emeritus, Classics

Code Key for Faculty:

- 1 - On Leave 2008-2009
- 2 - On Leave Fall 2008
- 3 - On Leave Spring 2009

Professors Emeriti, 2008-2009

John B. Anderson

Associate Professor Emeritus, History

Charles A. Baker

Associate Professor Emeritus, French

Susan L. Berman

Associate Professor Emerita, Biology

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

Alfred R. Desautels, S.J.

Professor Emeritus, French

Daniel G. Dewey

Associate Professor Emeritus, Mathematics

John H. Dorenkamp

Professor Emeritus, English

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

Thomas P. Imse

Professor Emeritus, Sociology

Rogers P. Johnson

*Associate Professor Emeritus,
Sociology/Anthropology*

Francis W. Kaseta

Associate Professor Emeritus, Physics

Edward F. Kennedy

Professor Emeritus, Physics

George N. Kostich

Associate Professor Emeritus, Russian

Normand J. Lamoureux

Professor Emeritus, French

Gerard B. Lavery

Associate Professor Emeritus, Classics

Thomas M.C. Lawler

Professor Emeritus, English

Banadakoppa T. Lingappa

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

David J. O'Brien

Loyola Professor Emeritus, History

John D. O'Connell

*Associate Professor Emeritus,
Accounting and Economics*

Peter P. Parsons

Associate Professor Emeritus, Biology

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

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*

College Councils and Committees, 2008-2009

Finance and Planning Council

Ex Officio

Timothy R. Austin, Vice President for
Academic Affairs and Dean of the College
Michael J. Lochhead, Vice President for
Administration and Finance
Katherine M. McElaney, Director,
Campus Ministry Center
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

Edward Soares (June '09)

Division B

Cristi Rinklin (June '09)

Division C

Katherine A. Kiel (June '10)

Division D

Joanne M. Pierce (June '10)

Administrative Faculty

Lynne M. Myers (June '09)

Student Life Division

Neal Lipsitz (June '09)

Students

Kerri Gondola '09
Lee Guastafeste '09
Edward Mullaney '09

Student Life Council

Ex Officio

Kristine Cyr Goodwin, Associate Dean for
Student Life
Dr. Paul Galvinhill, Director,
Counseling Services
Neal E. Lipsitz, Associate Dean,
Student Development
Katherine M. McElaney, Director,
Campus Ministry Center
G. Earl Peace, Jr., Assistant Dean of the
College, Class of 2009

Jacqueline D. Peterson, Vice President for
Student Affairs and Dean of Students
Richard M. Regan Jr., Director, Athletics

Teaching Faculty

Robert Bertin (June '09)
Alisa DeStefano (June '10)
Helen Whall (June '10)

Students

Gerald Dickinson '09
Jessica Napolitano '09
Jenna Sattar '11
Alexandra Winslow '09

Academic Affairs Council

Ex Officio

Timothy R. Austin, Vice President for
Academic Affairs and Dean of the College
David Damiano, Speaker of the Faculty
(June '10)

Teaching Faculty

Division A

Joshua Farrell, Chemistry (June '10)
Steven Levandosky, Mathematics &
Computer Science (June '09)
Karen Ober, Biology (June '10)
Timothy Roach, Physics (June '10)

Division B

Sarah Grunstein, Music (June '09)
Edward Isser, Theatre (June '09)
on leave Spring '09
Jonathan Mulrooney, English (June '10)
Susan Schmidt, Visual Arts (June '10)
Sylvia Schmitz-Burgard, Modern Languages
& Literature (June '09)

Division C

Loren Cass, Political Science (June '10)
Patricia Kramer, Psychology (June '10)
Vicki Swigert, Sociology & Anthropology
(June '09)
Karen Teitel, Economics (June '09)

Division D

Lorraine Attreed, History (June '10)
Predrag Cicovacki, Philosophy (June '09)
John Hamilton, Classics (June '09)

William Reiser, S.J., Religious Studies (June '10)

Administrative Faculty

Susan Cunningham (June '10)

Marybeth Kearns-Barrett (June '10)

Students

Kelly DiMascio '09

Bridget Whitehead '09

GENERAL COMMITTEES OF THE FACULTY

Committee on Faculty Affairs

Division A

Kenneth Mills, Senior Rank (June '10)

Kimberley Frederick, Junior Rank (June '09)

Division B

Paige Reynolds, Senior Rank (June '10)

Stephen Shapiro, Junior Rank (June '09)

Division C

Ward Thomas, Senior Rank (June '09)

on leave Fall '08

Melissa Boyle, Junior Rank (June '10)

Division D

Stephanie Yuhl, Senior Rank (June '09)

Sahar Bazzaz, Junior Rank (June '10)

At-Large

Matthew Koss (June '09)

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

Kenneth Prestwich (June '09)

Janine Shertzer (June '10)

Division B

Lynn Kremer (June '09)

Sarah Luria (June '10)

Division C

Donald Brand (June '09)

Mark Hallahan (June '10)

Division D

Alan Avery-Peck (June '10)

Noel Cary (June '09)

Faculty Compensation Committee

Senior Rank

Karsten Stueber (June '09)

Lee Oser (June '11)

Junior Rank

Daniel Klinghard (June '10)

Gwenn Miller (June '09)

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

Mary J. Sanchez, Registrar

Teaching Faculty

Mary Conley (June '09)

On leave Fall '08

Robert Cording (June '09)

Ericka Fisher (June '10)

Timothy Roach (June '10)

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

Mary J. Sanchez, Registrar

Teaching Faculty

Division A

Tomohiko Narita (June '10)

Thomas Cecil (June '09)

Division B

Sarah Stanbury (June '10)

Cynthia Stone (June '09)

Division C

Daniel Bitran (June '09)

Edward H. Thompson, Jr. (June '10)

Division D

Lawrence Cahoone (June '09)

Mathew N. Schmalz (June '10)

Students

Lauren Therry '10

Bridget Whitehead '09

Committee on Interdisciplinary and Special Studies

Ex Officio

Richard E. Matlak, Director, Center for Interdisciplinary and Special Studies

Gary P. DeAngelis, Associate Director (Special Programs)

Susan M. Cunningham, Associate Director Concentrations)

TBD (Committee on Concentrations Representative)

TBD (Committee on Special Programs Representative)

Teaching Faculty

Andrea Borghini (June '10)

Jumi Hayaki (June '10)

Matthew Koss (June '09)

Gwenn Miller (June '09)

Students

TBD (2)

Committee on Fellowships, Research and Publication

Ex Officio

Charles S. Weiss, Director, Grants and Corporate and Foundation Giving

Division A

Constance S. Royden (June '10)

Division B

Paige Reynolds (June '09)

Division C

Royce A. Singleton, Jr. (June '09)

on leave Fall '08

Division D

Todd T. Lewis (June '10)

COMMITTEES OF THE FACULTY APPOINTED BY THE DEAN OF THE COLLEGE

Committee on Study Abroad

Ex Officio

Mark E. Lincicome, Director, Study Abroad

Brittain Smith, Associate Director, Study Abroad

Karen Sweetland-Dion, Assistant Director, Study Abroad

Teaching Faculty

Josep Alba-Salas (June '09)

Michael Beatty (June '10)

on leave Fall '08

Mary A. Conley (June '09)

on leave Fall '08

Vickie Langohr (June '09)

replacing Prof. Petty

Victor Matheson (June '10)

Committee on Premedical and Pre dental Programs

Ex Officio

Andrew M. Futterman, Chair

Teaching Faculty

Melissa Boyle (June '10)

replacing Prof. Koss

Alisa DeStefano (June '09)

replacing Prof. Constance

Alice L. Laffey (June '10)

on leave Spring '09

Ann Marie Leshkovich (June '11)

Alison Bryant Ludden (June '11)

Paul Oxley (June '10)

William Stempsey (June '09)

replacing Prof. Bryant

Committee on Graduate Studies and Fellowships

Ex Officio

Anthony Cashman, Director, Office of Distinguished Fellowships and Graduate Studies, Chair

Esther Levine, Class Dean of the College, Class of 2010

G. Earl Peace, Class Dean of the College, Class of 2009

Teaching Faculty

Cristina Ballantine (June '09)

Daniel Klinghard (June '10)

Sarah Stanbury (June '10)

TBD

Community Standards Board

Ex Officio

Jacqueline D. Peterson, Vice President for
Student Affairs and Dean of Students
Paul Irish, Assistant to Vice President for
Student Affairs and Director of the
Office of Student Conduct and
Community Standards

Teaching Faculty

Leon Claessens (June '11)
Joshua Farrell (June '09)
Laurie Smith King (June '11)
Shawn Lisa Maurer (June '10)
TBD (2)

COLLEGE COMMITTEES REPORTING TO THE PRESIDENT OF THE COLLEGE

Board of Directors of Alumni Association

John Cull (June '09)
Timothy Joseph (June '09)

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

John Cull (June '10)
Victor Matheson (June '11)
Lee Oser (June '09)

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, President for
Student Affairs and Dean of Students
Frank Vellaccio, Senior Vice President

Teaching Faculty

Susan Schmidt (June '10)

Alumni

TBD (2)

Students

TBD (2)

College of the Holy Cross

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.

For a copy of the College’s current Financial Report, call the Treasurer’s Office at (508) 793-2515, or view it via the Internet at <http://www.holycross.edu>.

The College is accredited by the New England Association of Schools and Colleges, Inc., 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 New England Association 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 New England Association is not partial but 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 New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association at the Sanborn House, 15 High St., Winchester, MA 01890.

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 126. Telephone (508) 793-3759.

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 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, Director of Administrative Services/Affirmative Action Officer
PO Box HR, O'Kane 72, Ext. 3423

You may file an Informal or Formal Complaint with the following individuals (depending on the status of the alleged harasser):

For Complaints Against Students:

Jacqueline D. Peterson, Vice President for Student Affairs
PO Box 19A, Hogan 115, Ext. 2414

For Complaints Against Teaching Faculty:

Timothy Austin, Dean of the College
PO Box DEAN, Fenwick 115, Ext. 2541

For Complaints Against Administrators In:

Admissions

Dr. Frank Vellaccio, Senior Vice President
PO Box SVP, 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 Administration and Finance
PO Box VPFIN, O'Kane 158, Ext. 2327

Chaplains' Office

Katherine M. McElaney, Director of the College Chaplains
PO Box 16A, Hogan 314, Ext. 2448

CISS

Timothy R. Austin, Dean of the College
PO Box DEAN, Fenwick 115, Ext. 2541

Development

Dr. Frank Vellaccio, Senior Vice President
PO Box SVP, Fenwick 111, Ext. 3010

Financial Aid

Dr. Frank Vellaccio, Senior Vice President
PO Box SVP, Fenwick 111, Ext. 3010

Library

Timothy R. Austin, Dean of the College
PO Box DEAN, Fenwick 115, Ext. 2541

Public Affairs

Dr. Frank Vellaccio, Senior Vice President
PO Box SVP, Fenwick 111, Ext. 3010

Registrar

Timothy R. Austin, Dean of the College
PO Box DEAN, Fenwick 115, Ext. 2541

Student Life

Dr. Jacqueline D. Peterson, Vice President for Student Affairs
PO Box 19A, Hogan 115, Ext. 2414

For Complaints Against Nonexempt Personnel:

William J. Conley, 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. If you would like a brochure containing this information, please contact the Public Safety Department at Holy Cross, 1 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

Unrestricted General Legacy. I bequeath to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, the sum of (insert dollar amount) for its general purposes.

Gift for Specific Purpose. I bequeath to The Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts and located in Worcester, Massachusetts, the sum of (insert dollar amount) to be added to its endowment with the net income therefrom to be used for (insert specific purpose). 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 Legacy. 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 and located in Worcester, Massachusetts.

Gift of Residuary Estate. 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 and 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 Planned Giving at Holy Cross is available to answer questions you or your attorney might have. Please call (508) 793-2482.

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