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2016-2017 Catalog

College of the Holy Cross

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COLLEGE OF THE
Holy Cross

Catalog 2016-2017

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.

About this Catalog

The College Catalog is a document of record issued in August 2016. 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.

If you have any questions or for more information please contact the Office of College Marketing and Communications:

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Academic Calendar 2016-2017

Fall 2016 Semester

Tuesday	August 2
Sunday	August 14
Monday	August 22
Saturday	August 27
Monday	August 29
Tuesday	August 30
Wednesday	August 31
Wednesday	September 7
Friday	September 30
Monday	October 3
Friday	October 7
Monday	October 17
Friday	November 4
Monday & Tuesday	November 7 & 8
Thursday & Friday	November 10 & 11
Monday & Tuesday	November 14 & 15
Wednesday	November 16
Thursday & Friday	November 17 & 18
Tuesday	November 22
Monday	November 28
Wednesday	November 30
Friday	December 9
Saturday	December 10
Tuesday	December 13
Saturday	December 17

First-year student enrollment begins
 First-year student enrollment ends
 Open enrollment begins
 First-year students arrive. Mass of the Holy Spirit
 First-year student advising
 Second-year student advising
CLASSES BEGIN
 Last day to add/drop classes
 Last day to declare Pass/No Pass
 Advising for spring 2017 begins
 Last class day before fall break
 Classes resume
 Advising for spring 2017 ends
 Fourth-year students enroll
 Third-year students enroll
 Second-year students enroll
 Last day to withdraw with a W
 First-year students enroll
 Last class day before Thanksgiving break
 Classes resume
 Open enrollment begins
CLASSES END
 Student period begins
 Final examinations begin
 Final examinations end

Spring 2017 Semester

Tuesday	January 24
Tuesday	January 31
Wednesday	February 1
Friday	February 24
Friday	March 3
Monday	March 13
Wednesday	March 15
Tuesday	April 11
Tuesday	April 11
Wednesday	April 12
Tuesday	April 18
Thursday & Friday	April 20 & 21
Monday & Tuesday	April 24 & 25
Wednesday	April 26
Thursday & Friday	April 27 & 28
Wednesday	May 3
Monday	May 8
Tuesday	May 9
Thursday	May 11
Wednesday	May 17
Thursday	May 25
Friday	May 26
Friday	May 26

CLASSES BEGIN
 Last day to add/drop classes
 First-Year students begin to declare majors
 Last day to declare Pass/No Pass
 Last class day before spring break
 Classes resume
 Advising for fall 2017 begins
 Last day to withdraw with a W
 Advising for fall 2017 ends
 Last class day before Easter break
 Classes resume
 Rising fourth-year students enroll
 Rising third-year students enroll
 Academic Conference Day – no classes
 Rising second-year students enroll
 Open enrollment begins
CLASSES END
 Study period begins
 Final examinations begin
 Final examinations end
BACCALAUREATE EXERCISES
 Open enrollment ends
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 long 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 334 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. 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, soccer stadium, lacrosse stadium, hockey rink, and campus activity center, spread over 174 sloping acres. It is a community of 2,900 students, roughly half of them men and half women. Few classes have more than 40 students in them, 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 11 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.

Academic Goals of a Liberal Arts Education/Assessment

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

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

Assessment

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

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 11 residence halls; 11 academic buildings; four libraries; a dining hall; a campus center with cafe, pub, ballroom, hair styling shop, dry cleaning service, post office, and a bookstore; a sports complex with a six-lane swimming pool, basketball and hockey arenas, rowing tank, and a fitness center; a play theatre; movie theater; dance studio; art gallery; and a music concert hall.

Libraries

At Holy Cross, libraries are considered central to the educational mission of the College. Thus, the libraries place great emphasis on instruction with the goal of helping students become information-literate during their four years at Holy Cross. First-year students receive specialized instruction sessions for Montserrat seminars within the clusters which tailor resources to corresponding course needs. The system includes six libraries: the main library, Dinand; the O'Callahan Science Library; the Fenwick Music Library; the Worcester Art Museum Library; the Visual Resources Library; and, the Rehm Library of the McFarland Center for Religion, Ethics and Culture. The libraries presently house a combined collection of more than 650,000 print volumes and subscribe to more than 7,000 scholarly print and electronic journals. The libraries also maintain access to more than 150,000 electronic books and an additional 60,000 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. These databases and collections are also available remotely to the Holy Cross community.

Reference Services include scheduled, course-specific library instruction, as well as customary on-demand reference interactions. Personal research sessions may also be scheduled. In an effort to reach out to students and faculty at the point of need, the libraries offer a 24/7 Virtual Reference service (staffed with participating librarians of Jesuit institutions throughout the nation), which can be accessed from the library's home page. The library also supports 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 and affords its members a collection of more than 3.8 million volumes and more than 23,000 serial subscriptions. The Library is a member of the Oberlin Group, a consortium of the libraries of 80 selective liberal arts colleges. The Massachusetts Library System (MLS) provides conferences, workshops and consulting services to participating libraries, as well as operating a shuttle service for interlibrary loans across the state.

Dinand Library, with a shelving capacity of over 500,000 volumes, has seating for more than 525 readers, and serves as the libraries' central information and processing facility. Dinand is open 149 hours per week, 24/5 during the academic year. Two wings to Dinand were dedicated in 1978 to the memory of Joshua and Leah Hiatt and all the victims of the Holocaust. A special Holocaust Collection of books and other materials is under constant development and now numbers over 6,000 volumes. Dinand's Main Reading/Reference room contains public PCs that access the library's Web catalog and a wide variety of other informational databases. It also contains major reference works, and

facilities for research and study. On the second floor of the Dinand Library are the Scalia electronic classroom, the microform area, video and DVD viewing facilities, Academic Services and Learning Resources, the Center for Teaching, and the Center for Writing.

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.

Archives holds the records of the college including its publications; department, athletic, alumni, and student organization files; photographs and early records of the school. The Special Collections include incunabula (printed prior to 1500), Jesuitana (books by and about Jesuits); 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. Other collections include the Edward B. Hanify, Esq. papers relating to Admiral Husband Kimmel, the U.S. Pacific Fleet Commander at Pearl Harbor in 1941, the Dorothy Wayman papers, and the Rev. Michael Earls, S.J. papers. The Archives also houses the Richard Green '49 collection of NASA memorabilia.

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

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

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

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

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

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

Integrated Science Complex

The most ambitious construction project in the history of Holy Cross is the \$64 million Integrated Science Complex. Innovations in teaching science have long been a hallmark of the College's undergraduate curriculum. The complex is taking those innovations further: uniting student and faculty researchers from across scientific disciplines, as well as stimulating more collaboration and sharing of sophisticated equipment. The 142,000 gross square feet of new and renovated classroom, lecture,

meeting, research and laboratory space links the departments of biology, chemistry, mathematics/computer science, physics, psychology, and sociology/anthropology; and thus integrates classrooms, labs, private offices, and lecture halls across disciplines.

Smith Laboratories

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

Haberlin, O'Neil and Swords Halls

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

Beaven Hall

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

Hart Recreation Center

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

Hogan Campus Center

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

The Campus Center includes meeting rooms, spacious lounges, and student organization and administrative offices. To serve the College community, the Campus Center houses the Bookstore, Post Office, a Cafe and Convenience Store, cafeteria, and Pub. In addition, there are ATMs, a hair salon, TV and video game room, laundry and dry cleaning services, and a multi-service Copy Center. Within the Campus Center is a multi-purpose ballroom and private meeting rooms catered by the College's Dining Services department.

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

Residence Halls

Eleven residence halls house 90 percent of students at the College of the Holy Cross. Each of these residence halls are living communities with their own programs, social gatherings, and sports competitions. Living on each floor of every resident hall is a Resident Assistant—student leaders who help build community, respond to concerns, and provide guidance. Six residence halls (Clark, Hanselman, Healy, Lehy, Mulledy, and an apartment-style hall for seniors, Figge Hall) are located on the upper campus along "Easy Street." Wheeler Hall is adjacent to the Dinand Library and

Loyola Hall is beside St. Joseph Memorial Chapel. As an alternative to the Fitness Center in the Hart Recreation Center, Loyola houses a Fitness Studio in its basement that includes cardiovascular equipment (treadmills, stationary bikes and ellipticals), a Nautilus station, and free weights. Alumni and Carlin halls offer suite accommodations and are located at opposite ends of the Kimball Quadrangle. Williams Hall, a second apartment-style hall for seniors, is located on lower campus between Loyola Hall and Alumni halls.

The Chapels

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

The upper chapel (St. Joseph Memorial Chapel) is home to the Sunday 11:30 a.m. Mass, the Family Weekend Masses and other special liturgical celebrations. It is also 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. McCooley '52, the lower level was renovated in 2003 and features a small chapel for daily Masses (McCooley Chapel), a mid-sized chapel seating up to 270 people that is home to the Saturday 4:30 p.m., Sunday 7:00 p.m. and Sunday 9:00 p.m. Masses, holy day liturgies, and the Sunday 4:30 p.m. Inter-Denominational Service of Praise and Worship (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 continuously flowing baptismal font.

Fenwick and O'Kane Halls

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

Fenwick Hall is home to the departments of classics, English, political science and visual arts. O'Kane Hall houses the departments of classics, education, English, history, music, philosophy, political science, theater arts and visual arts.

Smith Hall

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

McFarland Center for Religion, Ethics and Culture

Located in Smith Hall, the Rev. Michael C. McFarland, S.J. 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 McFarland 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 McFarland Center, which includes the Rehm Library, sponsors public conferences, lectures and forums on a wide range of topics.

Edith Stein Hall

This five-story academic building contains 35 classrooms and two large lecture halls for the departments of economics, modern languages and literatures. Other departments housed in Stein include Spanish and education, as well as the Prebusiness, Prelaw and Health Professions programs. 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 a variety of computers and devices, a high-speed, highly reliable and secure network infrastructure, and academic and business systems. Support is provided for 12 campus computer labs, wired and wireless networks, internet access, email, and a range of online services. Students and faculty make use of the Moodle course management system, the Millennium library system, and the Student Academic Records system (STAR). In addition, many other web services are available (see the “log in links” on the Current Students page).

Students will find a friendly Help Desk staffed to assist in accessing the network and online academic resources. Students may purchase HP laptop computers and related software at the College Bookstore. Training courses are offered throughout the year and individual consultations are available anytime. Students provide the support in our residence halls and computer labs as Student Computer Consultants (SCCs).

For more information, visit <http://www.holycross.edu/its-help-desk>, email the ITS Help Desk at helpdesk@holycross.edu, or call (508) 793-3548.

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, which some students earn with College honors. To meet the requirements for graduation, all students must both complete 32 semester courses successfully and record a minimum of eight semesters of full-time study.

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

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

Common Requirements

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

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

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

The Arts and Literature

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

In studying the arts—the visual arts, music, theatre, dance, and film—there is the opportunity to explore ways of knowing and universes of expression beyond the essentially cognitive or discursive. A distinctive feature of the arts is the relationship between form and content: meaning is conveyed by both the medium and the subject matter of the work. Central to the study of the arts is the development of one's understanding, appreciation, and critical capacity in encountering particular works and genres as well as one's awareness of both the limits and possibilities of the creative imagination. Courses in this area, whether historical or contemporary in approach, interpretive or oriented toward practice, seek to foster a recognition of the distinctive role of the arts in culture, in liberal education, and in the enrichment of the human condition.

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

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

Studies in Religion and Philosophical Studies

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

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

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

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

Historical Studies

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

Students are required to complete one course in Historical Studies.

Cross-Cultural Studies

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

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

Language Studies

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

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

Social Science

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

Students are required to complete two courses in Social Science.

Natural and Mathematical Sciences

Natural Science is the systematic investigation of living and nonliving aspects of the physical universe. Its methods of investigation involve the observation, description and classification of broad patterns

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

Mathematical Science gives structure to and explores abstractions of the human mind. In addition, it often provides natural science with models on which to build theories about the physical world. Computer science, the study of algorithms, data structures, and their realizations in hardware and software systems, is also included in this area. Computer science addresses the fundamental questions: What is computable in principle, and what tasks are algorithmically feasible? Courses in this area encourage the development of logical thinking, quantitative reasoning, and general problem-solving skills. Such courses also seek to foster an appreciation for mathematical thought as a fundamental mode of inquiry in its own right.

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

Montserrat

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

The seminars are grouped into six different thematic clusters (Self, Divine, Natural World, Global Society, Core Human Questions, and Contemporary Challenges), 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 between the second semester of the first year and 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: accounting, anthropology, Asian studies, biology, chemistry, Chinese, classics, computer science, economics, English, environmental

studies, French, German, history, international studies, 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 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 Studies. Students are limited to three program options, only two of which may be majors.

Double Major

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

Minors

Minors are available in American Sign Language and deaf studies, anthropology, Chinese, computer science, education, environmental studies, French, geosciences, German, Italian, philosophy, physics, religious studies, 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 in this Catalog. Information on student-designed Multidisciplinary Minors appears in the section of the Catalog on the Center for Interdisciplinary 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. **The College does not award credit for that IB Standard Exam.** 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 a regionally 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 a regionally 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 fulfill common requirements and/or 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 or concentrations. Online, hybrid or blended courses require additional approval by the class dean and are limited to two courses.

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 a regionally 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 submit a Permit to Attend Another Institution form for approval by the Registrar and Class Dean (and Department Chair as appropriate).

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 and 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 week prior to the advising period preceding the enrollment period.

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.

Course Repeat

With permission of the Class Dean, a student may repeat a failed course. The original grade of F remains on the transcript and is calculated into the GPA. Students are not allowed to repeat a course in which they have received a passing grade.

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.

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

Excused Absence Policy

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.

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

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 reweighting 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.

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.

Academic Honesty Policy

All education is a cooperative enterprise between faculty 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-faculty 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 faculty should address the students on academic integrity and how it applies to the assignments for the course. The faculty 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 faculty'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 faculty.

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 faculty's questions concerning the integrity of his or her work.

If the faculty 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 faculty's assessment of the student's intent. In all instances where a faculty member 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 faculty. 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 or guardians.

The Class Dean may extend all notification deadlines above for compelling reasons. He or she will notify all parties in writing of any extensions. Each instance of academic dishonesty reported to the Class Dean (provided that the charge of dishonesty is upheld following a possible review, as described above) shall result in an administrative penalty in addition to the penalty imposed by the faculty member. For a first instance of academic dishonesty, the penalty shall be academic probation effective immediately and continuing for the next two consecutive semesters. For a second instance, the penalty shall be academic suspension for two consecutive semesters. For a third instance, the penalty shall be dismissal from the College. Dismissal from the College shall also be the penalty for any instance of academic dishonesty that occurs while a student is on probation because of a prior instance of dishonesty. Multiple charges of academic dishonesty filed at or about the same time shall result in a one-year

suspension if the student is not and has not been on probation for a prior instance of dishonesty. Multiple charges of academic dishonesty filed at or about the same time shall result in a dismissal if the student has ever been on probation for a prior instance of dishonesty. Suspension and dismissal are effective at the conclusion of the semester in which the violation of the policy occurred. Students may appeal a suspension or dismissal for reasons of academic dishonesty to the Committee on Academic Standing, which may uphold the penalty, overturn it, or substitute a lesser penalty. A penalty of dismissal, if upheld by the Committee, may be appealed to the President of the College.

Written Expression

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

To achieve this end, students should:

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

Similarly, faculty members should:

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

Examinations

In-Course Examinations. The number of exams a student takes in a single day should not exceed a total of two. The word exam here refers to mid-term exams and to those major in-course tests that cover several weeks' material and take a whole period or major portion of a period to administer. It does not include routine quizzes based on day-to-day assignments and lasting only part of the period. Students with more than two in-course exams on a single day may obtain permission from the appropriate Class Dean to make up the exam or exams in excess of two. This permission must be requested in advance of the scheduled examinations.

Students who have missed an in-course test for a serious and verifiable reason should follow the Excused Absence Policy.

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 at the time of enrollment. 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, according to the Excused Absence Policy.

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

originally scheduled room. If an examination must be scheduled to another room, you will be notified by the Registrar's Office.

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

Grading System

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

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

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

Grade Point Multiplier	Symbol	Description
4.00	A	Excellent
3.70	A-	
3.30	B+	
3.00	B	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	
I	Incomplete	
P	Pass	
NP	No Pass (Failure)	
NG	Not Graded (Overload)	
J	Grade not submitted	

The grade of I is changed to F unless a subsequent grade is submitted to the Registrar within one week of the last day of final examinations. The grade of I may be changed to extended incomplete 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 the grade point average.

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

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

Retention and Return of Graded Materials

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

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

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

Change of Grade

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

Faculty wishing to change a grade should submit an online Change of Grade Form. The form requires approval from the Chair of the department and 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 Higher Education Consortium of Central Massachusetts 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 fifth 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 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. At any point during the semester a student may choose to convert a Pass/No Pass course to a letter graded course.
8. Beginning in fall 2013, after final grades have been posted, a student has the option to uncover the letter grade associated with a Pass grade. Requests to uncover a Pass must be made in writing to the Class Dean. Once the letter grade has been uncovered, the course becomes a letter-graded course and the grade cannot be converted back to a Pass. All requests to uncover a Pass must be made no later than one week prior to the date of the student's graduation.

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, academic program requirements, remove a deficiency or count toward the 32 courses required for graduation.

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

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

Transcript of College Record

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

Academic Probation

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

Probation and Violation of the Academic Honesty Policy

Students are placed on probation for a first instance of academic dishonesty. Probation continues for two full semesters following the violation. As soon as students are placed on or removed from

probation, they will be notified in writing by the Class Dean. When placed on probation, a copy of the notice will be sent to their parents or guardians.

Probation and Academic Performance

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

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

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

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

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

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

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

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

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

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

Removal of Deficiency

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

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

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

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

Academic Suspension and Dismissal

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

1. Two course failures (any combination of F or NP in courses taught at Holy Cross, including the Washington Semester Program, through the Higher Education Consortium of Central Massachusetts, and in Study Abroad or Study Away Programs) in any single semester;
2. A total of six course failures (any combination of F or NP) on one's Holy Cross transcript;

3. A cumulative GPA of less than 1.75 after the second semester (end of first year), of less than 1.85 after the third semester, and of less than 2.00 after the fourth semester (end of second year) or any subsequent semester. A transfer student will be suspended after the first semester at Holy Cross if the GPA is less than 1.75; thereafter, transfer students are subject to the limits of suspension stipulated for their class year.
4. A second violation of the academic honesty policy by a student who is not currently on probation for violation of the policy.

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

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

Voluntary Withdrawal from the College

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

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

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

Readmission to the College

Students who have withdrawn in good standing and who wish to be readmitted to the College must apply to the appropriate Class Dean. Any materials for readmission required by the Class Dean (a letter requesting readmission, letters of recommendation, transcripts of all intervening work, statements of good standing, and other substantiating documents) must be received by the Class Dean 6 weeks prior to the start of the semester.

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

Leave of Absence Policy

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

A Leave of Absence is granted with the following conditions:

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

Academic Exceptions Policy

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

Academic accommodations are also possible under the provisions of Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990, the ADA Amendments Act of 2008, and applicable local, state and federal statutes regarding nondiscrimination against persons with disabilities.

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 Notice

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

Directory information includes: the student's name, address, telephone number, email 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, class level (i.e., first-year, second-year), enrollment status (i.e., full-time or part-time status), degrees, honors and awards received, and the most recent previous educational agency or institution attended by the student.

A request to withhold all of Directory Information 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.

Please see Family Educational Rights and Privacy Act (FERPA)—Privacy of Student Records below for further information.

Family Educational Rights and Privacy Act (FERPA) — Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA) gives eligible students certain rights to their education records. These rights are:

- 1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** A student should submit a written request to the department that maintains the record(s) the student wishes to inspect. The department will

make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA. Students may ask the College to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. NOTE: The right to challenge grades does not apply under FERPA unless the grade assigned was inaccurately recorded.

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

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; a student serving on an official committee. A school official also may include a volunteer or a person or company with whom the College has contracted as its agent to provide a service or function instead of using College employees or officials and who is under the direct control of the College with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, or collection agent or student volunteering to assist another school official in performing his or her tasks). A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the College.

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations:

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
 - To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9)) To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
 - Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11)). Please see the College’s Directory Information Notice above.
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College’s rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
 - To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA as they pertain to access and disclosure of student’s education records.** 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.

Honor Societies

National Honor Societies

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

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

Disciplinary Honor Societies

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

Delta Phi Alpha — the national German honor society, devoted to recognizing excellence in the study of German, to providing an incentive for higher scholarship, to promoting the study of the German

language, literature, and civilization and to emphasizing those aspects of German life and culture which are of universal value and which contribute to the search for peace and truth.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Susan Rodgers Anthropology Award — 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.

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 senior whose faith in the gospel is made visible through his or her 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 Economics and Accounting Achievement Award honors the student who has contributed most significantly in scholarship, enthusiasm and/or service to the Economics department.

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 through the quality and diversity of their coursework at Holy Cross and abroad. The award also recognizes outstanding participation in cultural and other promotional programs on- and off-campus and significant engagement in service to the Latino community.

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 student who is selected as 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 Caren G. Dubnoff Political Science Award for Academic Excellence is given to a fourth-year political science major for outstanding academic achievement in political science.

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

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

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

The George Vidulich-Andrew Vanhook Award is given 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 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 is for academic excellence in the first year of study.

Competition for All Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

National Scholarships and Fellowships

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

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

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

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

Liberal Arts in the World: Experiential Learning

Daniel Klinghard, Ph.D., *Director*

Gary DeAngelis, Ph.D., *Director, Washington Semester Program, Semester Away Program*

Alison Mangiero, Cand.Ph.D., *Director, New York Semester Program*

At Holy Cross, we expect that students learn from a variety of experiences that take place outside of the classroom. The Center for Liberal Arts in the World is the central hub that empowers students to identify, develop, and engage in a variety of experiential learning opportunities at the College. These include internships, student research, community based learning, and project-based learning. Through these opportunities, the Center encourages students to integrate their liberal arts education with different forms of engagement in the world, and to reflect on how these experiences shape and advance their vocational aspirations.

Liberal Arts in the World coordinates the following programs:

Donelan Office of Community-Based Learning

The Donelan Office exists to support faculty, students, and community partners who utilize community-based learning. Community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College's many disciplinary departments. Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one's unique gifts to positively contribute to society. The Donelan Office of Community-Based Learning helps students make connections between their courses and community sites thanks to a generous endowment established by Joseph P. Donelan II '72. Further information about the Donelan Office and current and upcoming CBL courses can be found on our website: <http://academics.holycross.edu/cbl>.

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

Academic Internship Program

The Academic Internship Program offers students in every discipline the opportunity to obtain practical field experience as part of their academic plan of study. While the main intent of the program is to provide students with an experiential learning opportunity in their chosen fields, additionally, it provides an opportunity for career exploration. Academic Internships are comprised of two components: field-work at an internship site in Worcester or the greater Boston area and academic work in an internship seminar, which are Management/Leadership, Legal Issues, Health Care Management and Professional Ethics. If a seminar topic is not appropriate to the internship, tutorial work with an individual faculty sponsor may be arranged. Each student is expected to spend eight hours per week on the job and

another three or four hours on the academic component. One unit of academic credit is granted for the Academic Internship. Admission to the Program is competitive and is open to third- and fourth-year students by application. Credit for an internship can only be secured during the academic year through participation in the AIP. Arrangements for an internship by tutorial, outside of the AIP, can only be made in exceptional circumstances. Students are permitted to take two academic internships.

ACIP 380-01 — Academic Internship – Tutorial

Fall, spring

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

ACIP 380-02 — Management/Leadership Seminar

Fall

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

ACIP 380-03 — Legal Issues Seminar

Fall, spring

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

ACIP 380-04 — Health Care Seminar

Fall, spring

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

ACIP 380-05 — Professional Ethics Seminar

Fall, spring

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

ACIP 380-07 — Persuasive Communication

Spring

This course contains two major elements: classroom instruction in communication theories and principles related to persuasion and field experience at an internship site. The classroom part of the course will consist of lecture and discussion, coupled with development of a portfolio of written work of various types pertinent to the subject matter. One unit.

Washington Semester Program

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

Washington Semester Program 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.

Washington Semester Program 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.

Washington Semester Program 383 — Washington Research

Fall, spring

A research project culminating in a substantial research paper. Each intern, in consultation with an oncampus 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.

New York Semester Program

The New York City Semester Program offers third and fourth year students the opportunity to spend an entire semester working, studying, and connecting theory to practice in our nation's largest city. It combines experiential learning with a seminar led by a Holy Cross faculty member, a colloquia series with business and thought leaders, and a capstone project.

The Program is designed to provide students, regardless of major, an opportunity to: 1) bring together past and current academic study with practical experience; 2) critically evaluate leadership theories and concepts and apply them to current issues, problems, and opportunities involved in contemporary organizations; 3) develop the tools necessary to consume information, formulate thoughtful opinions, and express those opinions in writing and through productive debate with others; and 4) pursue independent research under the guidance of the program director and NYC-based mentor and present that research effectively to other students, academics, and business and thought leaders. Admission to the New York City Program is by application only and highly competitive.

New York Semester Program 399 — New York Seminar

Seminar: Leadership, Organizational Structure and Human Agency

Fall, spring

This course will combine more theoretical work on organizational structures with the study of principles of leadership and the role of ethical issues in professional life. The readings and class discussions will address several basic questions: What is leadership and what are its elements? How do context and organizational structure affect the nature of leadership? How might we understand the moral purposes of leadership?

This course will not simply be a survey of the existing literature on leadership studies. Rather, it will proceed from a careful study of classic texts that touch upon the problems and prospects of leadership as the manifestations of the problems and prospects of human nature. The readings and class discussions will focus on a series of central questions designed to isolate the basic premises of leadership, which will in turn enable students to apply this understanding to contemporary leadership issues and challenges. One unit.

New York Semester Program 382 — New York Internship

Fall, spring

Students engage in substantive internships (four days per week) across various business units and industries (i.e. finance, the arts, communications/media, public policy, etc.). All internships must be housed in an NYC-based organization that 1) offers the student exposure to key issues in the field and 2) requires individual initiative and responsibility. Two units.

New York Semester Program 383 — New York Capstone Project

Fall, spring

A research project integrating seminar readings, the internship, and colloquia experiences. Supervised and graded by the program director, each student will select an issue directly related to the student's area of interest, work and study. The project will consider the issue in a larger context, survey the debates surrounding this issue, and include suggestions for further reading. It requires both a written analytical component and a formal boardroom presentation. One unit.

Semester Away Program

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

Dr. Charles S. Weiss Summer Research Program

Undergraduate research experiences provide students with the opportunity to create new scholarship and engage in hands-on academic work; during the summer, student researchers can focus exclusively on their research, and so are able to undertake significant projects with outcomes worth reporting in academic journals and conferences. The College offers three summer research programs that collectively serve students across the campus, in all majors. The Science Summer Research Program connects students with ongoing faculty projects in the natural sciences. The Economics Summer Research Program recruits a team of students to support Economics faculty research. The Summer Research Program in the Humanities, Social Sciences, and Fine Arts accepts student- and faculty-designed proposals. All three have a competitive application project, require a nine-week research period, and host a College-wide Summer Research Symposium in the fall, at which students report the results of their research.

Student Grant Program

The Student Grant Program empowers students to accomplish independent goals by providing funds and administrative support. Students propose projects oriented toward a concrete problem or challenge on our campus, in our community, or around the world, and aspire to provide an actionable response. Funds are also available to support student research and participation in academic programs and national, regional, and state academic meetings. Travel to special libraries, archives, performances and exhibitions is also supported. Funds are awarded on a competitive basis each semester.

Other Experiential Learning Opportunities

The Center also partners with other experiential learning programs on campus, and encourages students to think of them all as a series of opportunities that together allow students to put their liberal arts education to work. These include:

- Ciocca Office of Entrepreneurial Studies (COES)
- Center for Career Development
- Student Programs for Urban Development (SPUD)
- Office of the College Chaplains

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 26 such programs in 16 countries throughout the world: Argentina, Australia, Cameroon, China, England, France, Germany, Greece, Ireland, Italy, Japan, Peru, Russia, Scotland, Spain, and Vietnam. In addition, a number of semester-long programs serve students with particular curricular needs: Environmental Studies programs in Australia, Costa Rica, Mexico, South Africa and Turks & Caicos Islands; programs for Classics majors in Italy and Greece; and intensive language and culture programs in China, Indonesia, Russia, and Sri Lanka. During the summer, the College also offers four-to-six-week programs in locations such as Jerusalem, Kenya, London, Luxembourg, Moscow, Paris, 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 apply for one of the academic-year or semester programs in the fall before Thanksgiving. Study abroad ordinarily begins in the fall semester of the third year and lasts for a full academic year. Students planning to study in the southern hemisphere (Argentina, Australia, Peru), where the academic calendar is different, can study second semester of their sophomore (or junior) year and first semester of their junior (or senior) year. Students normally have a minimum B average (3.00 cumulative GPA) or equivalent qualifications.

Students who intend to study in a non-English speaking country are expected to achieve intermediate level competency in that language before going abroad. Beginning language learners entering Holy Cross who are considering study abroad in a foreign-language country should, therefore, pursue foreign language study in their first year and continue in their second. Students should expect to demonstrate competence in understanding and speaking that language. 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 are placed, in most cases, in home-stays with local families.

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

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

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

Scholar Programs

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 who are 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 taught by College faculty. 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 members of the honors program presenting their research to the College community at the Academic Conference.

For spring 2017 the topic for the sophomore seminar will be "Computers and Society," co-taught by Professor Daniel Klinghard (Psychology) and Professor Constance Royden (Mathematics and Computer Science). For spring 2017 the topic for the junior and senior honors seminar will be "Tolstoy and Christianity." The interdisciplinary seminar will be co-taught by Professor Predrag Cicovacki (Philosophy).

HNRS 299 — Special Topics

Spring

Required seminar for sophomore honors students. Two different faculty members from two 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 2017, the topic is "Computers and Society." One unit.

HNRS 299 — Special Topics

Spring

Required seminar for junior and senior honors students. Two different faculty members from two different disciplines together engage the 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 2017, the topic is "Tolstoy and Christianity." One unit.

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

Fall, spring

Evening workshops and discussions focused on developing academic skills and interests. Formal workshops prepare students to write an "intellectual autobiography," submit applications for grants and fellowships, and make formal academic presentations. Pass/No Pass.

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.

The Fenwick Scholar Program

The Fenwick Scholar Program continues to provide one of the highest academic honors the College bestows. From among third-year students nominated by their major departments, the Fenwick

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

Distinguished Fellowships and Graduate Studies

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

Concurrent Registration in the Higher Education Consortium of Central Massachusetts

Admission to Holy Cross means access to the colleges and universities participating in the Higher Education Consortium of Central Massachusetts. Normally, a Holy Cross student may enroll in one course per semester at a participating institution provided the course has been approved by the appropriate Department Chair, the student's Class Dean, and the Registrar. In special circumstances, a student may be permitted to enroll in two courses in one semester provided that approval has been granted. Application for this approval is through the Office of the Class Dean.

Evening and summer courses at participating institutions 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 participating 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 participating institutions are calculated into a student's GPA.

The College reserves the right to withhold permission to attend a participating 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 College of the Holy Cross offers support for students who wish to apply to graduate health professional schools, including medical school, dental school, veterinary school, physician assistant programs, nurse practitioner programs, and other allied health professional programs. Starting with the class of 2016, students register with the Health Professions office to obtain advising and access to critical information; there is no application process. Students may request advising from the Health Professions Advisor or Associate Health Professions Advisor at any time by contacting the Health Professions office. Students considering applying to a graduate program will be assigned an advisor from the Health Professions Advisory Committee to provide guidance during the application period. Students are expected to reflect on their academic and extracurricular activities when considering application.

Health Professions (formerly known as “Premed”) is not a program, major or concentration. It is an advising support network to help students craft a program of study to meet specific needs, as entry requirements for graduate programs vary between and within health professions. However, there are important deadlines that students must meet throughout the year so it is critical to carefully read email from the Health Professions office.

Starting in 2015, students sitting for the MCAT entrance exam for medical school will be expected to have taken two semesters each of general chemistry, organic chemistry, physics, and biology with lab; a semester of biochemistry; two semesters of college mathematics (including statistics); two semesters of English or literature; a semester of psychology and a semester of sociology. Students benefit from additional coursework in philosophy, ethics, social sciences, and biology. The College also offers a variety of internship and research programs related to health professions.

For Students Interested in Law

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

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

For Students Interested in Military Science

Holy Cross offers a program in Naval Science. Students interested in this program should consult the appropriate section of this Catalog. Holy Cross students who are enrolled in Army ROTC Military Science Program or Air Force ROTC Military Science Program do so through the Higher Education Consortium of Central Massachusetts. 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/military>)

For Students Interested in Teacher Education

Holy Cross has a program to earn a Massachusetts state licensure as a secondary or middle school teacher in the subject areas of biology, chemistry, English, French, history, Latin, mathematics, physics, Spanish and visual arts, when completing a liberal arts degree and taking courses within a major in the same academic area as they wish to teach. A program for the teaching of religion at the secondary level is available for religious studies majors, although this program does not lead to Massachusetts state licensure. The Holy Cross Teacher Education Program has a special focus on urban education. The program requires a specified sequence of courses in education prior to a semester in the fourth year which is devoted to a practicum (student teaching). These courses are Educational Psychology, Schooling in the United States, a course in urban issues, a course in human development, and Methods of Teaching (for students preparing to teach at the secondary level), or the Middle School (for students preparing to teach at that level). Students are required to complete at least 80 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 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 Higher Education Consortium of Central Massachusetts. The student should also develop an in-depth ability to use the English language in its written and spoken forms, and take an active role in campus activities that involve working with other people. Many of the premier graduate schools of business require applicants to have several years of work experience prior to pursuing an MBA degree. The College has a Prebusiness Advisor who assists students with their academic and career plans.

In addition, the Ciocca Office of Entrepreneurial Studies is responsible for administering such programs as: Executive Leadership Workshop, Summer Business Program, Women in Business Network, Finance Boot Camp, numerous business workshops, and student clubs in entrepreneurship, marketing communications, sales, and finance. The Office of Entrepreneurial Studies also 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 <http://business.holycross.edu/>. The Ciocca Office of Entrepreneurial Studies (COES) was established through a generous endowment by Arthur A. Ciocca '59. COES is responsible for coordinating programs that help students gain an understanding of business and to prepare for a career in business. Such coordination and advising is handled through the COES Professional Programs in which students complete five program milestones before graduation to receive a recognition of achievement. Examples of program milestones include COES cocurricular workshops, student club leadership, Holy Cross courses and internships. The Director of Entrepreneurial Studies also serves as the advisor of the College's prebusiness program.

The 3-2 Program in Engineering

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

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

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

Students pay tuition to Holy Cross for the first three years of enrollment and to Columbia University for the last two years. Students are eligible for financial aid in accordance with the financial aid policy of the institution at which the student is currently paying tuition. Columbia University has a financial aid policy similar to Holy Cross. Students who wish to pursue this program should contact the 3-2 Program Advisor as early as possible in their college career in order to properly plan their courses. Additional information such as course requirements and sample schedule can be found on the Holy Cross 3-2 Program website.

Center for Interdisciplinary Studies

Loren Cass, Ph.D., *Director*

Gary P. DeAngelis, Ph.D., *Associate Director*

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

Lorelle Semley, Ph.D., *Director, Africana Studies*

Octavian Robinson, Ph.D., *Director, Deaf Studies*

Mary Roche, Ph.D., *Director, Gender, Sexuality & Women's Studies*

Maria Rodrigues, Ph.D., *Director, Latin American and Latino Studies*

Alo Basu, Ph.D., *Director, Neuroscience*

Denis Kennedy, Ph.D., *Director, Peace and Conflict Studies*

Min Kyung Lee, Ph.D., *Advisor, Architectural Studies*

John Gavin, S.J., S.T.D., *Advisor, Catholic Studies*

Sylvia Schmitz-Burgard, Ph.D., *Advisor, German Studies*

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

Sarah Stanbury, Ph.D., *Advisor, Medieval-Renaissance Studies*

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

Cynthia V. Hooper, Ph.D., *Advisor, Russian and Eastern European Studies*

The Center for Interdisciplinary Studies (CIS) promotes interdisciplinary and multidisciplinary teaching at the College. It seeks to be a catalyst for innovation and experimentation through the promotion of interdisciplinary and multidisciplinary courses and broader curricular programs. The Center's programs fall into two categories: 1) multidisciplinary academic curricular programs, such as 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 and 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 opportunities. CIS 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.

Regular CIS course offerings include:

Courses

CISS 200 — Worcester and Its People

Fall

Worcester and Its People is a study of the history of Worcester and the people who have lived here from the time of European settlement in the late 17th Century to the present. The course's principal focus is on the nineteenth and twentieth centuries, a period in which Worcester became one of America's leading industrial centers and the magnet for thousands of immigrants. Worcester's history reflects most of the major concerns and issues in the history of the nation, providing a microcosm for their study. 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 203 — Community Engagement and Social Responsibility

Annually, fall

Consistent with the mission of Holy Cross and the vision of Jesuit higher education outlined by Fr. General Kolvenbach, this course offers CBL scholars and SPUD interns the opportunity to engage in the "gritty reality of the world" in order to reflect meaningfully upon the question of what responsibility each of us has towards creating a more just society and how each of us can use our individual gifts and talents to contribute toward this aim. In order to address these questions effectively, the course will utilize texts, articles, websites, movie excerpts, and community engagement experiences to enable a deeper understanding of

social problems; to analyze how social problems directly impact individuals within our society; to consider questions of equity and social justice; and to reflect upon what influence our personal choices have on social problems. One unit.

CISS 205 — Architectural Studio

Annually

The introductory architectural studio course is intended to introduce students to the study of architecture through a series of lectures, demonstrations, and architectural studio problems. The course explores the process through which the built environment is created and how these buildings affect the lives of their inhabitants. The course is being introduced in order to provide a studio course for students who are interested in architecture. It is designed to meet the learning needs of a variety of students, from those interested to exploring architecture as a possible future profession to those interested in learning more about architecture. One unit.

CISS 250 — Intro to Global Health

Fall

It is recognized that poverty plays a central role in many preventable diseases. With the development of nations have come improvements in health. The linkages between health and development can only be understood within the broader context of socio-political and economic factors. In the landscape of globalization and international development there has emerged a vast international health regime. This course focuses on these linkages in the context of this international political economy of health. Key aspects are critically examined including the concepts and architecture of global health, the global burden and epidemiology of disease, health and development of nations, and political-economic determinants of health and development. This foundational course in global health will use a variety of analytical perspectives including political, legal, economic and epidemiological. The course focuses on developing countries. One unit.

CISS 275 — Create Lab: Gravity and Grace

Fall

CreateLab is a laboratory approach to learning led by seven professors from seven departments and two guest artists-in-residence. Students will be asked to become risk-takers, use resourceful thinking, and collaborate on creative work on the shared theme of Gravity and Grace: The Intersection of Art and Science. We will be exploring the notion of swarming and emergent systems. One unit.

CISS 392 — The Holocaust

Alternate years

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

CISS 400 — Tutorial

Fall, spring

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

CISS 490 — American Studies

Annually

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

CISS 496 — Special Project

Fall, spring

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

CISS 497 — Interdisciplinary Research

Fall, spring

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

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 additional courses, with no more than two per discipline. At least one of the remaining five courses must be Pan-African (i.e., non-African American).

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

AFST 110: Introduction to Africana Studies

AFST 260: Black Europe

ANTH 380: Seminar: African Informal Economies

ARAB 101: Elementary Arabic 1

ARAB 102: Elementary Arabic 2

ARAB 201: Intermediate Arabic 1

ARAB 202: Intermediate Arabic 2

EDUC 273: Urban Education

EDUC 340: Multicultural Education

ENGL 368: African American Literature

ENGL 372: Contemporary African-American Literature and Culture

ENGL 392: Black Urban Experience

HIST 137: American Slavery, American Freedom

HIST 196: African Colonial Lives

HIST 197: Early Africa to 1800

HIST 198: Modern Africa Since 1800

HIST 223: Radicalism in America

HIST 225: The Civil Rights Movement

HIST 278: Raza e Identidad

HIST 290: Gender History in Africa

HIST 296: South Africa and Apartheid

HIST 298: Migration Mobility in African History

HIST 365: Nationalism In Modern Africa

MUSC 150: American Music

MUSC 151: World Music

MUSC 195: African American Music from Blues to Rap

MUSC 218: Jazz/Improvisation 1

MUSC 219: Jazz/Improvisation 2

POLS 205: Race and Ethnic Politics

RELS 107: Islam

RELS 180: Race & Religion in the U.S.

RELS 270: The Quran

SOCL 203: Racial and Ethnic Groups

SOCL 269: Sociology of Education

SOCL 320: Sociology of College Sports

THEA 141: Jazz Dance 1-2

THEA 242: Jazz Dance 3-4

VAHI 105: Art of Africa and the Americas

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

Africana Studies 110 — Introduction to Africana Studies

Annually

An overview introduction to the interdisciplinary study of historical, political, cultural, and social aspects of African American, African, and Caribbean peoples. Topics will include contemporary black identities, politics and culture (e.g., blacks in American cities), race relations and 20th-century cultural movements (e.g., civil rights, social protest music, art and literature). The course addresses individual and societal consequences of the dispersal of Africans from their ancestral continent. It also examines oral narratives, music,

art, dance, festivals, food, clothing, hair styles, and religious belief systems to understand the impact of the cultures of West and Central Africa on the U.S. and the Caribbean. Finally, the course will familiarize the student with literary and political movements, such as Pan-Africanism, black feminism, Negritude, and the Harlem Renaissance. One unit.

Latin American and Latino Studies

The aim of the Latin American and Latino Studies Program is to introduce students of all backgrounds to Latin America's multiplicity of peoples and cultures as they are situated in historical and international contexts, including their new and centuries-old immigrant and migrant diasporas or pre-Anglo enclaves within the United States. Students select from a multidisciplinary array of courses that explore the diversity of the Hispanic, indigenous, Afro-Latin, and Portuguese-speaking peoples of the Americas as well as their common cultural and historical roots. The topics addressed in the classroom and at co-curricular events sponsored by LALS reflect themes pertinent to an understanding of the interplay between individual, national, and global phenomena. Students are required to take an Introductory level course which maybe one of the following courses: LALS 101, HIST 126, HIST 127, HIST 128, ANTH 266, POLS 251, or an approved course with a broad focus on Latin America. Concentration requirements also include completion of five additional courses with no more than two per discipline. In addition to these multidisciplinary courses, students are required to demonstrate post-intermediate competency in Spanish or another LALS-related language, typically through completion of Spanish 301 or 302, as the language component of the concentration. Students are further encouraged to engage in Community-Based Learning opportunities and participate in a semester plus or year of Study Abroad in Latin America.

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

AFST 260: Black Europe
ANTH 266: Culture and Politics In Latin America
ANTH 380: African Informal Economies
EDUC 169: Schooling In The United States
EDUC 273: Urban Education
EDUC 315: English Language Learners
EDUC 340: Multicultural Education
HIST 126: Colonial Latin America
HIST 127: Modern Latin America
HIST 128: Latino History
HIST 275: U.S. Mexican Border
HIST 277: Afro-Latin America
HIST 278: Raza e Identidad
HIST 352: Rebels and Radical Thinkers
LALS 101: Introduction To Latin American and Latino Studies
MUSC 255: Music of Latin America
POLS 251: Latin American Politics
POLS 257: Politics of Development
POLS 326: Citizenship/Contemporary Latin America
RELS 180: Race & Religion in the U.S.
RELS 280: Liberation Theology
RELS 290: Teologia Andina
SOCL 203: Racial & Ethnic Groups
SOCL 269: Sociology of Education
SPAN 219: Directed Independent Medical Spanish
SPAN 301: Composition and Conversation
SPAN 302: Composition for Bilingual Speakers

SPAN 304: Aspects of Spanish-American Culture
 SPAN 305: Intro to Textual Analysis
 SPAN 308: Readings in Latin American Literature
 SPAN 309: Readings in Spanish Literature
 SPAN 312: Filmmaking in Spanish
 SPAN 314: Spanish for Business
 SPAN 315: Advanced Spanish Composition and Conversation
 SPAN 405: Topics in Modern Spanish-American Narrative
 SPAN 407: Topics in Modern Spanish and Spanish-American Poetry
 SPAN 408: Gabriel García Márquez
 SPAN 409: Topics in Colonial Spanish-American Literature
 SPAN 410: Literature of Exile, Immigration, and Ethnicity
 SPAN 413: Spanish in the U.S.: A Sociolinguistic Perspective
 SPAN 415: Seminar: Bilingualism/Spanish World
 SPAN 420: Topics in Latin American Film
 SPAN 450: Latinidades Literature and Popular Culture
 VAHI105: Art of Africa and the Americas

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

Latin American and Latino Studies 101 — Introduction to Latin American and Latino Studies

Annually

This interdisciplinary course explores the diversity of Latin American and U.S. Latino geography, demography, cultures, politics, race/ethnicity, languages, religions, etc. with the goal of helping students to understand Latin American Studies and Latino Studies as distinct yet interrelated fields, with particular histories, connections with other disciplines, and boundaries subject to constant renegotiation. Students will have the opportunity to learn directly from specialists in the field, including Holy Cross professors and other guest speakers. One unit.

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

Latin American and Latino Studies 299 — Special Topics

Annually

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

Peace and Conflict Studies

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

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

ANTH 266: Cultures & Politics of Latin America
 ANTH 267: Political Anthropology
 ANTH 373: Culture and Human Rights
 CISS 203: Community Engagement & Social Responsibility
 CISS 392: The Holocaust
 ECON 114: Social World & Public Policy
 ECON 316: Topics in Conflict Economies
 EDUC 232: Schools: Surviving and Achieving
 ENGL 354: Civil War and Reconstruction Literature

ENGL 368 African American Literature
HIST 126: Colonial Latin America
HIST 127: Modern Latin America
HIST 128: Latino History
HIST 196: African Colonial Lives
HIST 198: Modern Africa Since 1800
HIST 204: Lincoln and His Legacy 1860 - 1900
HIST 223: Radicalism in America
HIST 225: Civil Rights Movement
HIST 241: French Revolutions
HIST 243: 20th Century British Society & Empire
HIST 245: Imperial Russia/East & West
HIST 253: The Soviet Experiment
HIST 254: Soviet Union after Stalin
HIST 255: Europe: Mass Politics and Total War 1890-1945
HIST 256: Europe and Superpowers: 1939-1991
HIST 261: Germany in an Age of Nationalism
HIST 262: Germany from Dictatorship to Democracy
HIST 271: Native American History 1
HIST 272: Native American History 2
HIST 275: U.S. Mexican Border
HIST 282: Revolutionary China
HIST 291 Making of the Modern Middle East 1882-1952
HIST 292 Making of the Modern Middle East 1952-present
HIST 296: South Africa and Apartheid
HIST 305: America's First Global Age
HIST 317: Pain & Suffering: U.S. History
HIST 322: War and Cinema
HIST 324: Italy and France: War and Resistance
HIST 325: War/Women/Holocaust/Resistance
HIST 352: Rebels & Radical Thinkers
HIST 361: Germans, Jews, and Memory
HIST 365: Nationalism in Modern Africa
HIST 392: Arab-Israeli Conflict
PCON 130: Intro to Peace and Conflict Studies
PHIL 274: Philosophical Anthropology
PHIL 278: Philosophers on War and Peace
PHIL 340: Schweitzer: Reverence for Life
POLS 103: Introduction to International Relations
POLS 205: Race & Ethnic Politics
POLS 251: Latin American Politics
POLS 257: Politics of Development
POLS 269: Power and Politics/A View from Below
POLS 272: Politics of the Middle East
POLS 274: Modern China
POLS 278: International Politics of East Asia
POLS 282: American Foreign Policy
POLS 284: Human Rights
POLS 287 Humanitarianism
POLS 290: National Security Policy
POLS 320: Seminar on Political Violence

POLS 326: Citizenship/Contemporary Latin America
 POLS 333: Ethics and International Relations
 PSYC 314: Science, Medicine, and the Holocaust
 RELS 133: Contemporary Catholic Spirituality
 RELS 143: Social Ethics
 RELS 180: Race & Religion in the U.S.
 RELS 181: Christianity & Culture
 RELS 234: Conflicts in the Church
 RELS 277: Modern Religious Movements
 RELS 279: Religious Violence
 RELS 280: Liberation Theology
 RELS 327: The Holocaust: Confronting Evil
 SOCL 203: Racial & Ethnic Groups
 SOCL 205: Social Class and Power
 SOCL 210: Consumer & Corporate Social Sustainability
 SOCL 254: Girls and Violence
 SOCL 259: Children and Violence
 SOCL 361: Seminar: Leadership, Religion, & Social Justice
 SOCL 376: Women and Non-Violence

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

Peace and Conflict Studies 130 — Introduction to Peace & Conflict Studies

Every third year

An introduction to the study of war, peace, and peacemaking. Surveys the topics, methods and perspectives involved in the study of violence and nonviolence, as well as of building a more peaceful world. Aims to increase students' awareness of the sources of violence and other forms of destructive attitudes and behavior, and to challenge them to search for more appropriate ways of building peace. One unit.

Peace and Conflict Studies 316 — Topics in Conflict Economics

Alternate years

Advanced theoretical and empirical tools from economics are applied to better understand prominent topics in the field of conflict economics such as changing weapons technologies; arms rivalry, proliferation of weapons of mass destruction, and arms control; the bargaining theory of war and peace; dynamics of conflicts (including conventional war; guerrilla and counter-guerrilla warfare; terrorism; and cyberwar); genocide risk and prevention; conflict prevention, and post-conflict reconstitution. Topics are adjusted from time-to-time as events change. One unit.

Women's and Gender Studies

The Gender, Sexuality, and Women's Studies program is an interdisciplinary concentration dedicated to fostering deeper understandings of women, gender, and sexuality in historical and contemporary contexts. With a wide range of disciplines offering GSWS courses, the program invites students to consider approaches to gender, sexuality, and the experiences and status of women, in concert with race, class, ability, and other intersectional identities, as complex social identities that shape our world in significant ways.

The program provides the intellectual space for students to pursue critical questions related to women, gender, and sexuality from a range of academic disciplines. Courses in the program engage these questions from a variety of methodological approaches, while offering a firm foundation for critical thinking and social awareness. There are also many opportunities for learning outside the classroom, including community-based learning, guest speakers, and events that encourage students to consider issues from a diverse range of perspectives. Faculty members work very closely with students in the concentration — through coursework, the capstone project, and faculty-sponsored research projects — and students are encouraged to develop their commitment to social action on issues related to gender and sexuality.

Students fulfill the six course requirement with five electives and a capstone thesis/project. First- and second-year students are encouraged to complete GSWS 120, Introduction to Gender, Sexuality,

and Women's Studies. Students conclude the concentration with a capstone project in the fourth year, usually completed in the final semester. The capstone normally consists of a research paper that is completed during an advanced-level seminar or by completing a Directed Reading or Tutorial course under the guidance of a GSWS faculty member.

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

ANTH 255: Genders and Sexualities
ANTH 256: The Imagined Body
ANTH 269: Fashion and Consumption
BIOL 114: Molecular Biology/HIV Pandemic
CLAS 175: Ancient Manhood Contested
CLAS 221: Women and Classical Mythology
EDUC 232: Schools: Surviving and Achieving
ENGL 315: Sex and Gender in the Middle Ages
ENGL 320: The Age of Elizabeth
ENGL 345: British Women Writers 1770-1860
ENGL 353: 19th Century American Women Writers
ENGL 367: American Women Writers
ENGL 368: African American Literature
ENGL 382: Queer Theory
ENGL 383: Feminist Literary Theory
FREN 451: French Women Writers
GSWS 120: Introduction to Gender, Sexuality, and Women's Studies
GSWS 497: Capstone
HIST 290: Gender History in Africa
HIST 292: Afro-Latin America
HIST 298: Migration Mobility in African History
HIST 324: Italy and France: War and Resistance
HIST 325: Women and Gender/War/Holocaust/Resistance
ITAL 453: Italian Women's Autobiography
PHIL 277: Philosophical Perspectives on Women
POLS 315: Feminist Theory
PSYC 228: Psychology of Adolescence
PSYC 229: Abnormal Psychology
PSYC 342: Seminar: Gender-Role Development
PSYC 244: Health Psychology
RELS 118: New Testament
RELS 202: Native American Religious Traditions
RELS 221: Women in Early Christianity
RELS 261: Feminist Perspectives in Theology
RELS 280: Liberation Theology
RELS 300: Ethics of Work & Family
RELS 313: HIV/AIDS and Ethics
RELS 320: Mystics & Inquisitors
RELS 323: Women and Households in Early Christianity
SOCL 254: Girls and Violence
SOCL 259: Children and Violence
SOCL 271: Families and Societies
SOCL 275: Masculinities
SOCL 277: Gender and Society

SOCL 278: Gender, Body and Health
 SOCL 279: Sex & the Global City
 SOCL 376: Women and Non-Violence
 SPAN 416: Body and Text: Gender in Spanish Literature
 SPAN 461: 19th and 20th Century Spanish Women Writers
 STWL 221: Writing Women in the 20th Century
 STWL 234: Cinema & the Second Sex
 THEA 145: Gay Theatre & Film
 VAHI 136: Narrative in Art & Film

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

Women's and Gender Studies 120 — Introduction to Gender, Sexuality, and Women's Studies

Annually

What do Beyonce, Lady Gaga, and Mount Saint James have to do with feminism? From popular culture to Holy Cross, we will explore various sites and sources of feminist and gender activism, theory, and praxis. This course will examine key theories and historical and contemporary issues in the interdisciplinary field of Gender, Sexuality, and Women's Studies, paying close attention to the complex ways that gender, sexuality, race, class, and nation interact. We will focus on everyday experiences of patriarchal and homophobic social relations, the women's movement and activist responses to systems of oppression, and constructions of feminist identity and community that marginalize 'outsiders' while seeking to promote equality. Throughout the course, students will be encouraged to examine how privilege and oppression operate through various social institutions and affect their own lives. One unit.

Women's and Gender Studies 497 — Capstone

Annually

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

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

Student-Designed Majors and Minors

A student-designed multidisciplinary major or minor must be liberal arts in spirit and content, must be comprised of at least three disciplines, and must fall within the competence of the College faculty. The student prepares, in consultation with faculty advisors, a written proposal demonstrating a coherent progression of study. The proposal must include a statement of intellectual rationale for the proposed field of study, an outline of courses already taken, and a complete plan of proposed courses. Proposals are written in consultation with the Director of CIS and faculty sponsors based in departments related to the proposed major/minor. If the plan is approved, the faculty sponsors and the CIS 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 major/minor from scratch, or use a faculty-designed template, or generic plan, as a basis for their course work and study. Multidisciplinary majors require that integration of knowledge be an essential curricular goal. It is the responsibility of students and their faculty advisers to state explicitly how this goal will be met and how the student will demonstrate that it has been met.

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

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

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

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

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

International Studies: Students may choose to develop a major In International Studies with the guidance of a faculty template that includes required courses in political science and economics but the majority of courses will be selected by the student to build a curriculum either in area studies or in a theme relevant to International Studies. There is a language requirement for students who pursue an area studies curriculum.

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

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

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

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

Asian Studies

Ann Marie Leshkowich, Ph.D., *Professor of Anthropology and Director*

Asian Studies at Holy Cross encourages students to construct a multi-disciplinary program administered by faculty with a teaching and research focus on Asia. Asian Studies offers a major and a minor as well as a variety of extracurricular activities related to Asia. Faculty from a wide range of departments within the College work together to develop courses and activities that create opportunities for students to understand the traditional and contemporary histories, social and political movements, religious foundations and transformations, economic development, philosophical approaches, and artistic productions within Asia, globally and in the diaspora.

Minor in Asian Studies:

Students who plan to elect an Asian Studies Minor must see the Asian Studies Director to construct an initial plan of study. In order to fulfill requirements for the Minor in Asian Studies, students must complete six courses according to the following requirements:

One introductory course from a list of regular offerings that provide a broad overview of Asia (HIST 103: Perspectives on Asia: Traditional East Asia; HIST 104: Perspectives on Asia: Modern Transformations; ANTH 170: Contemporary Asia; RELS 106 Buddhism). Students who cannot enroll in one of these introductory survey courses can work with the Director of the program to find a suitable alternative course.

In addition to the introductory course, students must choose five electives on Asia. In order to fulfill our mission to encourage an interdisciplinary approach to Asia, a maximum of two courses in any one discipline (i.e., history, anthropology, philosophy, economics, political science, theatre, music, language, linguistics, literature, religious studies) can be applied toward the minor.

We strongly encourage students to elect at least one course in each of two sub-regions of Asia: South and Southeast Asia (India, Vietnam, Sri Lanka, Nepal, Indonesia) and East Asia (China, Japan and Korea).

Two courses taken in a College approved Study Abroad Program may count toward the minor. Students should consult with the Asian Studies director to make sure that courses taken abroad fulfill the proper requirements.

Major in Asian Studies:

Our goal for majors is that they view Asia from a variety of perspectives. Students who plan to elect an Asian Studies Major must meet with the Asian Studies Director to construct an initial plan of study. Students may decide how they want to formulate their geographic focus, but they must fulfill the interdisciplinary pattern outlined below. In other words, a student might want to focus on China from a variety of disciplines, or on India and Southeast Asia, or expand their knowledge across the Asian region. We are prepared to consider individual proposals for a major in a specific theme—Public Health in Asia, for example, but this route can be taken only with the consultation of the Asian Studies faculty and approval of the Director. All majors, no matter what their direction, must take one year of an Asian language as described below. Students may take a maximum of 14 and a minimum of ten courses. Majors must meet the following requirements:

One introductory survey of Asia (HIST 103 Perspectives on Asia: Traditional Asian Cultures; HIST 104 Perspectives on Asia: Modern Transformations; ANTH 170 Contemporary Asia; RELS 106 Buddhism). If these courses are not available to fit the schedules of students, the Director can approve a substitute course that offers a broad perspective on Asia.

One course on the Arts of Asia: This could include offerings in literature, theatre, studio art, art history, and music with a limit of three courses in the performing arts.

One course that offers an historical perspective (beyond HIST 103 or 104): This course should be taken with a faculty member in the history department who specializes in the area that a student chooses to investigate in East, Southeast, or South Asia.

One course that focuses on religion in one or more areas of Asia. Normally these courses would be taken from faculty in the Religious Studies department or in another department with the approval of the director.

One course in any department that includes attention to methodologies in the social sciences. This course would normally be taken with faculty in anthropology, economics, sociology, or political science, or by approval of the director (e.g., SOCL 101; ANTH 101; ECON 205; HIST 200).

At least three additional courses on Asia with two of them above the 100 level.

Language Requirement. The requirement for a major is knowledge of an Asian language equivalent to one year of college study in a language relevant to the geographic area or theme on which the student chooses to focus. This requirement can be fulfilled in a number of ways:

1. Completion of one year of language study at the College.
2. Completion of intensive language study as part of an approved study abroad program.
(Note that all of the approved programs in Asia provide intensive language study options with additional classroom hours so that students cover in one semester the equivalent of two semesters of language study.)
3. Completion of intensive language study in an approved summer program.
4. Students who acquire knowledge of an Asian language in alternative ways, e.g. through advanced placement or non-credit bearing language study such as online courses or who are heritage speakers must be evaluated by a language placement exam. These students must take additional electives to fulfill the ten course minimum requirement for the major.

Study Abroad and off-campus study opportunities

Currently, Holy Cross offers programs in China, Indonesia, Japan, Sri Lanka, and Vietnam.

Courses

Listed below are courses in departments that count toward the Asian Studies minor and major. Please refer to the individual departments within the catalog for full course descriptions. Each year faculty offer new courses that are not yet in the Catalog but that count toward the Asian Studies minor and major. Please refer to the course guide and the Asian Studies website for these additional listings.

ANTH 170: Contemporary Asia

ANTH 274: Art and Power in Asia

CHIN 101,102: Elementary Chinese 1, 2

CHIN 103: Introduction to Chinese Culture

CHIN 201, 202: Intermediate Chinese 1, 2

CHIN 250: Traditional Chinese Literature

CHIN 255: Chinese Culture Through the Camera's Eye

CHIN 260: Chinese Linguistics

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 205: Economics of Development

ECON 221: Economic Development of Modern China

ECON 309: Comparative Economic Systems

HIST 103: Perspectives on Asia I: "Traditional" East Asia

HIST 104: Perspectives on Asia II: Modern Transformations

HIST 106: Origins of Japanese Culture
HIST 281: Imperial China
HIST 282: Modern China
HIST 283: Ethnic Conflict in 20th Century Asia
HIST 285: Warrior Tradition in Japan
HIST 286: Modern Japan
HIST 288: Japan Since the Pacific War
MUSC 151: Introduction to World Music
MUSC 153: Music of Bali-Gamelan 1
MUSC 253: Music of Bali-Gamelan 2
PHIL 254: Philosophy East and West
PHIL 255: Asian Philosophy
PHIL 268: Philosophy of Human Rights
PHIL 360: Aristotle and Confucius
PHIL 361: Confucian Values and Human Rights
POLS 274: Modern China
POLS 275: International Political Economy
POLS 278: East Asia in World Politics
RELS 101: Introduction to the Comparative Study of Religion
RELS 106: Buddhism
RELS 120: Comparative Religions/World View
RELS 161: Religions: China and Japan
RELS 165: Ancient and Medieval Hinduism
RELS 214: The Modernization of Asian Religions
RELS 216: Readings in Asian Religious Texts
RELS 260: Comparative Mysticism & Human Ecology
RELS 265: Modern & Contemporary Hinduism
RELS 305: Mahayana Buddhism
RELS 311: Zen Buddhism
RELS 312: Theravada Buddhism
RELS 333: Comparative Theology
RELS 340: Gardens & World Religions
SOCL 279: Sex and the Global City
THEA 131: Balinese Dance 1-2
THEA 136: Asian Performance Tradition
THEA 232: Balinese Dance 3-4

Biology

Robert M. Bellin, Ph.D., *Professor and Chair*

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

To be admitted to the biology major, students must have completed at least one introductory biology course and a lab course in chemistry, geology or physics, all at Holy Cross. The applicant must have earned at least a C average in biology and also in the other science courses (both averages are considered separately). Admission is competitive; it depends on classroom performance, an essay submitted with the admission process and on available space. Because the biology major, like all science majors, is structured, it is important that prospective majors begin their science courses as early as possible and certainly no later than their third semester.

All biology majors joining the major in Fall Semester 2016 or later must fulfill curricular requirements approved by the College Curriculum Committee in Spring Semester 2016. These students will complete the BIOL 161-162-163 introductory sequence plus five other biology courses, at least three of which must have accompanying labs, and six cognate courses from mathematics and other relevant course disciplines.

The full list of requirements for current biology major (approved Spring 2016) is as follows: the complete introductory biology series with labs; three additional upper division biology courses with lab; two additional upper division biology courses with or without lab; CHEM 181 plus either CHEM 221 or CHEM 231 (all with labs); MATH 135, or the equivalent; an approved Holy Cross course in statistics (BIOL 275 or MATH 220); and two additional cognate courses chosen from the approved list maintained by the department (see additional information in the following paragraph). The upper division biology courses taken must include at least one from three of the four Course Distribution Areas (i.e., Cellular and Molecular Biology, Mechanistic Organismal Biology, Organismal Diversity, and Ecology and Evolution). One semester of research for credit may be used towards the upper division biology course requirement with lab. Students may substitute one Geoscience course above the 100 level for an upper division biology course. Of the minimum total of eight biology courses required by this curriculum, at least six must be taken at Holy Cross.

To complete their cognate requirements, students must take two additional courses from among the following offerings: CHEM 221, CHEM 222, CHEM 231, CSCI 131, CSCI 132, CSCI 135, GEOS 150, GEOS 210, GEOS 270, GEOS 310, MATH 136, MATH 241, PHYS 115, PHYS 116, PSYC 221. A.P. or I.B. credits may not be used to fulfill this requirement. Students may elect to substitute an upper division biology course (beyond the required five) for one of these cognates.

Biology majors who joined the major prior to Fall Semester 2016 may opt to follow the requirements listed above, or to complete the curriculum requirements that were in place when they joined the major. Under those previously established requirements, students will complete the BIOL161-162-163 introductory sequence plus six other biology courses, at least three of which must have accompanying labs, and six cognate courses from mathematics and other natural sciences. They will also select an area of concentration (track) that will help to determine the specific courses taken after introductory biology. The tracks are Cellular and Molecular Biology (CMB) and Ecological, Evolutionary and Organismal Biology (EEOB). Of the minimum total of nine biology courses, at least seven must be taken at Holy Cross.

For the CMB track, two of the classes beyond introductory biology must come from a group of cellular and molecular biology courses and two more must represent two other biology distribution areas (diversity, organismal biology, and ecology/evolution). Alternatively, a student may choose one cellular and molecular course, Genetics or Genetic Analysis plus two courses from areas outside of the CMB distribution courses. For both paths, the remaining two biology courses can come from any area of the biology curriculum. All students in the CMB track must also complete two years of chemistry and either mathematics through integration or one calculus and one statistics course. A year of physics is recommended but not required. (Premedical students must complete a year of physics with lab.)

For the EEOB track, students will take one course from each of the four distribution areas (cell and molecular, diversity, organismal biology, ecology and evolution). The remaining two courses can come from any area of the biology curriculum. All students in the EEOB track must also complete one year of general chemistry plus either mathematics through integration or one calculus and one statistics course. In addition they must take two other science courses (Geology, Chemistry, Physics or Genetics) drawn from a list of courses approved for this purpose. (Premedical students must complete two years of chemistry with lab and a year of physics with lab.)

Regardless of the curriculum chosen, all biology majors must earn an average grade of C or better in introductory biology courses to continue in the major. Additional courses, up to a maximum of 14, may be taken at Holy Cross or, with the chair's permission, in other programs, such as Study Abroad, Study Away, the Higher Education Consortium of Central Massachusetts or summer school.

In addition to formal courses, the Department offers qualified students an opportunity to conduct research (Biology 401) in association with faculty members in their research laboratories. Opportunities also exist for students to pursue individual interests in faculty-directed readings courses based on biological literature (Biology 405). Students conducting research for a thesis in the College Honors Program must elect Biology 407, 408. Students may receive up to one semester of lab credit towards the major by taking either Biology 401 or 407. Additional semesters of research count for credit towards graduation from the College but do not count as biology credits. Research credits are subject to the rule of no more than 14 courses in any department.

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.

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 161, 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.

Geosciences

The Geosciences curriculum offers students an insight into the physical, chemical, and biological processes of the Earth and its multitude of interacting global systems. As we face increasing scientific, social, and economic challenges related to our changing environment, the tools and topics covered in this curriculum can help us make sense of how we affect and are affected by this environment. The Geosciences curriculum at Holy Cross highlights the wide range of processes that occur at and near the Earth's surface, including how geologic forces create and modify landscapes; how water moves between the Earth, oceans, and atmosphere; and how life and climate have evolved and influence the Earth over its 4.5 to 4.6-billion-year history. Fieldwork outdoors is central to many of the courses,

and many of the courses provide opportunities for hands-on exploration of the Earth, whether outdoors, in the lab, or through analyzing authentic data. Geosciences course offerings are listed below the Biology courses.

The Geosciences minor is a flexible six-course program for students of any major who want to explore this discipline beyond the introductory level. Students considering this minor are advised to complete GEOS 150 (Introduction to Geology) no later than fall semester sophomore year, and they are advised to declare the minor no later than the end of spring semester junior year. Note that GEOS 140 (Environmental Geology) does not count toward the minor.

The curriculum is as follows: Geosciences minors must successfully complete one required course, GEOS 150 (Introduction to Geology). Students must also complete five additional Geosciences electives (currently GEOS 210, 270, 299, 399, 401, 405; and BIOL 255). Because the Geosciences draw on tools and techniques from many disciplines, students may substitute one Geosciences elective with one of these complimentary courses: BIOL 233 (Freshwater Ecology), BIOL 275 (Biological Statistics), CHEM 300 (Instrumental Chemistry and Analytical Methods), CSCI 131 (Techniques of Programming), ENVS 247 (Introduction to Geographical Information Systems), MATH 220 (Statistics), MATH 303 (Mathematical Models), PHYS 221 (Methods of Physics). Students may count up to two pre-approved geosciences courses taken through the Colleges of Worcester Consortium or a Holy Cross Study Abroad program toward their electives. At least four of the five electives/complementary courses must be at the 200 or 300 level (or equivalent). Students ordinarily may not count more than two courses taken for their major toward the Geosciences minor. Students thinking about applying to graduate school in the Geosciences are further advised to complete at least two semesters each of Chemistry, Physics, and Calculus, as most programs currently require these courses for admission, regardless of major or minor.

Courses

Biology 114 — Biological Principles

Fall, spring

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

Biology 117 — Environmental Science

Annually

The goal of this course is to provide an understanding of major environmental problems by studying their biological bases. Applied and basic material will be integrated in most sections. Basic topics include ecosystem structure, energy flow, biogeochemical cycles, population growth and regulation and environmental policy. Applied topics include human population growth, agriculture and food production, pest control, conservation of forests and wildlife, preservation of biological diversity, energy use, water and air pollution and atmospheric climate change. One unit.

Biology 161 — Introduction to Cellular and Molecular Biology

Fall, spring

Fundamental principles of biology studied at the molecular and cellular levels of organization. Intended for all potential biology majors and health professions students regardless of major. Includes laboratory. One and one-quarter units.

Biology 162 — Introduction to Mechanisms of Multicellular Life

Fall, spring

Fundamental principles of mechanistic biology at the organ and system levels. Emphasis on vertebrates with some material on higher plants. Intended for all potential biology majors and health professions students regardless of major. Includes laboratory. Prerequisite: Biology 161. One and one-quarter units.

Biology 163 — Introduction to Biological Diversity and Ecology*Spring*

An introduction to evolution, ecology and the diversity of life: plants, animals, fungi, protists and prokaryotes. Intended for all biology and environmental studies majors. An appropriate first course in biology for students with ecological organismal or evolutionary interests. One and one-quarter units.

Biology 171 — Anatomy and Physiology 1*Fall*

This course studies the functional systems of the human body. It focuses heavily on their integrative nature and maintenance of homeostasis. Topics covered include cell and tissue structure, the nervous, skeletal-muscular, cardiovascular, respiratory, digestive, urinary, endocrine and reproductive systems. Prerequisites: Students should have completed or be currently enrolled in Biology 161 or 162. Permission for enrollment is controlled by the Health Professions Advisor and that office may waive the introductory biology requirement in some cases. This course is reserved for students planning to attend physician's assistant, nursing, physical therapy or other allied health programs after graduation. It may not be used as credit toward the biology major. One and one quarter-units.

Biology 172 — Anatomy and Physiology 2*Spring*

This course is a continuation of Anatomy and Physiology 1. Prerequisite: Biology 171. It may not be used as credit toward the biology major. One and one quarter units.

Biology 199 — Introductory Problems in Biology*Annually*

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

Biology 210 — Microbiology for Allied Health*Annually, spring*

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 of medical significance. The laboratory emphasizes pure culture methods, diagnostic microbiology, and physiology. Includes laboratory. Prerequisites: Biology 161; Chemistry 181. One and one-quarter units.

Biology 213 — Comparative Vertebrate Morphology*Fall*

The structure, function, development and evolution of the skeletal, muscular, nervous, respiratory, circulatory, digestive and urogenital systems of the chordates, with special emphasis on vertebrates. Includes laboratory. Mechanistic organismal biology. Prerequisite: BIOL 162. 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 Diversity. Prerequisite: Biology 161 or 163. 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, physiology, ecology, genetics, taxonomy, and evolution. Emphasis is placed on prokaryotes (Bacteria and Archaea) and viruses. The laboratory emphasizes enrichment and pure culture methods, diagnostic microbiology, and physiology. Molecular and cellular biology. Prerequisites: Biology 161; Prerequisite or Corequisite: Chemistry 222. One and one-quarter units.

Biology 230 — Developmental Biology*Spring*

This course provides a comparative exploration of development from fertilization to adulthood using both organismal and molecular/cellular approaches. We will discuss and compare basic aspects of patterning and morphogenesis using the major model systems of nematodes, fruit flies, frogs, chicks and mice. Throughout the course, we will also examine how developmental processes affect aging, cancer, and regeneration/repair after disease. This course includes a laboratory component, during which we will explore developmental processes using nematodes, fruit flies, chicks and flat worms. Mechanistic organismal biology. Prerequisite: Biology 161. One and one-quarter units.

Biology 232 — Developmental Biology Lecture*Fall*

This course provides a comparative exploration of development from fertilization to adulthood using both organismal and molecular/cellular approaches. We will discuss and compare basic aspects of patterning and morphogenesis using the major model systems of nematodes, fruit flies, frogs, chicks and mice. Throughout the course, we will also examine how developmental processes affect aging, cancer, and regeneration/repair after disease. Mechanistic organismal biology. Prerequisite: Biology 161. Students who have taken Biology 230 may not enroll in Biology 232. One unit.

Biology 233 — Freshwater Ecology*Fall*

A comprehensive introduction to the hydrology, chemistry, and ecology of freshwater ecosystems. The laboratory component includes field work in several ecosystems (lake, stream, reservoir, river and wetland) and laboratory work characterizing the chemistry and biology of these diverse ecosystems. Includes laboratory and field work. Ecological and evolutionary biology. Prerequisite: Biology 163. One and one-quarter units.

Biology 235 — Marine Biology*Fall*

This course presents a survey of the organisms that live in the sea and their adaptations to the marine environment. The course covers the major divisions of marine life and their diversity of form, as well as common ecological patterns, physiological processes and evolutionary strategies. The function and role of coastal, open-ocean, and deep sea ecosystems are also considered, as is the relevance of marine biology to current scientific, social, health, and economic affairs. Includes laboratory. Ecological and evolutionary biology. Prerequisite: Biology 163. One and one-quarter units.

Biology 241 — Virology*Fall*

This course is a general introduction to virology. Its primary focus is on human viruses that contribute to disease. We will explore different strategies viruses have adopted to replicate in the host cell, the battles viruses wage to outmaneuver the host immune system and the disease states that result from a viral infection. Molecular and cellular biology. Prerequisite: Biology 161. One unit.

Biology 250 — Field Botany*Alternate years, fall*

An introduction to the local vascular flora, emphasizing identification of ferns, woody plants and plants flowering in the fall. The course will include training in use of field guides and technical keys and preparation of herbarium specimens. Includes field and laboratory work. Organismal Diversity. Prerequisite: Biology 163 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 Diversity. Prerequisite: Biology 162. One and one-quarter units.

Biology 261 — Genetics*Fall*

An introduction to genetics that explores the molecular and cellular basis of heredity and physical traits. Topics include the central dogma, cell division, Mendelian inheritance, genetic analysis, chromosome structure and replication, gene expression, molecular biology techniques, genetic linkage, disease gene identification, and population genetics. Genomic approaches are interwoven throughout. The accompanying lab emphasizes model organism and human genetics and involves both genetic screens and molecular techniques. Molecular and cellular biology. Prerequisites: Biology 161 and 162, or Biology 161 and permission of the instructor. One and one-quarter units.

Biology 262 — Genetic Analysis*Spring*

An introduction to genetics that explores the molecular and cellular basis of heredity and physical traits. Topics include the central dogma, cell division, Mendelian inheritance, genetic analysis, chromosome structure and replication, gene expression, molecular biology techniques, genetic linkage and mapping, disease gene identification, and population genetics. Genomic approaches are interwoven throughout. This course is the non-lab equivalent of Bio 261, but common lab techniques will be incorporated through discussion of primary literature articles. Molecular and cellular biology. Prerequisites: Biology 161 and 162, or Biology 161 and permission of the instructor. One unit.

Biology 266 — Cell Biology*Spring*

The course explores the structure and function of eukaryotic cells and considers how cellular structure allows for biological activity. A range of topics will be discussed including membrane structure and function, homeostasis and metabolism, intracellular compartments and protein trafficking, signal transduction, the cytoskeleton, and the cell cycle. The cell biology of human disease will be considered throughout the course. The laboratory (Biology 268) is optional but recommended. Molecular and cellular biology. Prerequisites: Biology 161; Recommended: Chemistry 221. One unit.

Biology 267 — Neurobiology*Spring*

A study of the nervous system at multiple levels, from molecular to the systems level. Major topics include: structure of the nervous system and neurons, generation of electric signals, function of synapses, structure and function of sensory and motor circuits, and a discussion of higher order processing. Includes laboratory. Molecular and cellular biology. Prerequisite: Biology 161. Biology 266 is recommended. One and one-quarter units.

Biology 268 — Cell Biology Laboratory*Spring*

This laboratory accompanies Biology 266. Students will learn the tools for solving problems in cell and molecular biology, as well as the appropriate approaches, controls, and analysis for experiments. The lab uses three model systems (the yeast *S. cerevisiae*, nematode *C. elegans*, and mammalian cell culture) to introduce students to a range of techniques including microscopy and staining, gel electrophoresis, genome databases and in silico analysis. Students will also design and carry out independent experiments. 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. Biology 266 prerequisite or corequisite for the laboratory. One-half unit.

Biology 275 — Biological Statistics*Annually*

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. Prerequisite: Biology 161 or 162 or 163. Students who have taken ECON 249, MATH 220, PSYC 200, or SOCL 226 may not enroll in the class. 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 163. One and one-quarter units.

Biology 283 — Evolution*Annually*

An inquiry-based approach to the study of evolutionary processes, including those that are adaptive and neutral with respect to natural selection. Evolution will be examined at a variety of scales, from molecular to ecological, and from changes in populations over a few generations to patterns over millennia. Most attention will be devoted to empirical work that addresses conceptual issues in evolutionary biology, including natural selection and fitness, speciation, population genetics, phylogenetics, and molecular evolution. Ecological and evolutionary biology. Prerequisites: Biology 161 and 163. Biology 261 or 262 is recommended. 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 the history and approaches to studying animal behavior, behavioral genetics and heritability, development of behavior, 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 163 or permission. One unit.

Biology 299 — Intermediate Problems in Biology*Annually*

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

Biology 301 — Biochemistry 1*Fall, spring*

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

Biology 302 — Biochemistry 2*Spring*

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

Biology 303 — Biochemistry 1 Laboratory*Fall*

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

Biology 304 — Biochemistry 2 Laboratory*Spring*

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

Biology 331 — Ecosystem Ecology*Alternate years, 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. Prerequisite: Biology 163. One unit.

Biology 361 — Toxicology*Spring*

The study of adverse effects of chemicals on biological systems. Topics include measurements of toxicity; dose-response relationships; the absorption, distribution, metabolism and excretion of toxicants; targets of toxicity; genetic toxicology; carcinogenesis; developmental toxicity; clinical toxicology; environmental toxicology; and regulatory toxicology. Mechanistic organismal biology. Prerequisites: Biology 161 and 162, and Chemistry 221. One unit.

Biology 381 — Conservation Biology*Alternate years, spring*

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

Biology 383 — Applied Evolution*Alternate years*

This seminar will explore in depth some examples of socially relevant evolutionary biology. Through text and primary literature readings we will examine how a strong understanding of evolutionary biology impacts medicine, human health and disease, conservation of biodiversity, agriculture, and biotechnology. Students will be able to describe and explain basic evolutionary principles and apply those principles to problems in our society. Students will interpret real-world data and results, construct experiments to test evolutionary hypotheses, and evaluate primary literature. Ecological and evolutionary biology. Prerequisites: Biology 283 or 261 or 262. One unit.

Biology 390 — Physiology*Fall*

The functioning of cells, organs, and organisms with emphasis on mammals. Major themes are homeostasis, control mechanisms, and system integration. 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. Mechanistic organismal biology. Prerequisites: Chemistry 231 and Biology 162. Physics 111 or 115 suggested. One and one-quarter units.

Biology 392 — Molecular Immunology*Annually*

The course emphasizes the molecular aspects of the human immune system. It spans the incredible breadth of the immune defenses ranging from the power of innate immunity, to the sophistication of the development and function of adaptive immunity. Integrative topics such as autoimmunity, immunodeficiency and transplantation are also covered. Molecular and cellular biology. Prerequisites: Biology 161 and 162. Biology 241 or 266 is strongly recommended. One unit.

Biology 393 — Molecular Immunology Laboratory*Annually*

This laboratory sequence focuses on exploring the molecular techniques employed to investigate an immunological question. The semester-long project is designed as two mini projects that explore a well characterized antiviral human protein. Students construct expression plasmids, ectopically express proteins in both bacteria and tissue culture cells and perform functional assays. We will also discuss the primary literature as it relates to the project and explore how the work fits into the broader context of the field. These projects are built as discovery projects where students may actively participate in the direction of the work. 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 392. One-half unit.

Biology 399 — Advanced Problems in Biology*Annually*

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

Biology 401 — Undergraduate Research*Annually*

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

Biology 405 — Directed Reading*Annually*

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

Biology 407, 408 — Honors Research*Annually*

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

Geosciences 140 — Environmental Geology*Every third year*

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

Geosciences 150 — Introduction to Geology*Fall*

This course covers the physical processes and history of the Earth. Topics typically include the formation of the Earth, physical properties and identification of minerals and rocks, plate tectonics, earthquakes, volcanoes, geologic time, surface processes, the geology of energy resources, and global climate change. Field trips to local geologic sites provide hands-on experience using classic and modern approaches to investigating the Earth and its history. Students who have completed Geosciences 140 (Environmental Geology) may not enroll in this course. Includes laboratory. One and one-quarter units.

Geosciences 210 — Geomorphology*Alternate years, spring*

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

Geosciences 270 — Watershed Hydrology*Alternate years, spring*

Watershed Hydrology is an introduction to the movement and storage of atmospheric, surface, and ground water within a watershed. This class examines hydrologic processes and the geologic and topographic characteristics that control them, as well as how hydrologic data are collected and analyzed. Topics include the hydrologic cycle, water budgets, precipitation, evaporation, snow hydrology, infiltration, groundwater hydrology and contamination, runoff, stream flow, hydrographs, and flooding. Hydrology is a highly quantitative discipline and math at the pre-calculus level will be used extensively in this course. Prior college math or geoscience coursework is recommended but not required. Includes laboratory. One and one-quarter units.

Geosciences 299 — Intermediate Problems in Geoscience

Every third year

A first-time intermediate course offering in various sub-disciplines of geoscience.

Geosciences 310 — Paleoclimatology

Alternate years

This advanced-level lecture and discussion course examines the changes in Earth's climate throughout geologic history from the Precambrian to the Anthropocene. Topics include an overview of Earth's climate system, paleoclimate proxies and archives, distinctive intervals in Earth's climate history, and how modern climate change is interpreted in a geological context. Paleoclimatology is highly interdisciplinary, drawing on methods and principles of geology, chemistry, physics, and biology. Students should have prior natural science coursework and be prepared to read and discuss primary scientific literature. Prerequisites: CHEM 181 (Atoms and Molecules) or equivalent and GEOS 150 (Introduction to Geology), or instructor permission. One unit.

Geosciences 399 — Advanced Problems in Geoscience

Every third year

A first-time advanced course offering in various sub-disciplines of geoscience.

Geosciences 401 — Undergraduate Research

Annually

Individual 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 and one-quarter units.

Geosciences 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 the instructor. One unit.

Geosciences 407,408 — Honors Research

Annually

Open only to students in the College Honors Program. Individual 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. Honors thesis credit can be counted toward the Environmental Studies major or minor, and toward the Geosciences minor. Two and one-half units credit, granted at end of second semester. One and one-quarter unit each semester.

Chemistry

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

The Department of Chemistry is among the nation's top producers of chemistry graduates and a top baccalaureate origin for Ph.D.s in chemistry. 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 of 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 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 foundation, allowing students to develop the skills and gain 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).

The department has an active undergraduate research program. Qualified students, working in association with faculty members, may have an opportunity to conduct research in a wide range of chemical fields during the academic year through one or more research courses (CHEM 389, 390, 405/406, 407/408 and 410). 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.

Chemistry majors are required to successfully complete nine chemistry courses with six required labs as described below. Chemistry majors also must take the first semester of physics with lab (PHYS 111 or PHYS 115) and Calculus through MATH 134 or 136, normally by the end of the second year.

All chemistry majors must begin with the Discovery Chemistry Core, which includes Atoms and Molecules (CHEM 181), Organic Chemistry 1 (CHEM 221), Organic Chemistry 2 (CHEM 222), and Equilibrium and Reactivity (CHEM 231). Each of these courses includes lab and they are typically taken in the order listed above during the first and second year. Students in the major normally continue with Instrumental Chemistry and Analytical Methods (CHEM 300) followed by Quantum Mechanics and Spectroscopy (CHEM 335). CHEM 300, which introduces experimental and instrumental methods essential to modern chemistry, is considered a gateway course to the upper level of the curriculum. Each course integrates lecture and lab. Majors complete their chemistry curriculum with two advanced courses, chosen from Biochemistry (CHEM 301 or BIOL 301), Chemical Thermodynamics (CHEM 336), and Inorganic Chemistry (CHEM 351), and with one other non-research CHEM elective at the 300-level.

Advanced Placement Credit: Knowledge and experience gained in high school AP courses provide an excellent background for our Discovery Chemistry Core. Beginning with the class of 2018, students who have received a score of 4 or 5 on the AP Chemistry exam will earn credit for CHEM 181 and can start the Discovery Chemistry sequence with CHEM 221. Students will forfeit their AP credit if they opt to take CHEM 181. Students are invited to contact the department chair to discuss this option.

American Chemical Society (ACS) Certification: Students wishing to receive ACS certification for their degree must complete the four courses in the Discovery Chemistry Core, as well as CHEM 300, CHEM 301 or BIOL 301, CHEM 335, CHEM 336, CHEM 351, and a non-research CHEM elective at the 300-level. Students must also take one lab chosen from either Biochemistry Lab (BIOL 303 or BIOL 304) or Inorganic Chemistry Lab (CHEM 352). Additionally, two semesters of 400-level research along with a comprehensive research report are required. To receive certification, Chemistry Majors must also take two semesters of physics with lab (PHYS 111/112 or PHYS 115/116).

Departmental Honors

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

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 BIOL 161 and the Discovery Chemistry Core. Students must also take BIOL 301 or CHEM 301, as well as BIOL 302, 303 and 304, CHEM 336, and one additional biology course with an associated biochemistry-oriented laboratory (only chemistry majors can count BIOL 261 for this course). Students must also complete the usual requirements for their major. Concentrators also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year.

Teacher Education Program

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

Other Programs Involving Chemistry

Students interested in health professions typically begin the Discovery Chemistry Core (CHEM 181, 221, 222, 231) in either the first or second year. Since requirements vary for different programs, students should work with the Health Professions Advisory Committee to ensure that their academic program is appropriate for their preparation.

Students interested in Environmental Studies and/or Geosciences take a number of science courses. The chemistry department regularly offers courses that fulfill requirements in these programs, including CHEM 141, 181, 231, and 300.

Courses

Chemistry 141 — Environmental Chemistry

Every third year

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

Chemistry 144 — Chemistry and Society

Annually

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

Chemistry 181 — Atoms and Molecules*Fall*

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

Chemistry 221 — Organic Chemistry 1*Spring*

A study of organic compounds organized around functional groups, modern structural theory and reaction mechanisms. The chemistry of aliphatic hydrocarbons, alkenes, alkynes, dienes, alkyl halides, alcohols and ethers is introduced. Substitution, addition and elimination mechanisms are studied in detail. Emphasis is placed on stereochemistry. The lecture portion meets four hours per week. One two-hour “discovery” laboratory session per week is included. Students learn various techniques of separation, purification, and spectroscopic analysis of organic compounds in the laboratory. There is an emphasis on one-step synthetic conversions that introduce the reactions to be studied in the lecture course. Prerequisite: Chemistry 181. (It is recommended that students with a grade below C in Chemistry 181 do not continue with Chemistry 221). One and one-half units.

Chemistry 222 — Organic Chemistry 2*Fall*

A continuation of Chemistry 221. Aromatic compounds, alcohols, ethers, aldehydes, ketones, amines, carboxylic acids and their derivatives are studied. Aromatic substitution, acyl transfer and carbonyl condensation reactions are developed. The mechanistic implications and synthetic applications of these organic reactions are evaluated. One four-hour “discovery” laboratory session per week is included. Microscale synthetic techniques and identification (chemical and spectroscopic) of organic compounds are included. Prerequisite: Chemistry 221. (It is recommended that students with a grade of C- or below in Chemistry 221 do not continue in Chemistry 222.) One and one-half units.

Chemistry 231 — Equilibrium and 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 while developing critical wet chemical analytical techniques. One four-hour “discovery” laboratory session per week is included. Prerequisites: Chemistry 181 and one semester of college calculus. One and one-half units.

Chemistry 289 — Advanced Organic Chemistry*Spring*

Focuses on the application of the electron pushing formalism for manipulating Lewis structure representations of organic molecules. The course is organized around the four fundamental reaction types (polar, pericyclic, free radical, and transition metal-mediated) with an emphasis on mechanistic rationalization of complex organic transformations. Prerequisite: Chemistry 222. One unit.

Chemistry 300 — Instrumental Chemistry and Analytical Methods*Annually*

The application of instrumentation to chemical research and analysis has had a dramatic impact on the field of chemistry. This course provides an in-depth look inside modern chemical instrumentation, such as molecular UV-Vis, IR, and fluorescence spectroscopy, atomic absorption and emission spectroscopy, electrochemistry, gas and liquid chromatography, and mass spectrometry. One four-hour laboratory session per week is included. Laboratory work provides hands-on experience with instrumental design, quantitative analytical methods, and experimental method development. Prerequisite: Chemistry 231; Prerequisites or co-requisites: Chemistry 222 and Physics 111 or Physics 115. One and one-half units.

Chemistry 301 — Biochemistry*Fall*

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

Chemistry 304 — Synthetic Organic Chemistry*Every third year*

Covers a selection of modern synthetic methods and reagents used in organic chemistry. Topics presented include oxidation/reduction, organometallic reactions, functional group interconversions, protecting group strategies, enolate additions and pericyclic reactions with a focus on asymmetric synthesis. The course will build upon the individual methods discussed to ultimately demonstrate their combined use in the synthesis of complex organic molecules. Prerequisite: Chemistry 289. One unit.

Chemistry 305 — Mechanistic Organic Chemistry*Every third year*

There are critical and, at times, subtle factors that influence organic reactions. These factors will be illustrated through specific case studies. The case studies will demonstrate how experimental data is used to develop mechanistic knowledge about a reaction. The course will aim to develop skills for thinking critically and logically about the mechanism of organic reactions. Prerequisite: Chemistry 289. One unit.

Chemistry 309 — Spectroscopy*Every third year*

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

Chemistry 317 — Nanotechnology*Every third year*

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

Chemistry 322 — Applications of Analytical Chemistry*Every third year*

This course will focus on various applications found in the field of analytical chemistry. This course will build on instrumentation learned in Chemistry 300, and go beyond the instruments used in typical labs. Primary literature will guide our discussion of various techniques and applications. Understanding of the details of these advanced instrumental techniques and applications will be gained through a combination of reading, lectures, discussions, and an independent lab experience. This course will meet two days per week. Some weeks (about six during the semester), a 3 hour lab will be held. Prerequisite: Chemistry 300. One unit.

Chemistry 335 — Quantum Mechanics and Spectroscopy*Annually*

The course is a study of the basic concepts, principles and methods of modern physical chemistry. Physical chemistry asks “how?” and/or “why?” things happen as they do. Here, the emphasis will be on developing a deeper understanding of the microscopic properties that govern chemical phenomena. The topics covered may include quantum mechanics, statistical mechanics, spectroscopy, group theory, and computational chemistry. One four-hour laboratory session per week is included. In the lab you will learn techniques and analyses related to physical chemistry and will develop your scientific writing skills. Prerequisites: Chemistry 231 and Mathematics 134 or 136 or 241; Prerequisites or co-requisites: Chemistry 222 and Physics 111 or Physics 115. One and one-half units.

Chemistry 336 — Chemical Thermodynamics*Annually*

This course is a study of the basic concepts, principles and methods of classical physical chemistry. Physical chemistry asks “how?” and/or “why?” things happen as they do. Here, the emphasis will be on developing a deeper understanding of the macroscopic properties that govern chemical phenomena. The topics covered may include thermodynamics, chemical and phase equilibria, kinetics, reaction dynamics, complex solution behavior and surface thermodynamics. Prerequisites: Chemistry 231 and Mathematics 134 or 136 or 241; Prerequisites or co-requisites: Chemistry 222 and Physics 111 or 115. One unit.

Chemistry 351 — Inorganic Chemistry*Spring*

Group theory and modern theories of bonding are used to discuss structural and dynamic features of inorganic compounds. The structure and bonding of transition metal coordination compounds are related to various reaction mechanisms. The principal structural and mechanistic features of transition metal organometallic chemistry are studied with emphasis on catalysis of organic reactions. The role of inorganic chemistry in biological systems is also explored. Prerequisites: Chemistry 222 and 231. One unit.

Chemistry 352 — Inorganic Chemistry Lab*Spring*

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

Chemistry 361 — Biophysical Chemistry*Every third year*

This course aims to develop an understanding of the chemical interactions that govern the structure and function of biological molecules. A thorough discussion of the spectroscopic techniques used in modern research for analyzing such molecules will be incorporated. In addition, the course covers topics in protein folding and mis-folding (as associated with disease), focusing in particular on the thermodynamic and kinetic processes involved. Time will be spent reading and discussing primary literature with an emphasis on interpreting the results obtained by others. Prerequisite or co-requisite: Chemistry 300. One unit.

Chemistry 371 — Molecular Pharmacology*Every third year*

Molecular Pharmacology is an upper-level exploration of the molecular basis of drug action. This course will build upon the fundamentals of organic structure and reactivity to investigate the sources of pharmacological agents and their interactions with biological macromolecules that are relevant to disease. Subjects will include the fundamentals of drug action and development, protein and DNA structure, the chemical transformations involved in drug metabolism and advances in drug delivery. Specific major topics include antibiotics, HIV and cancer. The class will focus primarily on the original literature with each participant actively engaging in frequent presentations on chosen or assigned topics. Prerequisites: Chemistry 231 and 289. One unit.

Chemistry 381 — Bioinorganic Chemistry*Every third year*

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

Chemistry 389 — Introduction to Research*Fall, spring*

Involves a commitment to join a research group. Specific activities will be established with the individual research advisor but may include: attendance of group meetings, working on a lab or computer project with other group members, and/or reading/discussing literature related to group research. The course is by permission only. It is taken as an overload and receives no grade. It may be taken more than once. Interested students are invited to apply early in the fall or spring of the second, third or fourth year. The candidate's academic record will be reviewed to determine if the student could reasonably benefit from such a program. Prerequisite: Chemistry 221 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 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 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

Fall, spring

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

Timothy A. Joseph, Ph.D., *Associate Professor and Chair*

In the curriculum of the Department of Classics students study the ancient Greek and Roman cultures through their languages, texts, and artifacts. Courses are available every semester in the ancient Greek and Latin languages at the introductory, intermediate, and advanced levels. For both Classics majors and non-majors alike, there are offerings in Greek and Roman literature, history, politics, mythology, rhetoric, art and archaeology, and religion—all of these Classics courses require no knowledge of the ancient languages. For Classics majors, there are also opportunities for independent and collaborative research.

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 appreciation for creative expression through the accurate translation of prose and poetry, and a critical knowledge of the texts, material culture and institutions that 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.

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 active Classics major. Candidates should address inquiries to: Department of Classics, College of the Holy Cross, Worcester, MA 01610. The application deadline is Jan. 15.

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 LATN 101 and 102 or two years of pre-college Latin. This course includes selected readings from the historian Livy and an extensive grammar review. One unit each semester.

Latin 275 — Advanced Latin Workshop

Fall

This intensive intermediate level course will consolidate the student's knowledge of Latin grammar through reading a variety of Latin texts. One unit.

Latin 320 — Sallust and Livy

Every third year

Extensive readings from the works of the Roman historians 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.E. 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 CE 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 CE. 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 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 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. 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*

This course serves as an introduction to the comedies of Plautus and Terence. Topics considered include the dependence of Roman Comedy on Greek prototypes, the language and style of Roman comedy, the historical context of these plays and the evidence for how they were performed. One unit.

Latin 365 — Propertius*Every third year*

Selected poems from the four books of Propertius' elegies are read in the original. Appropriate attention is paid to the background of the elegiac genre. Emphasis is placed on literary analysis and interpretation. One unit.

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

A close examination of the literary artistry of a number of individual stories in Ovid's epic poem *Metamorphoses*. One unit.

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

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

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

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

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

A first course in Greek language involving a systematic introduction to Attic Greek through an 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*

Translation and analysis of Greek prose and poetry, with close attention to grammar and syntax. Prerequisite: Greek 101 and 102 or Greek 105, or the equivalent. Students without the prerequisite should consult the department. One unit each semester.

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 BCE. 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 oral composition, metrics, authorship, and text history. One unit.

Greek 338 — Plutarch*Every third year*

Exegesis and translation of a biography by Plutarch, with attention to his essays and his place in Greek literature. One unit.

Greek 340 — Herodotus*Every third year*

An examination of selected passages from the historian 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 351 — Attic Orators*Every third year*

A close study of the speeches of one or more Attic orators. 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*

Extensive investigation of one play in Greek and recent literary criticism of Sophocles. One unit.

Greek 362 — Euripides*Every third year*

A detailed study of one play in the original, with attention to others in translation. 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 101 — Ancient Greek Literature & Society***Alternate years*

A selection of ancient Greek literature read in translation, from Homeric epic to classical history and drama, with a focus on the relation between literature and social conditions. One unit.

Classics 102 — Ancient Roman Literature and Society*Alternate years*

A selection of ancient Roman literature read in translation, including authors such as Vergil, Tacitus, Cicero, and Plautus, with a focus on the relationship between literature and social conditions. One unit.

Classics 103 — Greek and Roman Epic*Alternate years*

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

Classics 106 — Classical Drama*Every third year*

Study 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*Alternate years*

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 114 — Discerning God and Discovering Self*Alternate years*

This course traces the development of the concept and experiences of the process of discernment from Antiquity to the Renaissance by looking at a wide range of texts originally written in Greek or Latin in a case-study format. The primary focus will be the "discernment of spirits" as developed by St. Ignatius of Loyola in the Spiritual Exercises, with an emphasis on three key areas of discernment: Individual, Corporate, and Individual within Corporate. 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. One unit.

Classics 121 — Ancient Science*Alternate years*

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 141 — History of Greece 1: Classical*Fall*

A study of Greek history from its beginnings to the death of Socrates. Emphasis is placed on a close analysis of the primary sources. One unit.

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

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

Classics 143 — Athenian Democracy*Every third year*

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

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

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

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

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

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

An introduction to the methodologies employed by archaeologists. Most examples will be drawn from the artifacts, sites and monuments of the ancient Mediterranean world. One unit.

Classics 175 — Ancient Manhood Contested*Every third year*

This course reconsiders how the Greeks and Romans thought about, fought over, and tried to achieve their ideal vision of manhood. Our explorations of ancient texts and material remains will reveal that the idea of masculinity in the ancient world was anything but straightforward and that our own society still battles over what ancient manliness means today. One unit.

Classics 221 — Women in Classical Mythology*Alternate years*

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

Classics 222 — Pompeii and Herculaneum*Every third year*

Examines the ancient cities of Pompeii and Herculaneum, which were destroyed by the volcanic eruption of Mt. Vesuvius in 79 CE; and which have been subject to almost continuous archaeological excavation since the 18th century. Pompeii and Herculaneum have produced some of the best evidence we have for daily life in ancient Italy. An examination of the archaeological evidence will allow us to draw conclusions about subjects as varied as ancient slavery, Italian patronage, and notions of public and private space. The course will consider different sorts of spaces including houses, businesses, entertainment venues (like the theaters and the amphitheater), temples, and government buildings; as well as the decoration, furniture, and supposedly perishable materials found in these buildings. One unit.

Classics 225 — Power, Persuasion, and Law*Alternate years*

A study of Greek and Roman oratory based on the reading and rhetorical analysis of speeches delivered in the law courts and assemblies of fifth- and fourth-century Athens, and the late period of the Roman Republic (80–45 BC), where the focus will be on the law court speeches of Cicero. The course involves both an introduction to the legal procedures of the Athenian and Roman courts and assemblies and careful analysis of the literary style and forms of legal argument in selected speeches. 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 BCE. 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 Classics 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 120s A.D.? This course surveys the physical techniques and historical method that lie behind dates like these. One unit.

Classics 401, 402 — Tutorial Seminar

Annually

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

Economics and Accounting

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

The Department of Economics and Accounting offers majors in two distinct subject areas: economics and accounting, as well as a select honors program. Students are not permitted to double major in the two subject areas. 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, including 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 (two semesters), intermediate theory (two 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, sports economics, 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. The maximum number of courses that count towards the major that can be taken outside of the department (either in another department or at another institution) is two.

Because mathematics plays an important role in economics, majors are required to take one year of college calculus or its equivalent. The calculus requirement can be fulfilled by completing Mathematics 135 and 136 or 133 and 134, or by advanced placement (a score of 4 or 5 on the BC exam), or by the successful completion of a semester course (e.g., Mathematics 136 or 134) having as a prerequisite one semester of calculus or its equivalent. Students are strongly encouraged to complete the calculus requirement in their first year.

All economics majors take a minimum of 9 economics courses for the major (as well as completing Calculus 2) as follows:

Calculus (2)

MATH 133 Calculus 1 with Fundamentals and

MATH 134 Calculus 2 with Fundamentals (Or equivalent)

OR

MATH 135 Calculus 1 and

MATH 136 Calculus 2 (or equivalent)

Principles (2)

ECON 111 – Principles of Macroeconomics

ECON 112 – Principles of Microeconomics

200 level required courses (3)

ECON 255 – Microeconomics

ECON 256 – Macroeconomics

ECON 249 – Statistics

Electives (4 – 3 must be at the 300 level)

Electives include: Industrial Organization and Public Policy, Labor Economics, Law and Economics, Theory of International Trade, Comparative Economic Systems, Monetary Theory, Econometrics, Political Economy, Game Theory, History of Economic Thought, Economics of Energy, and Economics of the Arts.

All students must take 18 courses outside of the major. The maximum number of economics courses that economics majors may take for credit at an institution other than Holy Cross is two, and Econ 255 and Econ 256 must be taken in the department.

Advising notes: The hierarchical nature of the economics major requires careful planning on the part of students considering Study Abroad or semester away programs. The mathematics requirement is ordinarily completed in the first year and must be completed by the end of the second year. Check pre-requisites carefully. 300 level electives are normally taken in the fourth year. For students interested in advanced study in economics, it is recommended that they take Economics 314 (Econometrics) and additional courses in mathematics and computer science.

Admissions Process

Students may not enter Holy Cross declared as economics majors. They may apply to the major only after they have completed at least one course in economics at Holy Cross. Each semester the department will solicit applications for the economics major. Interested students will submit an application form online, which includes an unofficial transcript and an admissions essay. Admission is competitive; majors will be admitted based on their essays as well as performance in economics courses and related coursework (e.g. mathematics). Students may only enter the major during one of the two admissions periods each academic year. Prospective majors are encouraged to enroll in either Economics 111 or Economics 112 during one of their first few semesters and to begin the calculus sequence if that requirement is not already fulfilled. Students with AP credit in economics will be enrolled in an alternative economics course (statistics or a 200 level elective) and may apply to the major after the completion of that course. Economics course requirements fulfilled by AP credits must be replaced by electives so that the total number of courses taken within the Economics department is at least nine.

The 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 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.

All Accounting majors take a minimum of 14 courses for the major (as well as completing Calculus 1) as follows:

Calculus (1)

MATH 133 Calculus 1 with Fundamentals

OR

MATH 135 Calculus 1 (or equivalent)

Principles (2)

ECON 111 – Principles of Macroeconomics

ECON 112 – Principles of Microeconomics

Accounting Required Courses (10)

ACCT 181 – Financial Accounting

ECON 249 – Statistics

ACCT 277 – Intermediate Accounting 1

ACCT 278 – Intermediate Accounting 2

ACCT 282 – Auditing

ACCT 292 – Federal Income Taxation

ACCT 387 – Business Law 1

ACCT 388 – Business Law 2

ACCT 389 – Cost Accounting

ACCT 390 – Advanced Accounting

Electives (2)

2 Accounting or Economics elective courses

Electives include: Operations Research, Governmental and Nonprofit Accounting, Corporation Finance, Accounting Information Systems, and Ethics, Accounting and Organizations.

Advising notes: Advanced placement in economics or statistics may be used to satisfy those specific requirements for the accounting major. The minimum number of courses outside the department which must be taken by an accounting major is 16. The maximum number of accounting and economics courses that accounting majors may take for credit at an institution other than Holy Cross is three.

The normal order of courses for a student majoring in accounting is: Calculus and Accounting 181 (Financial Accounting) during the first year; Economics 111 (Principles of Macroeconomics) and Economics 112 (Principles of Microeconomics) during the first or second year; Accounting 277 and 278 (Intermediate Accounting 1 and 2) during the second year; Accounting 282 (Auditing), 292 (Federal Income Taxation), 390 (Advanced Accounting) and one elective in the third year; and Accounting 387 and 388 (Business Law 1 and 2), 389 (Cost Accounting) and at least one additional elective during the fourth year. Economics 249 (Statistics) is typically taken during the second or third year.

A student must earn a grade of C- or better in Accounting 181 and Accounting 277 to continue in the accounting major.

Admissions Process

Students may not enter Holy Cross declared as accounting majors. In the fall of their first or second year, they may request permission to take the spring offering of Accounting 277 provided that they are enrolled in or have completed Accounting 181 (Financial Accounting). During the semester that students are enrolled in Intermediate Accounting, the department will solicit applications for the accounting major. Interested students will submit an application form which includes an unofficial transcript and an admissions essay. Admission is competitive; the major application process places special emphasis on the applicants' performance in accounting and related coursework (mathematics, economics). The number of students permitted to major in accounting is limited. Prospective majors are required to complete Financial Accounting during the fall of their first or second year.

Department Honors Program

This program is limited to a small number of third- and fourth-year economics and 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. Accounting majors normally need to complete accounting courses through Accounting 278, Economics 111, 112 and 249 and Mathematics 135 (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 200-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 a 300-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. Accounting majors with advanced placement credit in economics or statistics are not required to replace those credits with additional electives.

Minor Programs

The department's minor programs in economics and accounting have been discontinued.

Non-Majors

Introductory courses in economics and accounting are available to non-majors. Students with an interest in economics should consider the full-year sequence of Principles of Economics. Students may begin with either Economics 111 (Principles of Macroeconomics) or Economics 112 (Principles of Microeconomics).

Non-majors seeking an introduction to accounting should take Accounting 181 (Financial Accounting).

Courses

Economics 110 — Core Principles of Economics

Alternate years

Economics is the study of the allocation of scarce resources among competing uses. Microeconomics investigates how households and firms make individual and social decisions concerning the allocation of resources through their interactions in markets. Macroeconomics studies national level economic issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and government budgets. This course introduces the central topics of both microeconomics and macroeconomics in one semester. The purpose of the course is to provide a basic understanding of economics for students who are not economics majors. One unit.

Economics Courses

Introductory Courses

Economics 111 — Principles of Macroeconomics

Fall, spring

This course is designed to introduce classic macroeconomic issues such as growth, inflation, unemployment, interest rates, exchange rates, technological progress, and budget deficits. The course provides a unified framework to address these issues and to study the impact of different policies, such as monetary and fiscal policies, on aggregate economic performance. These analytical tools will be used to understand the recent experience of the United States and other countries and to address how current policy initiatives affect macroeconomic performance. One unit.

Economics 112 — Principles of Microeconomics*Fall, spring*

Economics is the study of the allocation of scarce resources among competing uses. Microeconomics investigates how households and firms make individual and social decisions concerning the allocation of these resources through their interactions in markets. The purpose of this class is to introduce the important topics in this area of economics including supply and demand analysis, production possibility sets, utility and profit maximization, differences in short and long run outcomes, the effect of government intervention, imperfect markets, externalities, and gains from trade. One unit.

200-Level Electives**Economics 205 — Economics of Development***Alternate years*

Students learn to use economic models to understand various aspects of the development process, including capital accumulation, the demographic transition, the role of agriculture, rural to urban migration, income distribution issues, environmental concerns, provision of basic human needs, and the role of education and health care. Students choose a country to follow for the semester, for which they find, analyze, and present data. Students are also grouped by region for joint presentations on regional development. Prerequisites: Economics 111, 112. One unit.

Economics 216 — Economics of War and Peace*Alternate years*

Economic principles are applied to better understand the causes and consequences of war and how to foster peace. Among the topics covered are historical and contemporary trends of violent conflicts in global society including wars between and within states, genocides, and terrorism; key interdependencies between economics and violent conflicts; economic conditions that enhance and inhibit the risk of war; and methods for promoting and sustaining peace. One unit.

Economics 221 — Economic Development of Modern China*Annually*

Aims to provide the student with a sophisticated understanding of economic development in China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949. Prerequisites: Economics 111, 112, or permission. One unit.

Economics 222 — Health Economics*Alternate years*

Explores the health care sector and health policy issues from an economic perspective. Topics include the production of and demand for health and health care, moral hazard and adverse selection in insurance markets, information asymmetries in physician-patient relationships, regulation and payment systems for providers, medical technology, the pharmaceutical industry, Medicare, Medicaid and other social insurance programs, and national health care reform and comparisons to other countries. 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. Students may take MATH 376 in place of this course but may not take both courses. Prerequisites: Economics 111 or 112. One unit.

Economics 255 — Microeconomics

Fall, spring

Analyzes the economic behavior of households and firms and their interrelations within the market. Price and resource allocations in the following market structures are considered: pure competition, monopolistic competition, oligopoly, monopoly and monopsony. Concludes with a discussion of general equilibrium and its welfare implications. Prerequisites: Economics 111, 112; the Calculus requirement described above. One unit.

Economics 256 — Macroeconomics

Fall, spring

Studies aggregate economic behavior as determined by interactions among the product, financial and labor markets. Variables focused upon are the general levels of prices, of national income and of employment. Applications of the theory are made and policy inferences are drawn with respect to employment and price stability, growth and development, trade and the global economy. Prerequisites: Economics 111, 112; the Calculus requirement described above. One unit.

200-Level Electives

Economics 299 — Special Topics in Economics

Alternate years

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

300-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, unions, income inequality and poverty, education, discrimination, immigration, household economics, and major issues of public policy. Prerequisite: Economics 249, 255. 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 307 — Theory of International Trade

Alternate years

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. Policy implications are emphasized. Prerequisites: Economics 255, 256. One unit.

Economics 309 — Comparative Economic Systems

Alternate years

First segment develops an analytical framework for the comparison of economic systems. Second segment uses this framework to examine and compare the economic systems of various countries including the United States, Germany, France, Japan, China, the former Soviet Union and other East European states. Prerequisites: Economics 255, 256. One unit.

Economics 312 — Monetary Theory

Alternate years

This course builds a model of the financial sector of the economy, uses it to gain an understanding of the workings of the financial system, and makes predictions of the effects of events on the financial system and

economy as a whole. Particular emphasis is placed on understanding the workings of the Federal Reserve System and monetary policy. Thus, this course provides an understanding of the role and measurement of money; the theories of money demand and money supply; the workings of the banking system; interest rate determination; how prices of stocks, bonds and other assets are determined; and the role the financial system plays in the macroeconomy. Prerequisites: Economics 255, 256. One unit.

Economics 313 — Mathematics for Economists

Alternate years

Augments the mathematical backgrounds of students interested in pursuing a more quantitative approach to economics and business. Emphasis is on linear systems, matrix algebra, differential vector calculus and optimization. Topics may also include game theory, integral calculus and dynamic analysis. Mathematical methods are illustrated with various economic applications. Prerequisites: Economics 255. One unit.

Economics 314 — Econometrics

Fall, spring

Studies statistical methods used to estimate and test economic models. After a review of basic probability and statistics, the method of ordinary least squares regression is examined in detail. Topics include the Gauss-Markov theorem, inference, multicollinearity, specification error, functional forms, dummy variables, heteroskedasticity and autocorrelation. Simultaneous equations and qualitative dependent variables may also be considered. A quantitative research paper is required. Prerequisites: Economics 249, 255. One unit.

Economics 315 — Political Economy

Annually

This course examines both the inherent limitations of the market and the role public policy plays in achieving social efficiency. In addition to models of externalities and public goods, this course analyzes voting systems, lobbying, redistribution, and optimal taxation. These models are applied to the pollution market, auctions, and insurance. Prerequisites: Economics 255, 256. One unit.

Economics 318 — Game Theory

Annually

Introduces and develops various concepts in the field of game theory with an emphasis on applications to economic problems. Game theory is the study of the behavior of rational, strategic agent-players who must attempt to predict and to influence the actions of other participants. Numerous solving techniques are developed to identify and refine the equilibria in a broad range of "games," including competitive games, cooperative games, bargaining games, games of incomplete and asymmetric information, repeated games, and auctions. Applications will be drawn from diverse fields, including labor economics, finance, industrial organization, and political economy. Prerequisites: Economics 249, 255. One unit.

Economics 320 — History of Economic Thought

Alternate years

Surveys the thoughts and ideas of philosophers and economists throughout history who attempted to understand the workings of what we now call the economy. A long time span is covered, going briefly as far back as the ancient Greek writers, moving through the Scholastics, Mercantilists and Physiocrats, but with a particular focus on the pivotal contributions of the Classical writers including Adam Smith, David Ricardo and Karl Marx. Neoclassical thought is contrasted with institutional and historical critics, leading to the great debate between capitalism and socialism. Changes in macroeconomic theory associated with John Maynard Keynes, the post-Keynesian views of macro and the more modern formulation of microeconomics with its emphasis on econometric analysis round out the course. Prerequisites: Economics 255, 256. One unit.

Economics 324 — Economics of Energy

Alternate years

This course will allow students to develop an understanding of many fields of economics that relate to energy including finance, game theory, microeconomics, and environmental economics. Particular attention will be paid to current day, real-world applications of economics in the energy world. Topic covered include global warming, cartel behavior, cap-and-trade legislation, options and future markets, and the economics of renewable energy sources. Prerequisite: Economics 255. One unit.

Economics 325 — Public Economics

Alternate years

This course examines the role of the government in the economy. We will focus primarily on the microeconomic functions of government, investigating tax and spending policies and the impact of these policies on private agents. This course covers a wide range of public policy issues including tax reform, education policy, public health insurance and health care reform, Social Security, and cash welfare. Prerequisites: Economics 249, 255. One unit.

Economics 326 — Economics of the Arts

Alternate years

Examines the markets for the performing and visual arts in the United States. The course begins by utilizing economic tools to analyze supply and demand in these markets, and then covers a number of special topics. Issues considered include copyrights, ticket scalping, performer wages and labor unions, government

subsidization of the arts, auctions, art as an investment and the political economy of the arts sector. Prerequisites: Economics 249, 255. One unit.

Economics 328 — Behavioral Economics

Annually

This course presents psychological and experimental economics research demonstrating departures from perfect rationality, self-interest, and other classical assumptions of economics. It explores the implications of these departures and the ways that psychological phenomena can be mathematically modeled and incorporated into mainstream positive and normative economics. Prerequisites: Economics 249, 255. One unit.

Economics 340 — Economics of Education

Alternate years

Analyzes issues in education from an economic and statistical perspective. Topics include educational production functions, educational investment, teacher markets, peer effects, accountability reform, racial issues and more. Prerequisites: Economics 249, 255. One unit.

Economics 399 — Special Topics in Economics

Alternate years

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

Economics 400 — Directed Readings in Economics

Annually

A program in reading and research in a specific topic open to majors with a minimum GPA of 3.25. Permission of the instructor is required. One unit.

Honors Program

Economics 460 — Research Methods — Seminar 1

Spring

A department honors seminar that examines the methodology used by economists. Students learn what the economist does by examining specific economic studies. The steps involved in undertaking research and alternative methodological approaches are treated. A high level of student participation is expected. By the end of the seminar the students settle upon topics that they will research in the fourth year and write a prospectus. Counts toward the major as the equivalent of a 200-level economics elective. Prerequisite: Acceptance into the program. One unit.

Economics 461 — Research Methods — Seminar 2

Spring

This is a continuation of Economics 460 and 462. 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 a 300-level economics elective. Prerequisite: Economics 460. One unit.

Accounting Courses

Accounting 120 — QR in Today's Economy

Fall

Explores contemporary problems in finance, accounting and economics while providing students with opportunities to develop and expand their financial vocabulary and quantitative reasoning skills. Introduces the problem solving strategies and tools used in stock and bond valuation and evaluation of corporate financial performance. One unit.

Accounting 181 — Financial Accounting

Fall, spring

Introduces the fundamentals of the accounting process. Presents an overview of the accounting cycle, leading to preparation of basic financial statements including the income statement and balance sheet. Examines the proper accounting treatment of the major assets of merchandising and service companies including cash, accounts receivable, inventory, property, plant and equipment. Also includes an examination of economic activity related to liabilities and stockholders' equity. Introduces the cash flow statement and analysis of basic financial statements. One unit.

Accounting 226 — Operations Research

Alternate years

Acquaints students with decision-making and application of mathematical and statistical techniques to economic problems. Emphasizes optimization of an objective, subject to constraints upon available action. Linear optimization models are treated in depth. Prerequisites: Accounting 277 or Economics 111 and 112. One unit.

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: Accounting 277. One unit.

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: Accounting 277 or Accounting 181 and Economics 111 or 112. One unit.

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: Accounting 181. One unit.

Accounting 282 — Auditing*Annually*

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: Accounting 277. One unit.

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 software. Prerequisites: Accounting 277. One unit.

Accounting 292 — Federal Income Taxation*Annually*

A study of the federal income tax laws as they relate primarily to individuals. Consideration is also given to the history of the federal income tax, various proposals for tax reform, the use of tax policy to achieve economic and social objectives and tax planning. Prerequisites: Accounting 277. One unit.

Accounting 360 — Ethics, Accounting and Organizations*Annually*

The course examines topics of current interest in organizational and professional ethics with particular attention focused on accountancy. The role of moral philosophy from the perspective of multiple ethical frameworks is discussed in terms of individual and public debates about controversial issues, such as the professional obligation, the responsibilities of individuals in government and corporations, and the role of the corporation as a "legal person." The goal of the course is to help students think, speak, and write clearly in the form of organizational and professional ethics. Prerequisites: Accounting 278. One unit.

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: Accounting 277. One unit each semester.

Accounting 389 — Cost 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: Accounting 277. One unit.

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 acquisition method; and other accounting topics such as accounting for derivatives and foreign currency transactions, consolidation of foreign subsidiaries, segment reporting and governmental and not-for-profit accounting. Prerequisites: Accounting 278. One unit.

Accounting 400 — Directed Readings in Economics-Accounting*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.

Education

Ericka J. Fisher, Ed.D., *Associate Professor and Chair*

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.

Education Minor

The Education Minor is a six-course program open to students of all majors. The minor allows students to study the field of education as a liberal arts discipline and is separate from the Teacher Education Program. Students must elect one of two strands: Teaching and Learning or Educational Studies. In the Teaching and Learning strand, students focus on the intra- and inter-individual processes involved in education. The emphasis is on the cognitive and learning processes, interpersonal elements, and pedagogy that promote achievement in educational contexts. In the Educational Studies strand, students explore the historical and structural forces that influence educational achievement, with a distinct emphasis on policy implications.

Teaching and Learning strand required courses:

- Required foundation course:
- One course that emphasizes urban education.
 - EDUC 273: Urban Education
 - EDUC 340: Multicultural Education
- Two additional electives in Education that emphasize the teaching/learning process.
- One of the following courses from an allied field:
 - PSYC 223: Learning
 - PSYC 225: Developmental Psychology
 - PSYC 228: Psychology of Adolescence
 - PSYC 232: Developmental Science and Education
 - PSYC 236: Cognition and Memory
 - PSYC 355: Resilience and Development
- A capstone experience related to teaching and learning.

Educational Studies strand required courses:

- Required foundation course:
 - EDUC 169: Schooling in the United States
- One course that emphasizes urban education:
 - EDUC 273: Urban Education
 - EDUC 340: Multicultural Education
- Two additional electives in Education that emphasize policy issues.
- One of the following courses from an allied field:
 - ECON 340: Economics of Education
 - POLS 209: Urban Politics
 - POLS 210: Urban Policy
 - POLS 314: Political Philosophy in Education
 - SOCL 269: Sociology of Education
- A capstone experience related to policy issues in education.

Teacher Education Program

The Holy Cross Teacher Education Program (TEP) is an undergraduate licensure program that leads to a Massachusetts state initial teaching license as a secondary (grades 8-12) or middle (grades 5-8) school teacher in one of the following subject areas: biology, chemistry, Chinese, English, French, history, Latin and classical humanities, mathematics, physics, Spanish, or visual art. A program for the teaching of religion at the middle or secondary levels is available for religious studies majors, although this program does not lead to Massachusetts state licensure.

In order to complete the licensure program, students need to complete a liberal arts degree, taking courses within a major in the same academic area as they wish to teach, as well as a series of education courses. The courses to be completed within the major are determined by the specific academic department and the subject matter requirements set forth by the Massachusetts Department of Elementary and Secondary Education. (For further information, please see the Director of the Teacher Education Program or the Academic Liaison faculty member within each department at Holy Cross.) Within the academic component of the program, students complete a series of courses that include 80 hours of field-based experiences. Students spend one semester in a full-time practicum experience at a local Worcester Public School. The practicum is accompanied by one or two seminars in the Education department.

Application to the program occurs twice per year with application deadlines in October and February. All application materials are available on the TEP website. Students are required to enroll in the Foundations of Education courses before applying to the TEP.

TEP students are required to take six courses prior to the practicum semester:

- **Two Foundations of Education courses (both courses are required before acceptance into the program and should be taken in the first or second year):** EDUC 167: Educational Psychology and EDUC 169: Schooling in the United States
- **One approved course that emphasizes urban education**
- **One approved course that emphasizes human development**
- **EDUC 301: Methods of Teaching**
- **EDUC 310: Pre-practicum – Teaching (overload course)**

The practicum semester is completed during the fourth year:

- **EDUC 320: Practicum – Middle and Secondary School Teaching**
- **EDUC 330: Seminar in Teaching**

Beginning in fall 2013, all TEP students are required to take EDUC 315: English Language Learners, typically taken during the practicum semester.

Ninth Semester Option

Begun in Fall 2014, a limited number of students in the Teacher Education Program may elect to participate in a ninth-semester option that allows them to complete their student teaching requirement in the semester immediately following graduation. The ninth-semester option consists of a supervised student teaching experience at one of our partner public schools along with enrollment in EDUC 330: Seminar on Teaching and EDUC 315: English Language Learners.

Students who desire the ninth-semester option must submit their application to the TEP Director by spring of their third year so that course planning in their major department and in the TEP can take place. The ninth-semester experience is available only in the fall semester immediately following the student's graduation from Holy Cross. Grades obtained in the ninth semester will not contribute to the Holy Cross GPA. The cost of the program will be \$2,300, which does not include fees and living expenses.

Courses

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. Includes a field-based experience. 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. One unit.

Education 221 — Cognition and Instruction

Alternate years

This course provides students with the opportunity to explore how the science of learning has implications for pedagogical practices in classroom settings. The course provides a survey of key topics in cognitive psychology with special reference to applications in K-12 education. Topics include attention, memory, executive function, spatial thinking, problem-solving and creativity. One unit.

Education 232 — Schools: Surviving and Achieving

Annually

Focuses on conceptual, historical, and current factors related to school counseling. The course takes a multi-method approach to learning that is rooted in social justice education and the belief that an equitable education can be achieved for all students. One unit.

Education 234 — Family, Students & Schools

Fall

This course examines the impact of families and schools on a range of student outcomes. Drawing from research in psychology and sociology, participants will explore the complexities and promises of fostering home-school partnerships. Students will explore the implications of the current research on family engagement for school policy and practice. One unit.

Education 261 — Education and the Law

Alternate years

This course provides students with the opportunity to explore the ways in which the legal system interfaces with the educational system in the United States. The course surveys some of the major pieces of federal and state legislation and judicial decisions that have had an impact on the functioning of American schools. Among the topics to be discussed are urban education, special education, race and gender equity, school financing, and the roles of teachers. One unit.

Education 273 — Urban Education

Annually

Focuses on education in large urban school districts, emphasizing both the rich diversity of city schools and the unique challenges faced by them. Participants will consider a range of factors that shape the conditions for teaching and learning in the urban context, and especially the dense concentration of low-income and minority students that tends to characterize urban schooling. Ultimately, students will work to understand the reality of urban education in America, as well as the possibilities for change. Includes a field-based experience. One unit.

Education 275 — Historical Perspectives on American Education

Alternate years

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 301 — Methods of Teaching

Annually

Students examine and demonstrate various teaching methods. Students will pursue questions concerning the middle and secondary school curriculum, discipline and motivation, and instructional materials. Secondary and middle school goals and principles are also examined. Methodological and curricular questions specific to the discipline will be illustrated and discussed. Includes a field-based experience. One unit.

Education 310 — Pre-Practicum — Teaching

Fall, spring

The pre-practicum is the final field-based experience of the Teacher Education Program prior to the teaching practicum. It is a 30-hour, on-site period of observation and work in the Worcester Public Schools. The course incorporates structured classroom observations, assigned readings, and relationship-building in the schools. No units.

Education 315 — English Language Learners*Fall, spring*

This course focuses on current theories and their applications related to the teaching and learning of English Language Learners (ELLs). It will expand students' knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire a second language. Throughout the course, effective research-based strategies for teaching English Language Learners will be modeled. Teacher Education Program (TEP) students who complete this course will qualify for a Sheltered English Immersion (SEI) Endorsement. 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*

This seminar utilizes multicultural education theory and methodology to examine culture and diversity in American education. Students examine the lived experience of "the other" as these students grow in population yet continue to be marginalized within the institution. Historical perspectives, current status, and future directions are explored throughout the semester. One unit.

Education 350 — The Good High School*Alternate years*

This course examines several area high schools labeled "good high schools." Through an examination of policy, curriculum, physical plant, culture, and relationships, students will gain an understanding of what defines a good American high school. One unit.

Education 352 — American School Reform*Annually*

This course surveys current approaches to educational change. As such, it explores the current systems and structures that constitute the policy framework, scrutinizes the assumptions and ideological underpinnings of different political camps, and examines the dynamic interactions between and among the actors shaping American education. Looking at various reform efforts and models, the course considers their use and practicality in the effort to transform schools. One unit.

Education 360 — Research in Education*Annually*

Seminar focuses on research techniques commonly used in education. Students conduct an original research project over the course of the semester. One unit.

Education 376 — Schools for a New America*Fall*

This course will focus on the need to redefine our schools to respond to a new American reality. The transformation brought by globalization and technology have impacted every aspect of American life. This is particularly true in the new economic realities, the nature of work, our notion of community and growing income and opportunity disparities. Education is at the heart of an effective American response to these challenges. This course will define this current transformation, its current impact on schools, and the necessity for schools to redefine themselves. One unit.

Education 380 — Capstone Seminar*Spring*

This capstone seminar is designed for students to apply and integrate their knowledge from previous coursework in a final project and presentation. The seminar will be organized through an essential question and the first third of the seminar will be devoted to establishing a context for addressing that question through reading and discussion. The final two thirds of the seminar will be designed to direct this study which will include a field experience consistent with the chosen topic. One unit.

Education 390 — Tutorial*Fall, spring*

Tutorial projects designed by students and faculty members. Admission determined by evaluation proposal. One unit.

Education 394 — Directed Research*Fall, spring*

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

Education 399 — Jobs: Teaching as a Case Study

Spring

This class will consider teaching in the United States — its past, its present, and its future. How did the job evolve the way it did? To whom is the work attractive and why? What explains teacher decisions and behaviors? Why do we perceive teachers the way we do? What are the challenges teachers face? How could their jobs be made easier? In considering all of these questions, we will come to better understand teaching and the broader field of American education. But we will also come to understand other, even broader phenomena — what a profession is, for instance, how workplaces are influenced, what motivates people, and how policy can impact practice. One unit.

English

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

The study of English is fundamental to a liberal education. It attends not only to literary works of the imagination — poems, plays, novels, short stories, and non-fiction — but also to the use of language as a means of communication. The Department of English 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.

Each semester the English department offers approximately 25 upper-division courses for majors, as well as numerous offerings for non-majors at the introductory and intermediate levels. Some courses 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). 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.

English majors are required to take 11 courses in English, fulfilling the following specific requirements:

Two Introductory Courses, including:

1. Any Critical Reading and Writing (CRAW) course other than CRAW: Poetry [e.g. Fiction, Drama, Multigenre] or Montserrat "L" course that is (a) taught by an English Faculty member AND (b) receives approval of its instructor to substitute for the CRAW requirement.
2. Poetry and Poetics (prerequisite see #1, above).

Two Intermediate Courses:

1. Touchstones I
2. Either Touchstones 2A or Touchstones 2B

If the student intends to study abroad in a non-English speaking country in the junior year, it is particularly important that these Survey courses be completed in the sophomore year.

Seven Advanced Courses, fulfilling the following categories:

GROUP A (Pre-1800): 2 courses, each from a different period among Medieval, Renaissance, and 18th-Century historical periods.

GROUP B (19th century): 1 course from either the 19th-century British or 19th-century American historical period.

GROUP C (Marginalized Voices): 1 course. This group will include all courses focused on traditionally marginalized groups (i.e. courses that take as their primary focus literature or theory written by or about groups traditionally underrepresented in the canon — e.g. with respect to gender, ethnicity, class).

Group D (Theories and Methodologies): 1 course. This group will include all seminars and all courses that offer a sustained methodological or theoretical consideration of the study of literature or language (e.g. "Advanced Poetics," "Critical Theory," "Contemporary Critical Theory," "Rhetoric," "Queer Theory").

Advanced courses can simultaneously fulfill any of these four groups. That is, "double-dipping" or "triple-dipping" is allowed (e.g. a seminar on "Gender in the Renaissance" could conceivably fulfill Groups A, C, and D at the same time). The remaining 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 courses. If the student is in the Teacher Certification Program, which requires a full semester during 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.

The purpose of these requirements is to (1) provide a formal grounding in the many forms literature has taken over time; (2) introduce the student to the cultural and historical issues that shape literary responses to their times; and (3) continue with development of close reading and analytical writing skills begun in the first-year courses.

Study Abroad: Students who study abroad for their junior year may transfer a maximum of four courses worth of credit toward the English major, with the exception that students studying at Oxford University or Trinity College, Dublin may transfer five courses worth of credit toward the major.

Creative Writing Concentration: Students have the opportunity to pursue a Creative Writing Concentration within the English major. The program allows students to specialize in poetry, fiction, or creative non-fiction prose. In order to complete the requirements of the Concentration, students take one introductory writing course (either Introduction to Creative Writing: Poetry, or Introduction to Creative Writing: Narrative, which includes both fiction and non-fiction) as prerequisite to taking two Intermediate Creative Writing courses, choosing from Intermediate Poetry Workshop, Intermediate Fiction Workshop, and Intermediate Creative Non-fiction Workshop. Majors who complete the three course sequence will have their transcripts certified as having completed the Concentration. Note that the limit of counting two Creative Writing Courses towards the English Major means that Creative Writing Concentrators will take a minimum of 12 courses in English rather than 11.

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. Only one semester of this thesis may count as a course toward the major. 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.

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 — Introduction to Academic Writing

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 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 130 — Poetry & Poetics

Fall, spring

This course presents an introduction to the poetic use of language. Exploring a broad range of poets, genres and periods, students will hone close reading skills and learn to discuss poetic form in critical and imaginative ways. Required for English majors, who are encouraged to take this course as early as possible to prepare for more advanced literary study. Prerequisite: ENGL 121, 122, 123, or 124. One unit.

English 141 — Introduction to Creative Writing: Poetry

Fall, spring

An introductory course in the study of the form and technique of poetry. As readers of literature we study how a work of art and an artist's vision is pieced together; as aspiring writers of literature we come to have a hands-on understanding of how a poem is created. Emphasis is on the intensive reading of modern and contemporary poems, though the assignments are creative. Class size limited to 12 students. One unit

English 142 — Introduction to Creative Writing: Narrative

Fall, spring

An introductory course in the study of the varied prose forms and techniques of fiction and non-fiction. Emphasis is on the intensive reading and writing of various prose forms. Lectures on form, language and finding material for inspiration. Class size limited to 12 students. One unit

Upper-Division Courses

English 200 — Masterpieces of British Literature

Annually

A study of selected major works of British Literature. Non-majors only. One unit.

English 201 — Masterpieces of American Literature

Annually

A study of selected major works of American Literature. Non-majors only. One unit.

English 210 — Intermediate Academic Writing

Alternate years

Geared toward sophomores and juniors who aim to improve their academic writing. Focused on the student's own writing with attention to developing arguments, critically engaging with sources, and improving organization and style. Students for whom English is a second language and students who come from a diverse or multicultural background are especially welcome. Students should expect frequent writing, revision, workshops, and conferences with the instructor. Class size limited to 12 students. One unit.

English 211 — Opposites Attract: Writing Science

Every third year

Focuses on the study and practice of various types of writing about scientific phenomena; considers fundamental questions about the relationship between scientific and humanistic modes of inquiry. One unit.

English 212 — Introduction to Screen Writing

Every third year

Covers the fundamentals of screenwriting (format, characterization, narrative arcs) through original creative work and close reading of example screenplays. Students will adapt a literary work to learn form, as well as a draft, workshop, and revise their own scripts. Class size limited to 12. Permission of instructor required. One unit.

English 230 — Touchstones 1: Early British Literature

Fall, spring

This course examines the development of British literature from its beginnings to 1720, presenting at least six common texts while developing the close reading skills initiated at the introductory level of the major. Approved authors include Chaucer, Spenser, Shakespeare, Milton, Pope and Defoe. Should be taken after Poetry & Poetics and before any 300 level offering. One unit.

English 231 — Touchstones 2A: American Literature*Fall, spring*

This course examines the development of American literature from its beginnings to the present, presenting at least six common texts while developing the close reading skills initiated at the introductory level of the major. Approved authors include Nathaniel Hawthorne, Emily Dickinson, Frederick Douglass, Robert Frost, William Faulkner and Toni Morrison. One of two courses that can fulfill the English major Touchstones 2 requirement. Should be taken after Poetry & Poetics and before any 300 level course. One unit.

English 232 — Touchstones 2B: British & Anglophone Literature*Fall, spring*

This course examines the development of British literature from 1720 to the present, presenting at least six common texts while developing the close reading skills initiated at the introductory level of the major. Approved authors include Wordsworth, Coleridge, Dickens, T.S. Eliot, Woolf, Beckett and Ishiguro. One of two courses that fulfill the Touchstones 2 requirement. Should be taken after Poetry & Poetics. One unit.

English 241 — Intermediate Poetry Workshop*Fall, spring*

For students who have taken Introduction to Poetry. A more advanced course on the reading and writing of poems with emphasis on prosody, writing in closed and open forms, and writing various types of poems. Lecture and workshop format with more attention to student writing. Class size limited to 12. Prerequisite: English 141 or 142. One unit.

English 242 — Intermediate Fiction Workshop*Fall, spring*

For students who have taken Introduction to Fiction. A more advanced course on the reading and writing of the short story with emphasis on refining the skills learned in the introductory course. Workshop format with lectures and readings. Class size limited to 12. Prerequisite: English 141 or 142. One unit

English 243 — Intermediate Creative Non-fiction Workshop*Fall, spring*

For students who have taken Introduction to Non-fiction. A more advanced course on the reading and writing of essays with emphasis on the structural composition of longer, more investigative pieces. Class size limited to 12. One unit.

English 312 — Medieval Romances*Every third year*

A study of the flowering of the Romance genre in late medieval England. Exploration of Continental and Middle Eastern origins; focus on popular subject matters of Romance in England, including Robin Hood and King Arthur. One unit.

English 313 — Middle English Literature*Every third year*

Develops the student's ability to deal directly with Middle English texts. Works read include Chaucer's *Troilus and Criseyde*, *Piers Plowman*, and a selection of romances, lyrics, and other 13th- and 14th-century texts. One unit.

English 314 — Chaucer*Annually*

A reading and critical discussion of the complete Middle English text of *The Canterbury Tales* and selected minor poems. One unit.

English 315 — Sex and Gender in the Middle Ages*Every third year*

An exploration of gender and sexuality in the Middle Ages in popular works of Arthurian romance, warrior epic, and saint's life, as well as in letters and trial records. The course also draws on classical, medieval and modern gender theory relevant to topics under discussion, such as virginity, homosexuality, chivalry, and romantic love. One unit.

English 320 — Age of Elizabeth*Every third year*

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 324 — Milton*Alternate years*

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*Every third year*

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*Every third year*

A look at playwrights who are often dwarfed by Shakespeare, but who legitimately competed with him for that greatness. Other topics will include early modern notions of rivalry and collaboration, as well as the increasing tension between governing authorities and the theatre. One unit.

English 329 — Shakespeare*Fall, spring*

A one-semester survey of the major works of Shakespeare, focusing on individual texts as representative of the stages in his dramatic development, with some discussion of Shakespearean stage techniques. One section each for majors and non-majors. One unit.

English 330 — Shakespeare and Religion*Every third year*

An examination of theological and philosophical issues in Shakespeare's plays, with emphasis on tragedies. There will be additional readings from a number of sources, including the Bible, Luther, Montaigne, and major Shakespearean critics. One unit.

English 336 — 18th-Century Novel*Alternate years*

A close examination of the novel as formal prose narrative. Novels by Defoe, Fielding, Richardson, Smollet, the Gothic novelists, Sterne, and Austen are considered in detail with collateral readings. One unit.

English 337 — 18th-Century Poetry*Every third year*

A study of the development of 18th-century English poetry from the canonical Augustans, Dryden, Pope, Swift, Anne Finch and Lady Montagu through the mid-century and later work of Gray, Collins, the Wartons, Smart, Cowper, Charlotte Smith, Joanna Baillie and Anna Seward, ending with Blake's lyrics. One unit.

English 338 — 18th Century Satire*Every third year*

The course will focus on a variety of 18th-century prose, dramatic, and verse satires, including works by Defoe, Swift, Pope, and others. Special attention will be given to modes of satire (burlesque, parody, travesty, mock epic, etc.) as well as to the objectives of satire (amendment, punishment). One unit.

English 339 — Restoration and 18th-Century Drama*Every third year*

A survey of English drama from Dryden to Sheridan, including heroic drama, Restoration comedy, sentimental developments of the 18th century, and the re-emergence of laughing comedy. One unit.

English 340 — Caribbean Literature*Alternate years*

A study of selected writers from the Caribbean whose texts help to address the ways in which Caribbean literary thought and culture has evolved from the colonial times to the present. One unit.

English 341 — Advanced Poetry Workshop*Every third year*

An advanced course in poetry writing. Only those who have completed the Creative Writing Concentration will be considered. Permission of instructor required. One unit.

English 342 — Advanced Narrative Workshop*Every third year*

An advanced course in prose writing. Only those who have completed the Creative Writing Concentration will be considered. Permission of instructor required. One unit.

English 344 — The Romantic Revolution*Alternate years*

A study of the major writers of the Romantic movement – Edmund Burke, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Coleridge, Mary Shelley, Percy Bysshe Shelley, Byron, Keats, Hazlitt, Lamb, and DeQuincey. One unit.

English 345 — British Women Writers: 1780-1860*Every third year*

A study of novels, poetry, and prose writings by women writing during and after the Romantic Movement — Frances Burney, Jane Austen, the Brontes, Mary Wollstonecraft, Elizabeth Barrett Browning, and others. One unit.

English 346 — Victorian Poetry*Every third year*

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 Manley 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 348 — Reality Hunger*Alternate years*

A study of the evolution of contemporary American non-fiction narrative, which traces its roots to the 19th-century writing of Emerson and Thoreau. One unit.

English 349 — Mark Twain and Henry James*Alternate years*

A comparative study of two 19th-century American masters, who revolutionized American writing and made modern fiction possible. Consideration given to works throughout each author's career and to the ways in which the formal innovations of each can illuminate the other's work. 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, Dickinson, Emerson, Thoreau, Whitman, Hawthorne, and Melville. One unit.

English 352 — American Realism*Alternate years*

A study of the rise of variant expressions of realism, its evolution into naturalism, the revival of local color and the flowering of regionalism, all in response to the changing American scene through immigration, segregation, business, technology and other forces between the Civil War and World War I. One unit.

English 353 — 19th-Century American Women Writers*Every third year*

A study of various genres in which 19th-century women engaged restrictive definitions of woman's sphere. Authors treated may include Davis, Child, Stowe, Alcott, Dickinson, Phelps, and Wharton. One unit.

English 354 — Civil War & Reconstruction Literature*Every third year*

A survey of how the Civil War and Reconstruction periods have been described in American literature, from both the northern and southern perspective. Possible works include selected Civil War poetry and speeches, Stephen Crane's *Red Badge of Courage*, Margaret Mitchell's *Gone with the Wind*, and Charles Frazier's *Cold Mountain*. One unit.

English 355 — Poe's Haunted Poetry*Every third year*

This course examines Poe's contribution as editor and critic; as pioneer of short fiction and science fiction; as inventor of the detective story; as author of strange and powerful poems; and as master of horror. It surveys recurrent topics such as doubleness, death, and insoluble mystery in Poe's poems, essays, tales, and novel, within the broader context of 19th-century American culture. One unit.

English 356 — Growing Up American*Every third year*

The course will examine the various traditional and heterodox ways in which American writers have conceptualized growing up. Characteristic writers of both fiction and non-fiction that might be examined include M. Twain, E. Wharton, W. Cather, J.D. Salinger, S. Millhauser, M. Robinson, T. Morrison, R. Baker, D. Barthelme, M.H. Kingston. One unit.

English 357 — Modern American Poetry*Every third year*

A close analysis of the development of American poetry from the early 20th century up to the contemporary period, including such poets as Pound, Eliot, Williams, Crane, Frost, Stevens, Bishop, and others. One unit.

English 358 — Modern American Novel*Alternate years*

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 1920s because of Old and New South tensions, including such figures as Faulkner, Penn Warren, Welty, Tate, Ransom, Styron, Flannery O'Connor, and Tennessee Williams. One unit.

English 360 — The African Diaspora*Every third year*

A study of selected contemporary writers from the African Diaspora who are mostly living in Britain and the United States. Such writers include Claude McKay, Jamaica Kincaid, Samuel Selvon, Caryl Phillips, Erna Brodber, Eric Walrond and Cudella Forbes. One unit.

English 361 — Modernism and the Irish Literary Revival*Alternate years*

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 and secularization, globalization, gender and race, the rise and fall of the Celtic Tiger, and post-colonial identity, among others. 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*Annually*

A survey of the literary tradition from slave narratives to contemporary writing by authors of African and African-American descent, with emphasis on the tradition's oral beginnings and the influence of the vernacular on the written literature. One unit.

English 369 — Modern Drama*Every third year*

A study of developments in drama from 1890 to 1960 in England, America, and on the Continent through an examination of selected works of such playwrights as Ibsen, Chekhov, Shaw, Pirandello, O'Neill, Brecht, Williams, and Beckett. One unit.

English 370 — Tragic View*Every third year*

A study of the theory of tragedy in dramatic and non-dramatic literature. Readings in Greek tragedians, Latin and Continental, as well as English and American literature. One unit.

English 371 — Detective Fiction*Every third year*

A study of detective fiction from its 19th-century beginnings (Poe, Doyle) to the British Golden Age (Christie, Sayers), and recent metaphysical parodies of the genre (Pynchon, Auster). One unit.

English 372 — Contemporary African-American Literature and Culture*Alternate years*

An investigation of literature by African-American authors dating from the 1970s to the present day in the genres of science fiction/fantasy, mystery, memoir, novels exploring gender and sexuality, and cultural theory, with emphasis on the issues of visibility and invisibility as well as the theme of the American Dream. One unit.

English 373 — Chesterton and Catholic Modernity*Every third year*

A study of G.K. Chesterton as a novelist and essaying, in relation to other modern thinkers and writers, including Arthur Schopenhauer, Friedrich Nietzsche, Joseph Conrad, Walter Pater, Leo Tolstoy, and H.G. Wells. This course is especially recommended for students interested in the Catholic intellectual tradition. One unit.

English 374 — The Bible and Literature*Every third year*

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*Every third year*

A survey of representative Asian American literature from early twentieth century immigrant narratives to contemporary writings. Examines Asian American literary production and its main literary themes. One unit.

English 376 — Postmodern British Novel*Every third year*

A study of the rise and development of the "postmodern" novel in Britain from the late 1960's to the present, including works by Rhys, Fowles, Lodge, Rushdie, Weldon, Winterson, Amis, and Barnes. Topics to be discussed include: postmodernism, historicity, post-colonialism, pop culture, and constructions of race/gender/sexuality. One unit.

English 378 — 21st-Century Literature*Every third year*

Explores award-winning British and American literature of the new millennium in an attempt to "take the pulse" of what's going on in our most contemporary literature. Texts are read in the contexts of late 20th-century literary and theoretical movements such as: postmodernism, post-colonialism, gender studies, and multiculturalism. One unit.

English 379 — Contemporary Drama*Every third year*

A study of developments in Anglo-American drama from 1960 to the present through the work of playwrights such as Shepard, Mamet, Wasserstein, Norman, Hare, Churchill, Wilson, Fugard, Parks, and Kushner. One unit.

English 380 — Representing the Law in Drama*Alternate years*

A study of drama from various epochs and genres, inquiring how legal systems shape plays centered on questions of justice and how drama itself critiques different systems of law. One unit.

English 381 — Rhetoric*Annually*

A consideration of rhetorical theory in the classical texts of Plato and Aristotle, an analysis of some famous examples of persuasive eloquence, and the student's own exercise of persuasive speech on subjects of public concern. One unit.

English 382 — Queer Theory*Every third year*

Built upon but departing from the identity-based approach of LGBT (lesbian, gay, bisexual, transgender) Studies, Queer Theory critically investigates cultural normativities related to sexuality, sex, and gender. This highly theoretical course will introduce students to the foundational thinkers of the field, including Foucault, Sedgwick, and Butler. We will also consider literary works that enact queer theory. One unit.

English 383 — Feminist Literary Theory*Every third year*

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*Every third year*

A study of the aims and procedures of literary criticism and of representative approaches, both ancient and modern. Selected readings from influential critics from Plato and Aristotle to the late 20th century, with application to literary works. One unit.

English 385 — Contemporary Literary Theory*Alternate years*

An introduction to some of the major positions in modern and contemporary literary criticism: the "old" and "new" historicisms, formalism, reader-response criticism, structuralism, hermeneutics, deconstruction, critique of ideology, and cultural studies. Seeks to clarify literary criticism's place among the contemporary disciplines. One unit.

English 387 — Composition Theory and Pedagogy*Annually*

An investigation of how people learn to write, and how they can be helped to write better. Topics include individual composing processes, academic discourse constraints, and cultural influences on writing. This by-permission course is required for all students who wish to become peer tutors in the Holy Cross Writer's Workshop. One unit.

English 388 — Jewish Literature of Exile and Return*Every third year*

Jews have dispersed all over the world, while retaining a collective identity based in their religious culture and attachment to the Promised Land. This course explores literature (from different times and places — mostly written in English) that treats their experiences of living in exile and returning to homeland. One unit.

English 399 — Special Topics in English*Fall, spring*

The study of a special problem or topic in literature or language, or a body of literature outside present course listings. Representative examples include: Renaissance Love Lyric, Arthurian Tradition, Contemporary Women Writers, Renaissance Women Writers, 19th-century Novel & Crime, Frost/Stevens. One unit. Advanced Courses

English 400 — Tutorials and Independent Study Projects*Fall, spring*

Permission of the instructor and/or the department chair ordinarily required for such courses. One unit

English 401, 405 — Seminars*Annually*

Advanced seminars are classes with prerequisites that offer the student an opportunity to pursue an ambitious independent project and to take more responsibility for class experience. Some recent advanced courses have been: Book as Text/Object; Keats and Wordsworth; Gender in the Renaissance; Austen: Fiction to Film; Shakespeare's Romances; Literary Constructions of Romantic Love; Tolkien; Slavery & the Literary Imagination; and Shakespeare's Comedies. One unit each semester.

English 407, 408 — English Honors Thesis*Annually*

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

English 409 — English Honors Colloquium*Fall, spring*

English Honors thesis students and College Honors English thesis students. One-half credit, granted at end of second semester.

Environmental Studies

Sara G. Mitchell, Ph.D., *Associate Professor of Biology and Director*

The goal of the Environmental Studies Program is to provide students with a broad understanding of contemporary and past environmental problems, including an examination of their causes, mechanisms and effects. This understanding will reflect both the relevant natural processes and the interplay among the environment, human values, and social, political and economic institutions. Environmental issues such as the geography of pollution, sustainability of agriculture and renewable resources, and the distribution of biological and mineral resources are tied fundamentally to human wealth and poverty, to the distribution of power and to social justice. The linkage of scientific and non-scientific elements in Environmental Studies is fundamental to the program. While an understanding of the factual basis of environmental issues is necessarily scientific, such an understanding is rarely sufficient either for a full appreciation of the causes and consequences of an environmental issue or for choosing a solution to an environmental problem. A comprehensive appraisal of most environmental issues thus involves contributions from disciplines across the curriculum.

Students interested in environmental studies have the opportunity to pursue a minor or major. Both programs are designed to give students a multi-disciplinary experience that reflects the breadth and depth of the field. Both the major and minor programs are “student-centered,” allowing each student to design the curriculum that best suits his/her interests. The minor involves seven courses and the major requires fourteen courses. Students are encouraged to enrich their curriculum through a “semester away” experience with our partner school, School for Field Studies (SFS). SFS has exciting programs in Australia and New Zealand, Costa Rica, Kenya and Tanzania, Panama and the Turks and Caicos Islands that include integrated coursework and field research. Additional interesting courses are available at our consortium schools and in some of the other study abroad programs.

Prospective Environmental Studies majors with a strong interest in science should also explore the Biology major with an Environmental Studies minor. The Biology major may be more appropriate for students with an interest in pursuing graduate studies in environmental science. Students interested in environmental affairs should also consider whether they would be best served by a departmental (e.g. Economics, History, Political Science, Sociology) major with an Environmental Studies minor. The director of Environmental Studies can assist prospective Environmental Studies students in determining which combination of majors and minors best serves the students’ academic interests and post graduate objectives.

Advanced Placement Credit: AP credits may be used for advanced placement in the Environmental Studies curriculum but do not reduce the number of courses required. Students scoring a 4 or 5 on the AP Chemistry exam may opt to skip Chemistry 181 and take Chemistry 231 instead. Students scoring a 5 on the AP Environmental Science exam may skip Biology 117 and take an additional Environmental Studies elective. Students will forfeit their AP credit if they choose to take these courses instead. Because experiences in AP courses can vary, a student who is interested in using AP credits toward the ENVS major should contact the Environmental Studies program director to discuss her or his options before making a decision. AP credits cannot be applied toward the Environmental Studies minor.

The Environmental Studies Major

The Environmental Studies Major is a multidisciplinary program of study that involves a minimum of 14 courses. Each student tailors the major to his/her own interests and strengths within the major requirements, which are included below:

Majors must take the following 6 courses

1. BIOL 117 Environmental Science
2. BIOL 163 Introduction to Biological Diversity and Ecology w/Lab
3. CHEM 181 Atoms and Molecules w/Lab

4. GEOS 150 Introduction to Geology w/Lab
5. ECON 112 Principles of Microeconomics (Prerequisite for Environmental Economics)
6. ECON 224 Environmental Economics

Majors must also complete courses in each of the following categories:

7. One Environmental Politics or Policy Course
POL 257: Politics of Development
POL 285: Global Environmental Politics
POL 286: Comparative Environmental Policy
8. One Environmental History or Philosophy Course
HIST 230 Environmental History
PHIL 240 Environmental Ethics
PHIL 247 Environmental Political Philosophy
9. One upper level Geoscience or Biology course with a lab
BIOL 233: Freshwater Ecology w/Lab
BIOL 235: Marine Biology w/Lab
BIOL 250: Field Botany w/Lab
BIOL 280: General Ecology w/Lab
GEOS 210: Geomorphology w/Lab
GEOS 270: Watershed Hydrology w/Lab
10. One upper level Geoscience or Biology course (lab optional). Students may choose a second course under requirement 9 or one of the courses listed below:
BIOL 331: Ecosystem Ecology
BIOL 361: Toxicology
BIOL 381: Conservation Biology
GEOS 310: Paleoclimatology
11. One upper level environmental social science or humanities course. Students may choose an additional course under requirements 2 or 3 or one of the courses listed below:
RELS 255: Ecology and Religion
RELS 260: Comparative Mysticism and Human Ecology
RELS 353: Theology and Ecology
SOCL 210: Consumer and Corporate Social Responsibility
SOCL 236: Environmental Sociology
VAHI 250: Making the Modern City
12. One course with a major quantitative or spatial analysis component:
BIOL 275: Biological Statistics
ENVS 247: Introduction to Geographical Information Systems
GEOS 270: Watershed Hydrology w/Lab (if used for quantitative component, then this course does not count for requirement 6 above)
MATH 220: Statistics
13. and 14. Two additional upper-level (200 or higher) ENVS courses in any discipline (categories 2-7 above). One of the upper level course requirements can be fulfilled by undergraduate research for academic credit with prior permission of the ENVS Director.

*Note that the numbering system for major requirements has changed from previous years; the requirements themselves remain unchanged.

*The courses listed above are regularly offered. Departments frequently offer additional courses that may be counted for ENVS credit. The director will publicize other courses and how they may be used to fulfill major requirements.

*Students may also use certain study abroad courses to fulfill major requirements with prior permission from the Environmental Studies Director.

The Environmental Studies Minor

The Environmental Studies Minor is a multidisciplinary program of study that involves 7 courses. Each student tailors the minor to his/her own interests and strengths within the minor requirements. Students may apply for a Environmental Studies Minor in conjunction with any major. Once a minor has been declared, students will be given preferential placement in some environmental studies courses.

Students majoring in the natural sciences must take 4 courses in the social sciences, arts, and humanities and 3 courses in the natural sciences. Students majoring in the social sciences, arts, or humanities must take 4 courses in the natural sciences and 3 courses in the social sciences, arts, and humanities.

Frequently Offered Social Science and Humanities Courses:

ECON 224: Environmental Economics
 HIST 230: Environmental History
 HIST 305: America's First Global Age
 PHIL 240 Environmental Ethics
 PHIL 247: Environmental Political Philosophy
 POLS 257 Politics of Development
 POLS 285: Global Environmental Politics
 POLS 286: Comparative Environmental Policy
 RELS 255: Ecology and Religion
 RELS 353: Theology and Ecology
 VAHI 250: Making the Modern City

Frequently Offered Natural Science Courses:

BIOL 114: Biological Principles: Environmental Biology
 BIOL 114: Biological Principles: Oceans and People
 BIOL 117: Environmental Science
 BIOL 163: Introduction to Biological Diversity and Ecology w/lab
 BIOL 233: Freshwater Ecology w/lab
 BIOL 235: Marine Biology w/lab
 BIOL 250: Field Botany
 BIOL 280: General Ecology w/lab
 BIOL 331: Ecosystem Ecology
 BIOL 361: Toxicology
 BIOL 381: Conservation Biology
 CHEM 141: Environmental Chemistry
 CHEM 181: Atoms & Molecules w/lab
 ENVS 247: Geographical Information Systems
 GEOS 140: Environmental Geology
 GEOS 150: Introduction to Geology w/lab
 GEOS 210: Geomorphology w/lab
 GEOS 270: Watershed Hydrology w/lab
 MATH 110: Topics in Mathematics: Environmental Mathematics

*Students may also use study abroad courses and courses at other colleges and universities to fulfill minor requirements with prior permission from the director of Environmental Studies.

*The courses listed above are regularly offered. Departments frequently offer additional courses that may be counted for ENVS credit. The director will publicize other courses and how they may be used to fulfill minor requirements.

*Several Montserrat courses can be applied toward the Environmental Studies minor. Please contact the director for details.

Courses

Environmental Studies 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 archeology 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, and 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.

BIOL 114: Biological Principles Environmental Biology

BIOL 114: Biological Principles Oceans and People

BIOL 117: Environmental Science

BIOL 163: Intro to Biol Diversity & Ecology w/lab

BIOL 233: Freshwater Ecology w/lab

BIOL 235: Marine Biology

BIOL 250: Field Botany

BIOL 275: Biological Statistics

BIOL 280: General Ecology w/lab

BIOL 331: Ecosystem Ecology

BIOL 361: Toxicology

BIOL 381: Conservation Biology

CHEM 141: Environmental Chemistry

CHEM 181: Atoms & Molecules w/lab

ECON 224: Environmental Economics

ENVS 200: Environmental Law

ENVS 247: Intro Geographical Information Systems

GEOS 140: Environmental Geology

GEOS 150: Introduction to Geology w/lab

GEOS 210: Geomorphology

GEOS 270: Watershed Hydrology

HIST 230: Environmental History

HIST 305: America's First Global Age

MATH 110: Topics in Mathematics: Environmental Mathematics

PHIL 205: Ethics and the Natural World

PHIL 247: Environmental Political Philosophy

POLS 257: Politics of Development

POLS 285: Global Environmental Politics

POLS 286: Comparative Environmental Policy

RELS 255: Ecology and Religion

RELS 353: Theology and Ecology

History

Mary A. Conley, Ph.D., *Associate Professor and Chair*

The Department of History offers a wide range of courses dealing with most of the world's major civilizations. Historians utilize a variety of theoretical approaches, research methods and sources to study the process of change over time and examine all aspects of human experience in the past. History intersects with, and draws upon, other disciplines including sociology, anthropology, political science, economics, arts and literature. Students considering a history major are encouraged to pursue the study of a foreign language beyond the intermediate level and to study away for one or two semesters.

The History department offers the courses summarized below. (More detailed descriptions are available online and can be accessed from the department's home page.)

100-level introductory surveys and topical courses are suitable for majors and non-majors. Survey courses offer students a broad overview of a continent, region, country, or people over several generations. Through lectures, discussions, reading, and writing, students learn to consider continuity and change over time by assessing and interpreting evidence. Whereas survey courses adopt a panoramic perspective, topical courses—labeled “Historical Themes” and some Montserrat courses—zoom in for a closer view. Instead of a single large textbook, students might read parts of several monographs and sources from the actual time period. Short writing assignments are augmented by considerable oral work, with discussions generally predominating over lectures.

200-level intermediate courses are suitable for majors and in many, but not all cases, non-majors. They place greater emphasis on concepts such as colonialism, nationalism, feminism, and post-modernism, or on the role of ideology, gender, race, ethnicity and class in history. They may also incorporate approaches that are more global, transnational, and comparative. Readings emphasize monographs, journal articles and primary sources. Some lectures, discussions, student-led oral presentations and debates consider questions of historical interpretation, theory and methodology. Writing assignments are fewer in number but of greater length and complexity than those at the introductory level.

300 and 400-level advanced courses are open to third- and fourth-year history majors who have taken The Historian's Craft (HIST 200). Non-majors with appropriate background may also enroll with the permission of the instructor. Admission to all 400-level courses is by permission only. 300-level courses delve deeply into a topic or area of history that students may have encountered previously in an introductory or intermediate course. Enrollment is limited to 16 students, in order to facilitate student engagement with the topic and active participation in class discussions, group research projects, and presentations of their research. Students have more opportunity for independence and initiative in shaping their papers and projects, including both historiographical papers and longer research papers that may employ primary sources. Courses at the 400 level include seminars (limited to 12 students), tutorials, and thesis preparation. Students are expected to produce a substantial paper as a final project and some form of oral presentation of the project at the end of the term. Success in 400-level courses relies on the student's ability to take initiative in the research process by consulting regularly and meeting with the professor or thesis advisor, through compilation of a bibliography, and being fully active in discussions and debates.

Requirements for the Major

Majors must take a minimum of 10 courses and may take a maximum of 14 courses. Advanced Placement credits do not count toward that total.

First-year students interested in majoring in History are encouraged to take Montserrat courses taught by members of the department. A sequence of two such Montserrat courses counts as one course toward the History major. First-year students are also encouraged to enroll in 100-level History

courses. Students should take at least one college-level history course prior to enrolling in HIST 200, *The Historian's Craft*, which is ordinarily taken in the second year.

History majors must complete the following requirements:

- At least five courses for the major must be numbered 201 or higher, including two courses numbered 300 or higher.
- All majors are required to take *The Historian's Craft* (HIST 200.) This course is normally taken in the sophomore year, after the student has completed at least one college-level history course; no seniors will be admitted to it. *Historian's Craft* is a prerequisite for all advanced courses at the 300 or 400 level. Non-majors without *Historian's Craft* must receive permission from the instructor to enroll in advanced courses.
- All majors must take at least two Pre-Industrial/Pre-Modern courses. (A list of Pre-Industrial/Pre-Modern courses is available online and can be accessed from the department's home page; copies are also available in the Department office.)
- **Thematic Concentration:** All majors must select one of the following six themes as a field of concentration within the major: Colonialism and Empire; Gender in Public and Private Life; Race and Ethnicity; Religion and Society; Resistance, Revolution and Reaction; War and Memory. With the assistance of a faculty advisor in the department, each student submits a rationale and a course plan during the fall semester of the junior year. The course plan must include four courses that can be clustered within the chosen theme. One of these four courses may be at the 100 level; one of these four must be at the 300 or 400 level. The theme must incorporate more than one geographic area. The *Historian's Craft* course cannot be included in one's thematic concentration. (A list of courses that address each of these themes is available online and can be accessed from the department's home page; copies are also available in the Department office.)
- All majors must complete a Capstone Project. This project must be completed during the senior year, in the student's Thematic Concentration, within a 300- or 400- level course. The Capstone Project is a summative research project of significant length. The specific nature of the Capstone Project is at the discretion of the instructor of the course.
- Fourth-year majors will not be admitted to 100-level courses, except with special permission from the Department Chair.
- Transfer students and students who study away may receive credit toward the major for up to four history courses if they are away for a year or up to two history courses if they are away for a semester. Courses taken elsewhere must be approved by the History department for credit toward the major.

Advanced Placement Credit: As described above, students with AP credit in history earn placement in the history curriculum but AP credit does not count toward the number of courses required for the major. Students in the Class of 2018 with Advanced Placement scores of 4 or 5 in History may qualify to enroll in 200-level courses during their first year.

The Department of History offers the opportunity for fourth-year students to be nominated for the History Honors Program. Students aspiring to graduate with Honors in History are required to take a minimum of two advanced courses (at the 300 or 400 level)—one of which must be a 400-level seminar—and, in addition, to work closely with a member of the history faculty on a research thesis during their senior year. The program offers the intellectual rewards of independent research and original writing, and provides recognition for outstanding achievement by students in the major.

Courses

History 101 — Historical 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 16 students. Seeks to develop a critical awareness of history through an in-depth study of selected topics and themes. Emphasis is on student participation and the development of critical thinking. Readings involve some textual analysis and there are frequent short papers. Enrollment

preference is given to first-year students. Only one Themes course may be applied toward the minimum of 10 courses needed for the major. One unit.

History 103 — Perspectives on Asia I: “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, guest lectures and discussions. One unit.

History 104 — Perspectives on Asia II: Modern Transformations

Spring

Focuses on historical and cultural movements in the Asian region. Themes vary according to the interests and expertise of the Asian Studies faculty. Creative literature, anthropological accounts, journalists' reports, films and guest lecturers will be used to gain a multi-layered perspective of these complex societies. One unit.

History 106 — Origins of Japanese Culture

Alternate years

Surveys the development of Japanese social and political institutions, religion, art, and literature from pre-history to A.D. 1600. Particular attention is paid to the relationship between cultural and political change. Students also learn how archeological discoveries, painting, sculpture, poetry, fiction, and performing arts are used to study history. One unit.

History 109 — The Ancient Near East and Greece

Every third year, spring

Beginning with an examination of prehistoric humans in Africa and Europe, we will study the ancient civilizations of Sumeria and Egypt, Assyria, Israel, and the Persians, then turn to Greek history. Political systems, social and economic organization, and cultural achievements will be discussed in lectures and covered in readings. Please note that this is an introductory survey; we will cover vast time periods and geographic areas, and stress the analysis of evidence by which we know the past. Emphasis is also given to discoveries of the ancient world during the past two centuries. One unit.

History 110 — Rome: Republic and Empire

Every third year, fall

Provides an introduction to major themes in Roman history, from its foundation and relations with other Mediterranean powers, the development of the Republic, the evolution of Empire, to changes brought by Christianity. Political, legal, social and cultural themes are pursued, with emphasis on the primary historical and physical sources of knowledge. One unit.

History 111 — The Rise of the Christian West to A.D. 1000

Fall

Western history from the later Roman period to the formation of Europe in the 11th century. Covers political, religious, economic, social, artistic and legal developments in the fusion of Roman and Christian civilization, the disintegration of the Western Roman Empire in the face of barbarian invasions, relations with the Byzantine Eastern Empire, the impact of Islam, rural and urban life, the Carolingian revival, and the impact of new peoples on the European scene. One unit.

History 112 — Emerging Europe, 1000-1500

Spring

The emergence of Europe in the 11th century to the era of the Renaissance. Covers political, religious, economic, social, artistic and legal developments in the formation of European states and territorial monarchy, European frontier expansion, urban growth, the evolution of Romanesque and Gothic styles, and the conflict of church and state. One unit.

History 113 — Renaissance to Napoleon, 1500-1815

Annually

Social, cultural, religious, economic, and political developments in Europe from the Renaissance to the fall of Napoleon. Special emphasis on the Protestant and Catholic Reformations, the evolution of monarchical power, the rise of European overseas empires, the Scientific Revolution, secularization and the Enlightenment, the French Revolution, and the rise and fall of Napoleon Bonaparte. One unit.

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

Annually

This course covers the major events of modern European history from the French Revolution to the collapse of Communism, paying particular attention to the issues that have troubled the region throughout the modern era, many of which remain unresolved today. These include conflicts of values, most especially between religious and secular world views; debates about social, economic, racial, and national inequality; changes in the roles of women, men, marriage and family in modern society; the experience of total war and its impact on individuals and nations; the disquieting phenomenon of popular dictatorship; the ethics of collaboration and resistance in WWII; and the consequences and legacies of superpower struggle in Europe. One unit.

History 124 — Religion and Society in American History*Alternate years, spring*

This survey of religious belief and practice in American history introduces students to the development of religious institutions, communities, and theological traditions. Students examine the ways religious belief and practice have shaped and been shaped by the major social, economic, and political forces of American history. Through lecture, debate, and discussion, students explore the broad range of religious expressions, casting an analytical eye toward the religious conflicts of the post-9/11 world. One unit.

History 126 — Colonial Latin America*Fall*

Provides an introduction to Latin American history from the pre-Columbian period to the late 18th century, emphasizing native cultures, the conquest of the New World, the creation of colonial societies in the Americas, race, gender and class relations, the functioning of the imperial system, the formation of peasant communities, and the wars of independence. One unit.

History 127 — Modern Latin America*Spring*

Surveys the history of 19th- and 20th-century Latin America, focusing on six countries. Topics include the formation of nation-states, the role of the military, the challenges of development and modernization, the Catholic Church and liberation theology, social and political movements for reform or revolution, slavery, race relations, the social history of workers and peasants, and inter-American relations. One unit.

History 128 — Latino History*Alternate years, fall*

Introduces students to the emerging field of United States Latino history. While the course emphasizes the intersection of U.S. and Latin American national histories, the migration process, and the formation of communities within the United States, it also examines the experience of Latinos in the U.S. through interdisciplinary themes that include ethnicity, poverty and social mobility, identity, popular culture, and politics—all in historical perspective. Readings stress the experiences of people from Puerto Rico, Mexico, U.S. Southwest, Dominican Republic, Cuba, and Central America. One unit.

History 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 196 — African Colonial Lives*Spring*

This course analyzes the colonial experience of African people in sub-Saharan Africa, from the late 19th century and throughout the 20th century. European colonialism in Africa transformed customs, traditions, and social organizations, introduced new boundaries between peoples and erased others through the institutionalization of racism and the creation of new ethnicities. The history, theory, and practice of colonialism (and neocolonialism) are presented in this course through historical documents, scholarly writing, literature, and film. The course explores the long-term economic, psychological, and cultural effects and legacies of colonialism on the colonized. Finally, we examine the episodes and events invoked by anti-colonialism and nationalism as colonized peoples resisted colonial domination. Fundamental to all these debates are concerns with the gendered and racist ideology of colonization—themes that also echo in the anti-colonial rebellions and liberation movements in Africa. One unit.

History 197 — Early Africa to 1870*Spring*

African women and men living as farmers, traders, hunters, artists, slaves, and rulers, have long been at the center—not the margins—of global change. From the emergence of agriculture and iron-making, to migration, the rise and fall of states, slave trades, and religious conversion, Africans actively engaged new ideas and practices spreading across the continent and a wider world. This course examines these core themes of adaptation, mobility, and exchange across all the regions of the continent including ancient Egypt, the West African interior, the Swahili coast, the Congo River, and southern Africa, providing a means to analyze critically the images that we have of nations in these parts of Africa today. Because we will use a range of materials including travel accounts, biography, film, missionary documents, and novels, we also will pay attention to the ways that sources affect our understanding of Africa's past. One unit.

History 198 — Modern Africa Since 1800*Fall*

A survey of Africa's complex colonial past, examining dominant ideas about colonial Africa and Africans' experiences during colonialism, including: important historical debates on Africa's colonial past and the legacy of colonialism; pre-colonial Africa's place in the global world; resistance and response to the imposition

and entrenchment of colonialism; and the nature of colonial rule as revealed in economic (under) development, ethnicity and conflict, and the environment. One unit.

History 200 — The Historian's Craft

Fall, spring

This course is conducted as a workshop that combines self-conscious reflection about how history is researched, written and interpreted with practice using the skills necessary for historical investigation. It focuses on three overlapping areas: (1) mechanics (reading critically, taking notes, speaking and writing effectively, paraphrasing and using quotations, citing sources); (2) methodology (formulating research questions, locating and using primary and secondary sources, organizing and presenting one's research); (3) historiography (tracing the evolution of the discipline and differing schools of interpretation, using argumentation, evaluating competing interpretations). Students are also exposed to the six thematic concentrations that are offered within the history major. Required of all history majors. One unit.

History 201 — Colonial America

Alternate years, fall

The exploration, settlement, and development of North America from the late-16th to the mid-18th centuries. Special emphasis: comparative analysis of the backgrounds, goals, and accomplishments of the original colonists; social structure, economic development, and religious life; immigration and white servitude; slavery; Indian-white relations; and development of the British imperial system. One unit.

History 203 — The Age of Jackson, 1815-1860

Fall

American life and politics between the time of the Founding Fathers and the Civil War. Emphasizes Jackson's role as a national hero and political leader; constitutional issues; political and economic developments; continental expansion; antebellum literature, social life, and reform; and the breakup of the Jacksonian consensus as a prelude to the Civil War. One unit.

History 204 — Lincoln and His Legacy: The Civil War and Its Aftermath

Spring

American life and politics from the Civil War to the end of Reconstruction. 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 I: 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 within 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 home front. One unit.

History 206 — U.S. in the 20th Century II: 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 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 210 — Early American Lives

Every third year, fall

This course will explore the history of Early America through biography. We will look at the lives of a range of individuals from Columbus to Betsy Ross, and from Thomas Jefferson to Sacagawea, as we cover themes such as exploration, colonization, Native American responses, the rise of race slavery, the American Revolution, the formation of American democratic thought, and Euro-American expansion. The course will focus on social developments, conflicting political and economic visions, and tensions between ideals and realities. We will begin in the pre-Columbian era and end in the early national period with the expedition of Lewis and Clark into the American West. One unit.

History 223 — Radicalism in America

Annually

Americans recognize that we live in a profoundly different nation than that which was created out of the American Revolution. We might account for these changes in various ways—the genius of the Founding Fathers, the general prosperity of the nation, even the feeling that "things" just always get better over time. This course is based on the idea that these changes have been the result of human effort, and that the efforts of American radicals have been essential to the rise of the American democracy. It examines the thought and

action of radicals of various stripe and means, from Tom Paine to Martin Luther King, from the brutal war on American slavery attempted by Nat Turner and John Brown, to the more genteel fight against patriarchy waged by Elizabeth Cady Stanton and Susan B. Anthony, and it looks 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 is 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 consequences in the 1970s and afterward. Special attention is paid to the way in which the movement worked within, and challenged, consensus notions about progress and “the Negro’s place” in America, and also to the movement as an ideological problem for Americans and activists like Martin Luther King, Malcolm X and others. Also examines the ways in which historians work and make arguments, and students are asked to critically examine both primary and secondary documents. One unit.

History 226 — Irish American Experience

Annually

Examines the historical experience of the Irish, one of the largest ethnic groups in America. The Irish in America have left an indelible mark on the nation’s economy, politics, and culture, while at the same time they have been shaped by their adoptive country. Among the topics addressed: colonial era immigration, the Famine, changes in ethnic identity, class conflict and the labor movement, the Catholic Church, machine politics and political affiliations, culture and the arts, nationalism and the fight for Irish freedom, upward mobility and the quest for respectability, relations with other ethnic and racial groups. One unit.

History 230 — Environmental History

Fall

Beginning with the early civilizations in Mesopotamia, the Americas, China, and the Mediterranean, this course integrates human experience with the natural order. Examines changing relations of humans to the land and of humans to other species and the impact of the transfer of plants, animals, and diseases between the hemispheres after 1492. Considers how perceptions of nature have differed over time. Case studies of environmental crises in the contemporary world are based on their 19th- and 20th-century roots. One unit.

History 231 — Medieval England to 1216

Alternate years, fall

Examines the political, social, legal and economic developments in England and the Celtic fringe from the prehistoric period, through the Roman and Anglo-Saxon invasions, into the Norman and Angevin eras, ending in 1216 with Magna Carta and the death of King John. Topics include the Romanization of Britain, the growth of Christianity, the roles of medieval women and minority groups, crime and violence. One unit.

History 232 — Medieval Lives

Every third year, fall

Examines the political, social and economic developments in England and the Celtic Fringe from 1216 through the accession of Henry VII in 1485. The course covers the growth of English common law and Parliament; 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 Roses, and the role of crime and violence. The course focuses not just on chronological development of British culture, but also upon the historiography in the field. Thus, we will pay attention to how historians—both medieval and modern—have written about and analyzed these topics. Students are required to develop sensitivity to historical interpretations and to the identification of methods and approaches within the field of medieval history. One unit.

History 233 — War and Chivalry in Medieval France

Every third year, spring

Examines the political, social, and cultural developments in France from Roman Gaul to the reign of Louis XI. Emphasizes the institutional development of the state, the vital role of Christianity in the religious, political and intellectual life of France, the evolution of social life and social classes, and the rich artistic and architectural heritage of this era in French history. One unit.

History 234 — Medieval Spain

Alternate years, spring

The historical evolution of the peoples of the Iberian Peninsula from their Roman experience to the creation of Spain as a political entity at the end of the 15th century. Emphasis is placed on political, social, economic, religious and artistic development, and the influence of the Visigothic and Muslim invasions and the Reconquest on the shaping of Luso-Hispania. One unit.

History 236 — Renaissance Europe*Every third year, fall*

Surveys the significant intellectual, cultural, social, and political developments across Europe, beginning with the social and economic structures of family life during the early Italian Renaissance, continuing with the political and artistic expressions of the Italian city-states, and tracing the spread of Renaissance influences to northern Europe through the early 16th century. One unit.

History 237 — The Reformation*Alternate years*

The most significant political, intellectual, and religious developments of the Protestant and Catholic Reformation movements in 16th- and 17th-century Europe. One unit.

History 238 — The Papacy in the Modern World*Alternate years*

Examines the evolution of the papacy from the Renaissance to the present, and considers the various roles played by the popes, not only in church government, but also in the arts, in politics and diplomacy, and in international advocacy of peace and justice. One unit.

History 239 — Louis XIV's France, Ca. 1560-1715*Alternate years*

Studies the politics, religion, society, and culture of early modern France from the Wars of Religion to the end of the reign of Louis XIV. Considers how and why France was the 'superpower' of the seventeenth century. One unit.

History 241 — French Revolutions*Spring*

The French Revolution of 1789 gave birth to the modern nation and to the concept of human rights, but the establishment of a stable republican form of government took almost a century to accomplish. Throughout that century, French intellectuals and statesmen, artists and scientists made Paris "the capital of Europe," a center of artistic modernism in the visual arts and music, the heart of gastronomy, a center of scientific innovation and medical training, and a magnet for artists, writers, and political dissidents from across Europe and America. During three wars with Germany between 1870 and 1945, the French suffered the devastating effects of war on their own territory. In the postwar era, France took a key role in the creation of the euro zone and helped create postwar prosperity within the New Europe. 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 surveys 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 — 20th-Century British Society and Empire*Alternate years*

By the turn of the century, at the height of its power, Britain controlled one quarter of the world's population and one-fifth of its land surface. Over the next 60 years, Britain would lose its status as a world and imperial power. This course focuses on the ways in which imperialism was constitutive of much of the domestic history of Britain from 1901 to 2001, even after Britain lost most of its colonies. It examines Britain's declining role as a world and imperial power and interrogates the meaning of Britain's national and imperial identities. It 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 globe, 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 models of development it should follow. This course examines debates about Russian identity and the relationship of Imperial Russia to "East" and "West" that raged from the time of Peter the Great in 1682 to the outbreak of World War One in 1914. Important issues over the course of the semester include serfdom and emancipation; terrorism and the ethics of resistance against authoritarian power; conflicts over the relative merits of capitalism, liberalism, and socialism; strategies for managing a multi-ethnic empire; and theories of revolutionary vs. evolutionary change. Readings draw on works of Russian literature as well as a variety of other political and cultural sources. One unit.

History 251 — Colonial Ireland and India

Alternate years

As British colonies gained their independence in the 20th century, Ireland and India offer interesting points of comparison for studying the nature of British colonialism. Such a comparison offers opportunities to understand distinctions and nuances within colonialism such as the complex interactions of peoples in inherently unequal power relationships; the difficulties of administering a vast multi-national empire in an age of nationalist ferment; and the often stark clash between pre-independence nationalist expectations and post-colonial realities. This course examines their places in the Empire through three lenses: an imperial lens that considers how Britain achieved dominance and maintained rule; a subaltern lens that focuses on indigenous peoples whose “pre (British)-imperial” histories and experiences of empire varied enormously and would continue to shape their relationships in the present; and a lens that probes the complicated interactions between colonizer and colonized, exploring Ireland’s unique position within the Empire, as both a colonized territory and an imperial participant. One unit.

History 253 — The Soviet Experiment

Annually

This course traces the cataclysmic history of the USSR from its unpredictable beginnings amid the chaos of the First World War to its consolidation as a giant, unified Communist power. It explores the project of socialist revolution and the violent efforts of leaders such as Vladimir Lenin and Josef Stalin to transform an agrarian Russian Imperial Empire into an industrialized Union of Soviet Socialist Republics, abolish private property, and create an egalitarian, atheist, non-capitalist state. We look at the hopes and fears the Revolution inspired, the mechanisms of power in Soviet dictatorship, the practice of repression, and the struggles of everyday life. We pay particular attention to the Soviet experience of the monumental Second World War against Nazi Germany and to the war’s aftermath, including the seemingly insurmountable challenges of post-1945 political and economic reform. Most of the semester focuses on the early Soviet period, ending with Stalin’s death in 1953. One unit.

History 254 — The Soviet Union After Stalin

Alternate years

This course examines the Soviet dictatorship from the death of Josef Stalin in 1953 to the sudden, surprise dissolution of the USSR in 1991. While it delves into some of the “high politics” of the era—a narrative shaped by major figures such as Ronald Reagan, Margaret Thatcher, and Mikhail Gorbachev—it also explores social and cultural tensions. What led to the collapse of the Soviet Union in 1991? What did Soviet citizens think about the world in which they lived and the relationship of their world to that of the West? How did the USSR experience the 1960s? Topics include destalinization, the Space Race, Soviet and U.S. competition in the Third World, resistance movements in Eastern Europe, the roles of science, surveillance, and secrecy in Soviet culture, the rise of the black market, problems of bureaucratic corruption and socialist legality, the Chernobyl nuclear meltdown, and the peaceful “revolutions” of 1989. Above all, this class considers why Soviet leaders failed in various post-1953 attempts to reform their country’s political and economic system. What can the fate of the Soviet Union teach us about ideology and dictatorship, and what kind of legacy has the Soviet era left on Russia today? One unit.

History 255 — Europe: Mass Politics and Total War, 1890-1945

Every third year

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 navies and the scramble for African and Pacific colonies; modern art and science; 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

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 and the Holocaust; science and government; the Cold War; the division of Europe; the revival and reinforcement of western European democracy; de-Nazification; Christian Democracy and Social Democracy; the Economic Miracle; European integration; the strains of decolonization; the rise of Khrushchev; the Berlin crises; De Gaulle and his vision; rock ‘n’ roll, youthful protest, and social change in the Sixties; the Prague Spring; Ostpolitik and détente; the oil shocks; Thatcherism; the Cold War freeze; 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*

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 Frederick the Great to Adolf Hitler. We explore not only the trends that produced Nazism, but also 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 revolution of 1848, German national liberalism, Bismarck's unification and its legacy, imperial Germany under the Kaisers, German socialism, World War I, the Weimar Republic, and the Nazis. One unit.

History 262 — Germany from Dictatorship to Democracy*Alternate years*

Formerly the land of Nazi dictatorship, postwar Germany became home to the most stable democracy in Europe. But alongside the West German republic stood a long-lived Communist dictatorship on East German soil. Was the partition of Germany solely a product of the Cold War, or did it have deeper roots in German history? Did the postwar superpowers dominate the Germans, or did the Germans manipulate the superpowers? This course explores German history from Marx to Merkel, including the Nazi period. Topics include the pre-Nazi Weimar Republic, the Nazi dictatorship, postwar partition, West German economic and democratic revival, the Berlin Wall, the post-Nazi young people, East Germany, Communist collapse, and reunification. One unit.

History 267 — Modern Italy*Fall*

Italy has a long and distinguished history as a culture, but its political unification occurred only in 1861. In this course, we will examine the development of nationalism and the process of Italy's political unification, the social and cultural life of 19th-century Italy, the deep divisions between the industrial north and the rural south, Italy's role in two world wars, the rise of Fascism and the resistance to Fascism, the postwar economic miracle, the role of the Mafia in Italian politics, and Italy's role in the formation of the European Union. One unit.

History 271 — Native American History I: The Indians' New World*Annually*

A survey of Native American history from the pre-Columbian era through the 1840s. What was life like in North America 500 years ago? How did Native Americans react and relate to people from diverse cultures? Can we make broad generalizations about their lives, or do particularities like sex, age and geographical location indicate diverse experiences among Native Americans? This course explores such questions and themes such as trade, work, war, disease, gender, and religion in early North America. It examines theories of origin and life in North America before 1492 and ends with "removals" to Indian Territory in the 1830s and 1840s. One unit.

History 272 — Native American History II: From the Plains Wars to the Present*Annually*

A survey of Native American history from the 19th-century Plains Wars to the present. Because of the complexity, diversity, historical depth, and geographic scope of North American Indian societies, this course seeks to provide a general framework, complemented by several case studies, through an approach that is both chronological and thematic. Among the topics addressed are the development and implementation of U.S. federal policies toward Indian peoples; Indian resistance and activism; definitions and practices of sovereignty; and cultural attitudes toward Indians in American society. Considers Native Americans not as victims, but as historical, political, economic, and cultural actors who resourcefully adjusted, resisted, and accommodated to the changing realities of life in North America and continue to do so in the 21st century. One unit.

History 275 — U.S. Mexican Border*Alternate years*

This course examines the history and culture of the region encompassing the modern American southwest and Mexican north from Spanish imperialism to modern immigration debates. Particular attention is paid to the interaction of Native, Latin, and Anglo-American societies in creating a unique "borderlands" society through the present day. This history offers important insight into processes of religious conflict, political revolution, economic dependency and globalization through Latin American and U.S. history. One unit.

History 277 — Afro-Latin America*Alternate years*

This course examines the African Diaspora in Latin America from the aftermath of slavery to the present. We will study the struggles of Afro-Latin America 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. The course extensively uses music as both art and historical text. One unit.

History 278 — Raza e Identidad*Every third year, spring*

Este curso examina los orígenes y el desarrollo de las identidades raciales y nacionales en el Caribe, enfocando en el caso de la República Dominicana, pero partiendo desde un marco transnacional e histórico. Estudiaremos muchos de los fenómenos socio-históricos que han formado el país: el colonialismo español, la revolución haitiana, el imperio azucarero estadounidense, y la Alianza para el Progreso entre otros. También, prestaremos atención a las migraciones entre países caribeños y cómo influyen las identidades raciales y nacionales. 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. One unit.

History 282 — Modern China*Alternate years*

Introduction to events, personalities, and concepts of particular significance for understanding China's development from a traditional empire considered so weak that it was called the "sick man of Asia" to a modern state that will continue to play a major role in a global world. Covers the period from the Opium Wars in the mid-nineteenth century through the post-Maoist reforms using a variety of sources, including documents, film, literature, reportage and memoirs. Topics covered include ongoing debates within China itself about the often competing demands of modernization, nationalism, traditionalism, feminism, social justice, economic imperatives, rule of law, and human rights. One unit.

History 283 — Ethnic Conflict in 20th-Century Asia*Alternate years*

Language, religion, ancestral homeland—what determines an ethnicity? How have people defined themselves and their communities through their culture, history, and their difference from others? What is at stake when ethnicity becomes a political and social concern? We will address such questions in this course as we explore the history of the construction, contestation, and transformation of ethnicity across 20th- and 21st-century Asia. Our goal will be to better understand the emergence of ethnic conflicts—such as those between Hindu and Muslim communities in India, Pakistan, and Bangladesh; the Sinhalese and Tamils on the island of Sri Lanka; the Rohingya and the Burmese of Myanmar; and the Malay and Thai peoples of southern Thailand. Students will also have the opportunity to investigate an additional conflict that interests them. Through critically interrogating the history of these conflicts we may begin to identify potential resolutions to current and future ethnic problems in our own communities and those of the larger world in which we live. One unit.

History 284 — Vietnam, Nationalism and 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 film makers. This course considers the longer history of Vietnamese nationalism as well as the Vietnam-American War. We will consider that war with an eye to understanding all sides involved and with a critical approach to information. We will explore 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. One unit.

History 285 — Warrior Tradition in Japan*Alternate years, spring*

One of the most popular and durable of Japanese icons is the samurai warrior. Like all traditions, that of the Japanese warrior has evolved over time through a combination of fact and fiction, reality and myth. That is, the warrior class and the tradition surrounding it each has its own history, and while the two histories often overlap, they are not identical. This course will examine both of these histories: the origins, rise and fall of the warrior class itself between the ninth century and the 1870s; and the evolution of the warrior tradition, which arguably began even earlier and persists today. Each of these histories has, in its own way, contributed to the larger political, social, economic and cultural history of Japan. One unit.

History 286 — Modern Japan*Alternate years*

This course begins by surveying political, social, economic and cultural developments during the so-called "early modern" period of Japanese history (1600-1850), when the country was governed by the samurai military class. The focus then shifts to the period between the 1850 and 1930, when Japan undertook a thoroughgoing "modern" revolution that transformed it into a major military, industrial and colonial power

that rivaled Europe and the United States. While modernization resolved some of the challenges facing the country in the 19th-century, it also posed a new set of challenges for Japanese — that culminated in the Pacific War. One unit.

History 288 — Japan Since the Pacific War

Alternate years

Examines the political, economic, social intellectual and cultural history of Japan since 1945. Some comparisons are made with the prewar period, in order to place these developments within a broader historical context. Topics include: individual, community and state; religion, education and socialization; gender relations; industrial development and its consequences; Japan and the global community; and postwar interpretations of Japanese history. One unit.

History 289 — Africa and the World

Every third year

Juxtapose the history of African migrations from the past and the present. How do we compare the story of enslaved Africans shipped to the Americas, Europe, and Asia centuries ago and the images of African immigrants braving dangerous ocean waters to land on the shores of southern Europe today? Are their different ways to think about African connections to a wider world? What changes when we consider the particular experiences of women, children, and men as these mobile actors who have reshaped the modern world? This course examines forced and free African migrations, mainly from the 15th century to the present. We begin with frameworks that define these movements as an African diaspora. Next, we focus on the complex multi-directional forces in Africa, Europe, the Americas, and Asia that have shaped these historical processes. Topics include slave trades, the Age of Revolutions, abolition, imperial expansion, religious exchange, decolonization, immigration, and tourism. African women and men have not only traveled the globe as the enslaved but they have also plied the seas as sailors, missionaries, entertainers, students, and activists. Africans and their descendants have also written books, testified in court documents, and produced poetry and film about their experiences, memories, and challenges. In the end, African histories are often global stories that can change how we think about the past and present around the world. One unit.

History 290 — Gender History in Africa

Alternate years

The common images we have of African women and men paint a confusing picture. Sometimes African women are portrayed as vulnerable, poor, and in desperate need of aid. In other examples, African women are seen as bold and innovative in the face of poverty and neglect. Moreover, both of these scenarios imply that African men are either absent or violent and, generally, at the center of problems ailing African societies. How do we integrate more complex and varied depictions of African women, men, and families into our study of African history? Are gender issues categorically different in Africa? Are Westerners forcing their ideas on African communities? Can Africans and the scholars who study African history help us think differently about the relationships between women, men, and society? Readings include theoretical pieces and case studies on five specific regions/countries of the continent: Nigeria/Benin (West Africa), Morocco (North Africa), South Africa, Kenya (East Africa), and Congo-Kinshasa (Central Africa). We cover key themes in women's and gender studies such as power relations, feminism, women's "voices," and sexuality as well as broader historical issues including religion, health, and politics. Specific topics in African history include state-building, colonialism, nationalism, apartheid, and democratization. Students generally interested in African history or in women's and gender history will find this course useful. One unit.

History 291 — Making of the Modern Middle East, 1882-1952

Fall

The making of the modern Middle East began in the late 19th century when the Ottoman Empire, which, since the 16th century, controlled much of the region we today call the 'Middle East' (with the exception of Iran), inaugurated a state-guided modernization movement in order to protect its territorial integrity and remain a great power. Despite its best efforts, increasing Ottoman vulnerability vis-a-vis the European powers and the Ottoman decision to side with Germany in the Great War resulted in the Entente powers' dismantling of the Empire in 1920 following the war. They divided it into individual nation states each under French or British imperial control. From that time, the newly created nations of the Middle East (such as Iraq, Syria, Turkey, Jordan, Lebanon) — guided by their imperial overlords and now separated from their Ottoman past — worked to create the basic institutions of the nation state (government, administration, army) and to develop a common sense of national identity and allegiance to these neophyte governments. This course examines the 'making of the modern Middle East' from the late-19th to mid-20th centuries — a time of great political, socio-economic, and cultural transformation in the region. We will focus in particular on European imperialism in the Middle East, the rise of local nationalisms (such as Arab, Turkish, Jewish), the politics of nation-state formation, and the rise of feminist, workers, and student movements. One unit.

History 293 — Ottoman Empire I, 1300-1600*Fall*

In the mid-16th century, all of Europe feared the power of the “Grand Turk,” whose empire stretched from Baghdad to Budapest and from the Adriatic to the ports of the Red Sea. Its population was made up of Muslims, Christians, Jews, Turks, Greeks, Armenians, Arabs, Kurds, Serbs and Bosnians, to name a few. This course surveys the emergence of this demographically diverse and geographically vast Ottoman state from a small frontier principality into a world empire in its social, political and cultural contexts. One unit.

History 294 — Ottoman Empire II, 1500-1922*Spring*

Surveys the major themes in the history of the Ottoman Empire between the 17th and 20th centuries in an effort to understand transformations in state and society, which have collectively been termed by historians, “decline.” Topics include transformations in the classical Ottoman land and military systems, forms of protest and rebellion, the formation of provincial magnates, Ottoman incorporation into the world economy, reform and revival, the Eastern Question and the rise of local nationalisms throughout the empire. One unit.

History 296 — South Africa and Apartheid*Alternate years*

South Africa's past is a painful history of deep racial discrimination, racialized violence, and segregation. But it is also a history of human resilience and the struggle for equality. This resilience is exemplified by the participation of women and men from diverse racial and social backgrounds, who struggled to end the racist policies of apartheid in South Africa. A course such as this one therefore draws students to debate some of the most important philosophies of an engaged Jesuit education, including a deep commitment to the well-being of the human community and the pursuit of a more just society. In dealing with the many controversies that mark South African history, students will develop their abilities to think critically and logically via weekly journal responses to course readings. One unit.

History 299 — Topics in History Annually*Explores various*

subjects in the historical discipline, emphasizing reading, discussion, and writing on a topic selected by the instructor. Course format and subjects vary from year to year. One unit.

History 305 — America's First Global Age*Annually*

There is great talk about “globalization” and “global economies” during the late 20th and early 21st centuries. However, people living in America were touched by global economic processes as early as the time of Columbus. This course explores North America's first global age beginning in the 1400s and extending through the 1860s. It examines this history thematically by focusing on various kinds of trades and industries such as gold, fish, timber, tobacco, silver, sugar, alcohol, fur, coffee, tea, and cotton. In addition to economic processes, the course addresses the social, cultural, and political implications of these global trade connections for Americans of African, European, and Native descent. One unit.

History 314 — Music, Sport, and Cultural Encounter*Alternate years*

From aristocratic flute recitals to playoff games and rock festivals, human cultural expression takes place in social and political settings. Audiences are an intrinsic part of culture: Jackie Robinson integrated the stands, not just the playing field; some of George Harrison's fans learned Eastern Zen practice; Soviet teenagers sang “Jesus Christ Superstar.” Inherently sensual, music and sports lend themselves viscerally to political, racial, ethnic, economic, and gendered contestation. We will explore case studies in this history: Bach, religion, and enlightened despotism; Robert and Clara Schumann's struggles with gendered expectations of artistry and family; ballet, The Rite of Spring, bourgeois morals, and the modern audience as spectacle; the Olympics as proving grounds for liberal democracy and totalitarianism; Hispanics and racial categorization in North American baseball; the transatlantic musical invasions (rock/jazz in Europe, the Beatles in America); the Cold War as culture war; Korean hip-hop; and gender in rock and sport. As historic sites of participatory spectatorship and cross-cultural encounter, what can music halls and sports arenas teach us? One unit.

History 317 — Pain and Suffering: U.S. History*Every third year*

This is a course in American religious and social thought from the late-18th century to the present. Through reading, discussion, and written assignments, students will explore the development of competing assumptions — rooted in various religious, political, and moral traditions — about the meaning of suffering in society in terms of causes, consequences, and obligations it creates within the larger community. It begins with the development of humanitarianism in the context of American antislavery debates. It continues through the late-19th and early-20th centuries when the emergence of total war, systemic poverty, industrialization, and public health crises provoked widespread moral concern and political response through new media technologies that brought images of suffering to wider audiences. In studying the post-WWII

era, the course revisits ongoing debates over the causes and consequences of poverty in an age of affluence, explores the role of suffering in nonviolent direct action movements of the civil rights and Vietnam era, and examines the sources of modern discourses on just war, humanitarian interventionism, torture, and human rights in the present. Students will have options to explore one or more of these themes in-depth through research projects. One unit.

History 320 — Crafted by War: Late Medieval England

Alternate years, spring

Examines the political, legal, social, and economic development in England and the Celtic fringe from 1216 and the reign of Henry III to the death of Richard III in 1485. Covers the growth of English common law and Parliament, especially during the reign of Edward 1272-1307; agriculture and society, particularly during the years of demographic expansion in the 13th century and contraction after the Black Death; disturbances of the Hundred Years' War, the Wars of the Roses, and the role of crime and violence in medieval society. One unit.

History 322 — War and Cinema

Every third year, 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 is 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

This course focuses on the nature of fascism and resistance to fascism in Italy and France in the 1930s and 1940s. Students should have some background in European history in the 20th century and be interested in the period of the Second World War and the Holocaust. Students who are not history majors but who have taken Italian or French language are encouraged to apply. Among the memoirs and works of fiction to be read will be some of the following: Carlo Levi, *Christ Stopped at Eboli*; Ignazio Silone, *Bread and Wine*; Iris Origo, *War in Val D'Orcia*; Claire Chevillon, *Code Name: Christiane Clouet*; Marguerite Duras, *The War: A Memoir*; and Primo Levi, *Survival in Auschwitz*. One unit.

History 325 — Women and Gender in War, Holocaust, Resistance

Alternate years, spring

Specific ideas about gender and sexuality were an important factor in the nature of fascism and National Socialism. These ideas and their implications will be explored, along with the impact of nationalism, imperialism and two world wars on European women and European culture and family life. Assigned texts will include memoirs and diaries of both men and women from the period of World War II, the Holocaust, and resistance movements. One unit.

History 327 — Cultures of the Cold War

Alternate years

The superpower struggle that shaped the world post-1945 involved a competition not only for military might, but also for moral supremacy. During this time, the United States and the Soviet Union came to define themselves in opposition to each other, both seeking to demonstrate the superiority of their respective social and political systems and advertise the alleged degeneracy of those of their arch-rivals. This course looks at how each country portrayed its own society and imagined that of its major global foe, and the way these representations often differed from reality. Because the major emphasis is on the shaping and re-shaping of values and identities, it draws heavily on cultural sources such as novels, short stories, films, cartoons, and music lyrics, as well as other more traditional primary and secondary historical texts. One unit.

History 329 — Collapse of Communism

Alternate years

This course studies the Soviet dictatorship from the death of Josef Stalin in 1953 to the dissolution of the USSR in 1991. While it discusses some of the "high politics" of the era—a narrative shaped by colorful figures such as Ronald Reagan, Margaret Thatcher, and Mikhail Gorbachev—the course concentrates on social and cultural issues. What did family life look like in the Soviet Union? Can we speak of a Soviet "generation gap"? How did the USSR experience the 1960s? What did Soviet citizens think about their society and what, if anything, did they believe needed to be changed? Above all, it analyzes why the country failed in various post-1953 attempts to reform its political and economic system, what the fate of the Soviet Union teaches us about ideology and dictatorship, and what kind of legacy the Soviet era has left for Russia today. One unit.

History 340 — Gilded Age America

Alternate years

This course examines the Gilded Age (1870-1900), a period when America experienced astonishing growth in prosperity, population, industry, urbanization, and westward expansion. Many Americans, as the name Gilded Age suggests, considered this period a golden age of progress. Yet many others perceived these trends

as only superficial—just as a gilded piece of jewelry has only a thin layer of gold on its surface. Beneath the wealth and excitement that marked the rise of modern America, critics argued, lay the harsh realities of urban squalor, political corruption, worker and farmer exploitation, Robber Baron ruthlessness, as well as an alarming growth in the gap between rich and poor. As a result, the Gilded Age was one of the most contentious eras in American history, marked by record numbers of strikes and several insurgent political movements. But out of this turmoil eventually emerged the reform ideas that eventually formed the basis of the succeeding Progressive Era (1900-1920). Some of the many topics considered include westward expansion, Reconstruction, immigration and nativism, industrialization, the labor movement, imperialism, and the changing roles of women. One unit.

History 342 — Americans in Paris

Alternate years

Ever since Thomas Jefferson and Benjamin Franklin went to Paris during the American and French Revolutions, Americans have been fascinated with France and its capital city. Wealthy Americans took the Grand Tour to immerse themselves in the high culture of Europe, and Paris became known as “the capital of the 19th century,” a mecca for artists and expatriates seeking an intellectual and artistic climate their own societies lacked. Paris was the center of modernity in the arts, literature, music, and progressive social ideas. From 1914 to 1945, the political fortunes of the United States and France became linked as Americans went to France as soldiers; and thousands of U.S. soldiers from the First and Second World Wars remain buried on French soil. From Mark Twain to James Baldwin to American college students studying abroad, Americans have continued to find inspiration in the “city of light.” One unit.

History 345 — Ottoman Lands in the Age of Reform

Spring

In the mid-16th century, all of Europe feared the power of the “Grand Turk,” whose empire stretched from Baghdad to Budapest and from the Adriatic to the ports of the Red Sea and whose population was made up of Muslims, Christians, Jews, Turks, Greeks, Armenians, Arabs, Kurds, Serbs and Bosnians, to name only a few. However, by the 19th century, the tides had changed as the Ottoman Empire faced new challenges associated with the rise of European economic and political supremacy and manifested in the rise of the nation-state and the expansion of capitalist relations of production. Territorial losses to Russia in 1774 set in motion the first decisive effort to examine and reconsider Ottoman notions of state and society, which had endured since the early Ottoman period. In Europe, the Ottomans were increasingly viewed as a relic of the past, receiving the designation “the sick man of Europe.” The Ottomans embarked on reform and change designed to meet these challenges, thus setting in motion a drive toward state centralization and modernization, which defined to a large extent the experience of modernity in the Ottoman Empire and the nation-states, that emerged out of its disintegration and dismemberment in the 19th and 20th centuries including Turkey, Arab states such as Egypt, Syria and Iraq, and Greece and the Balkan states. This course examines the major themes in the history of the Ottoman 18th-20th centuries in an effort to understand transformations in state and society, which have collectively been termed by historians, “modernization” or “tanzimat.” Specifically, we will consider the rise of new literary movements and local forms of national identity, the role of minorities and women, urban renewal and development and relations between the provinces and the central lands of the Ottoman Empire. One unit.

History 352 — Rebels and Radical Thinkers

Fall

This course examines revolutionary movements in Latin America from the early 1900s to the present, focusing on the radical ideas that inspired the rebels. It explores why radical thinkers seemed to find a fertile ground in Latin American political life. The course considers both the words and actions of some of the most salient radicals of the region, e.g., Emiliano Zapata, José Carlos Mariategui, Frantz Fanon, and Che Guevara. It also traces some of these ideas/rebels as depicted in films—produced either in Latin America, the United States or Europe—analyzing their significance in popular culture. 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 365 — Nationalism in Modern Africa*Alternate years, spring*

A critical study of anti-colonial nationalist struggles and their outcomes in sub-Saharan Africa. The course traces the political economy of colonialism; the origins, rise and dynamics of anti-colonial nationalism; the strategy of armed insurrection and the role of revolutionary socialism. Lastly, it grapples with aspects of post-colonial Africa that reveal the changing balance between internal and external forces in specific African nations, the ambiguities of African “independence,” and post-colonial debates on nation and nationalism. One unit.

History 392 — Palestinian-Israeli Conflict*Every third year*

The history of the Arab-Israeli conflict is often defined in terms of competing Palestinian and Israeli national ambitions in the land of Palestine. Yet this was not always the case. In the early years of Israel's existence, Israeli prime minister, Golda Meir allegedly declared that Palestine was “a land without a people for a people without a land” thus drawing on a highly polemical argument originally coined in the mid-19th century to describe the relationship between the Jewish diaspora and the Holy Land. It implied, on the one hand, that the Palestinian people did not exist in the land of Palestine and on the other, that the Jewish people had a special/ primordial right to this land. This course takes this expression as a starting point for considering the history and historiography of the Palestinian-Israeli conflict from the British Mandate period through the 1967 Six Day War and its aftermath. Through intensive reading and discussion about the rise of Zionism and Palestinian nationalism, the demise of the Ottoman empire, the advent of the British Mandate for Palestine, and the broader conflict between the Arab states and Israel, this course will consider the historiographical revisions that Israeli and Palestinian historians have offered in order to address the “land without a people for a people without a land” polemic. We will investigate the reasons for the emergence of such historical revisionism and more broadly, the implications of newer historical paradigms for the history of the conflict and for its resolution. 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. Permission of the instructor required. 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. Permission of the instructor required. 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. History majors engaged in a thesis may be nominated for Honors in History. One unit each semester.

History 422, 423 — Colloquium*Annually*

This course is required of all History thesis writers who are working on research-based projects during their senior year. The colloquium has two aims: first, to assist students in developing and adapting the skills they will use in the course of researching, writing, and revising a 60-100 page manuscript and presenting their work orally to a broader audience (an advanced form of *The Historian's Craft*); and second, to alleviate, as much as possible, the isolation of the thesis writing process by offering students both formal and informal opportunities for peer support and review. Each 1/2 unit.

Mathematics and Computer Science

Steven P. Levandosky, Ph.D., *Associate Professor and Chair*

The primary goal of the programs in mathematics and computer science at Holy Cross is to enable students to become active participants in the study of fundamental and dynamic areas of human endeavor. The inherent structure and beauty of mathematics is at the core of all mathematical inquiry. Mathematics is also the language of the sciences and social sciences, and in our increasingly technology-driven society, it is part of our daily public discourse. Computing has become an indispensable tool for scientific and mathematical experimentation. The academic discipline of computer science studies algorithms, data structures, and their realization in software and hardware systems. It addresses the fundamental questions: What is computable in principle? And what tasks are algorithmically feasible? Thus the programs in mathematics and computer science are both informed by other disciplines and seek out ways that mathematics and computing have an impact on the world at large. In this context the department works toward helping students to become knowledgeable and sophisticated learners, able to think and work independently and in concert with their peers.

The department offers a number of introductory courses, a major in mathematics, a major in computer science and a minor in computer science open to students majoring in any department, including mathematics. Computing courses do not count toward the maximum number of courses that may be taken in one department for mathematics majors, nor do mathematics co

Advanced Placement

AP Calculus: Students who have received a score of 4 or 5 on the AP Calculus AB exam will earn one unit of credit and are advised to take Mathematics 136. Students will forfeit their AP credit if they opt to take Mathematics 133 or 135.

Students who receive a score of 4 or 5 on the AP Calculus BC exam and an AB subscore of 4 or 5 will earn two units of credit and are advised to take Mathematics 241 (Multivariable Calculus). One AP credit will be lost if the student starts in Mathematics 134 or 136, and both credits will be lost if the student starts in Mathematics 133 or 135. Students who receive a score of 3 or lower on the BC exam and an AB subscore of 4 or 5 will earn one unit of credit and are advised to take Mathematics 136. Students will forfeit their AP credit if they opt to take Mathematics 133 or 135.

AP Statistics: Students who have received a score of 4 or 5 on the AP Statistics exam will earn one unit of credit. Students will forfeit their AP credit if they opt to take any 100- or 200-level statistics course at the College, including Mathematics 120, Mathematics 220 (Statistics), Biology 275, Economics 249, Psychology 200, Sociology 226.

AP Computer Science: Students who have received a score of 4 or 5 on the AP Computer Science exam will earn one unit of credit for Computer Science 131 and are advised to take Computer Science 132. Students will forfeit their AP credit if they opt to take Computer Science 110 or 131.

Introductory Courses: There are a number of introductory courses that satisfy a Common Area Requirement in Mathematical Science, including Computer Science 110, Mathematics 110, and Mathematics 120. These are recommended for students who are not considering a major in mathematics, computer science, economics, accounting, the sciences and who are not aspiring to the pre-health professions.

Calculus: Mathematics 133, Mathematics 135, Mathematics 136 and Mathematics 241 are for students who are interested in pursuing a major in mathematics, computer science, economics, accounting, the sciences, or who are aspiring to the pre-health professions. Successful completion of Mathematics 136 fulfills any college requirement for a full year of calculus.

Students considering any of these fields may need calculus and/or statistics and should consult the specific major requirements elsewhere in the catalog. Students with little or no calculus background

should enroll in Mathematics 135. Students with some calculus background should enroll in either Mathematics 135 or Mathematics 136. Students who have earned advanced placement credit should follow the guidelines above. Students who have successfully completed a year of calculus in high school, but who did not take the AP exam, or who scored a 3 or lower on the AP Calculus AB exam may consider starting with Mathematics 136, but only if they feel that they were successful in a strong high school course.

The sequences Mathematics 133, 134 and Mathematics 135, 136 are alternatives to each other. Mathematics 133 is available for students who are particularly concerned about their algebra and pre-calculus preparation, in addition to having had no previous calculus. Only students interested in the specific fields listed above who feel they need additional class time to adjust to college mathematics should consider Mathematics 133. Mathematics 133 and 134 meet for extra time each week and have a weekly tutorial session to provide additional support. Enrollment is by permission only.

No student may earn credit for any two of Mathematics 133 and 135, or, similarly, for Mathematics 134 and 136.

Statistics: Mathematics 120 is an introductory course intended for students who are not interested in pursuing mathematics, economics, biology, psychology, sociology, or the health professions. Any such students should take a 200-level statistics course instead, ideally one within their major. Statistics is a part of the health professions curriculum, but many majors at the College offer their own statistics courses that are tailored to their disciplines. Health profession students are advised to wait and take the statistics course in their major, should it offer one. Otherwise, students should take Math 220 for health professions some time after their first year at the College.

Computer Science: Computer Science 110 is intended for students not majoring in mathematics, computer science, or the sciences. Computer Science 131 is for students considering further course work in computing or students majoring in any field in which computing plays a significant role.

The Major in Mathematics

Requirements for majors in the classes of 2017, 2018 and 2019: Majors must take at least 10 courses in mathematics above Mathematics 133 or 135. The foundation consists of Math 134 or 136 (Calculus 2), Math 241 (Multivariable Calculus), Math 242 (Principles of Analysis), Math 243 (Algebraic Structures), and Math 244 (Linear Algebra), which are required. In addition to the required courses, majors must take five elective mathematics courses numbered above 300. At least one of these must be a project course. Majors in the class of 2017 must complete at least one course from three of the following four areas: Analysis, Algebra, Geometry/Topology, Applied Mathematics/Statistics. Majors in the classes of 2018 and 2019 must complete at least two courses from the areas of Analysis, Algebra, and Geometry/Topology, plus at least one course from the area of Applied Mathematics/Statistics. The course listings that follow show which regular upper-level mathematics courses fall within each of the areas, and 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.

Requirements for majors in the classes of 2020 and later: Majors must take at least 10 courses offered by the mathematics and computer science department. The foundation consists of Math 134 or 136 (Calculus 2), Math 241 (Multivariable Calculus), Math 243 (Algebraic Structures), and Math 244 (Linear Algebra), which are required. Majors must also take the upper-level courses Math 351 (Modern Algebra 1) and Math 361 (Real and Abstract Analysis 1). In addition to the required courses, majors must take four elective courses, at least three of which must be mathematics courses numbered above 300. Majors may take Computer Science 131, or any 200-level mathematics course numbered above 220 as one of their elective courses. At least one elective must be a project course. Math 110, Math 120, Math 133, Math 135 and Math 220 do not count toward the major.

Project Courses: In these courses, in place of a final exam, students work on a substantial project leading to a written report and an oral presentation. These projects provide majors with independent learning experiences, where students either investigate some topic using the tools and concepts

studied in the course or explore mathematical topics beyond those covered in the course. Majors are encouraged to take advantage of the close student-faculty contact afforded by upper-division seminars, independent study, 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; AP credit is allowed to satisfy this requirement. 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 major requirements.

The required computer science core consists of three introductory, two intermediate and two upper-level courses. The introductory core courses are Computer Science 131 (Techniques of Programming), Computer Science 132 (Data Structures) and Computer Science 135 (Discrete Structures). 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). 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

Computer Science minors must complete a minimum of 6 one-semester courses in computer science. In addition all minors must complete the equivalent of one semester of calculus.

The required computer science courses are Computer Science 131, 132, 135 (Techniques of Programming, Data Structures, Discrete Structures), 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. Mathematics 243 (Algebraic Structures) may be substituted for Discrete Structures. Advanced placement credit may be used to count toward the required courses for the minor.

Other Information

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 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. The McBrien Student Lounge provides a space for students to socialize and study.

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. 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. High Honors is distinguished from Honors by the successful completion of an honors thesis. Any questions concerning the program should be directed to the Department Chair.

GPA Requirements for Honors and High Honors: The average GPA for mathematics courses above the level of Mathematics 136 must be at least 3.50 at the end of the fall semester of the fourth year.

Course Requirements for Honors and High Honors: All regular course requirements for the mathematics major. In addition, for Honors, students must take at least seven courses numbered above 300. The seven courses must include at least one course with a 300-level prerequisite. Students in the classes of 2017, 2018 and 2019 must take at least one course in each of the areas of Analysis, Algebra, Geometry/Topology, and Applied Mathematics/Statistics. Note: Exceptions to some of the course requirements for Honors may be possible.

Fourth-Year Honors Presentation: During the fourth year all Honors majors must give an oral presentation open to the department. This may be related to their course work but it is not intended to duplicate material normally in the curriculum. It may be a presentation that originated in a project course. 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 typically 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. 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. Typically, a student earns 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

Annually

Consideration of diverse subjects in mathematics. Content varies from semester to semester with specific subject matter for each course announced just prior to enrollment. Designed for non-majors who wish to study mathematics other than calculus. This is the preferred course for students interested in taking just one mathematics course at the College. One unit.

Mathematics 120 — Statistical Reasoning

Annually

This course presents the basic concepts of statistics and data analysis in a non-technical way. Topics include graphical methods of summarizing data, descriptive statistics, and methods of statistical inference. Mathematics 120 is a terminal, introductory course intended for students who are not interested in pursuing mathematics, economics, biology, psychology, sociology, or the health professions. One unit.

Mathematics 133 — Calculus 1 with Fundamentals

Fall

A version of Mathematics 135 that is designed for students who require more class time to make the transition to college-level mathematics. See the description of Introductory Courses before choosing this course.

See the description of Mathematics 135 for the course content. This course meets five hours per week. One and one-quarter units.

Mathematics 134 — Calculus 2 with Fundamentals

Spring

A version of Mathematics 136 that is designed for students who require more class time to make the transition to college-level mathematics. See the description of Mathematics 136 for the course content. This course meets five hours per week. One and one-quarter units.

Mathematics 135 — Calculus 1

Fall, spring

This is the standard version of Calculus at the College. Considers the calculus of real-valued functions of one variable for students who are planning further course work in mathematics, a major in the social or physical sciences, or the premedical program. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. The concepts of limit, continuity, and derivative are developed and applied to algebraic, logarithmic, exponential and trigonometric functions. Applications of the derivative are explored. This course meets three hours per week. One unit.

Mathematics 136 — Calculus 2

Fall, spring

Considers the calculus of real-valued functions of one variable for students who are planning further course work in mathematics, a major in the social or physical sciences, or the premedical program. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. Course content include the theory, evaluation, and applications of integration, sequences and series including Taylor polynomials and series, and an introduction to ordinary differential equations. This course is the prerequisite for Mathematics 241. This course meets four hours per week. One and one-quarter units.

Mathematics 220 — Statistics

Fall, spring

This course presents statistics intended for students aspiring to the health professions. Topics include sampling strategies and experimental design, numerical and graphical methods of describing data, basic concepts in probability, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis testing and simple linear regression. Statistics is a part of the health professions curriculum, but some majors at the College offer their own statistics courses that are tailored to their respective disciplines. Students majoring in mathematics, economics, biology, psychology and sociology should take the statistics course within their major. Health profession students are advised to wait and take the statistics course in their major, should it offer one. Otherwise, such students should take Math 220 sometime after their first year at the College. Prerequisite: Mathematics 133, 135, or equivalent. One unit.

Mathematics 241 — Multivariable Calculus

Fall, spring

A study of the calculus of functions of several variables. Concerns the theory and applications of differentiation and integration of functions of several variables, vector fields, line integrals, Green's theorem. Prerequisite: Mathematics 134, 136 or the equivalent. This course meets four hours per week. One and one-quarter units.

Mathematics 242 — Principles of Analysis

Fall, spring

An in-depth study of the theory of the calculus of functions of one variable. Topics include sequences, series, continuity, differentiability, the extreme value theorem, the mean value theorem, Riemann integration, and the fundamental theorem of calculus. Prerequisite: Mathematics 241 or Mathematics 243. One unit.

Mathematics 243 — Algebraic Structures

Fall, spring

An introduction to the primary structures in abstract algebra—groups, rings and fields—and the corresponding concept of homomorphism for each of these structures. Emphasis placed on using the language of sets, relations, equivalence relations and functions, and developing techniques of proof, including elementary logic and mathematical induction. Prerequisite: Mathematics 134, 136 or equivalent. One unit.

Mathematics 244 — Linear Algebra

Fall, 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. With permission of the Chair, it may be possible to take Mathematics 244 without Mathematics 243. One unit.

Mathematics 301 — Topics in Geometry

Alternate years

Centers on some area of geometry other than differential geometry. Possible topics include Euclidean and

non-Euclidean geometry, projective geometry, the geometry of transformation groups, and the elementary geometry of algebraic curves. Prerequisite: Mathematics 241 and 244. Breadth area: Geometry and Topology. One unit.

Mathematics 302 — Differential Geometry

Alternate years

A first course in the differential geometry of curves and surfaces for students who have completed Mathematics 241 and a semester course in linear algebra. Topics include the Frenet-Serret formulas, smooth surfaces in 3-space, fundamental forms, differentiable manifolds, vector fields, connections and a brief introduction to Riemannian geometry. Prerequisite: Mathematics 241 and 244. Breadth area: Geometry and Topology. One unit.

Mathematics 303 — Mathematical Models

Alternate years

Introduction to the role of mathematics as a modeling tool, including the construction, interpretation and application of mathematical models. Applications chosen to illustrate various modeling paradigms such as deterministic, probabilistic, discrete and continuous modeling and may include population dynamics, biomedical applications, stock market analysis, and network and traffic flows. Prerequisite: Mathematics 241, Mathematics 244 and Computer Science 131. Breadth area: Applied Mathematics. One unit.

Mathematics 304 — Ordinary Differential Equations

Alternate years

Linear differential equations are studied; basic existence theorems are proved. Separation of variables, Laplace transforms, first- and second-order equation and linear systems, and topics in nonlinear systems are considered. Prerequisite: Mathematics 242 and 244. 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 — Modern Algebra 1

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 243 and 244. Breadth area: Algebra. One unit.

Mathematics 352 — Modern Algebra 2

Alternate years

A continuation of Mathematics 351 exploring advanced topics and applications in modern algebra. Prerequisite: Mathematics 351. Breadth Area: Algebra. One unit.

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 1990s. 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 243 and 244. Breadth area: Algebra. One unit.

Mathematics 361 — Real and Abstract Analysis 1

Alternate years

Topological ideas are introduced through a treatment of metric space topology. After the study of open, closed, compact and connected spaces with emphasis on their behavior under continuous mappings, selected topics from functional analysis are considered. These include \limsup and \liminf , relation of uniform convergence to differentiation and integration, and the Stone Weierstrass approximation theorem. Prerequisite: Mathematics 242 and 244. Breadth area: Analysis. One unit.

Mathematics 362 — Real and Abstract Analysis 2*Alternate years*

A continuation of Mathematics 361 exploring advanced topics, including an introduction to Lebesgue-Stieltjes integration, Hilbert space and other material from linear space theory. Prerequisite: Mathematics 361. Breadth Area: Analysis. One unit.

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 corequisite 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 241 and 242. Breadth area: Analysis. One unit.

Mathematics 373 — Partial Differential Equations*Alternate years*

Provides an understanding of a wide spectrum of phenomena through the use of mathematical ideas, abstractions, and techniques. Topics included are partial differential equations, including the heat and wave equations, Fourier analysis, eigenvalue problems, Green's functions. Prerequisite: Mathematics 304. 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. Breadth area: Applied Mathematics. One unit.

Mathematics 375 — Probability Theory*Fall, spring*

An introduction to the theory and applications of probability. Includes both continuous and discrete distributions, conditional probability and Bayes' Theorem, random variables and expected values, joint distributions of several random variables, functions of random variables, and the Central Limit Theorem. Prerequisite: Mathematics 241 and one of MATH 242, 243, or CSCI 135. Breadth area: Statistics (Applied for Classes of 2015, 2016, 2017). One unit.

Mathematics 376 — Mathematical Statistics*Annually*

A course in the theory and applications of statistics. Topics include maximum likelihood estimation, the sampling distributions of estimators, confidence intervals, hypothesis testing, regression analysis, and an introduction to the analysis of variance. Prerequisite: Mathematics 375. Students may not earn college credit for both Mathematics 376 and Economics 249. Breadth area: Statistics. One unit.

Mathematics 392 — Seminar*Annually*

Provides an opportunity for individual and group investigation of topics not covered in ordinary course work. Active participation on the part of the students is normally required. Subject matter varies to suit individual students and is often related to the research activity of the professor. Examples of areas of study: Lie groups, functional analysis, complex analysis, probability theory, commutative algebra, applied mathematics, the classical groups, mathematical logic, automata and formal languages, topics in discrete modeling, and qualitative theory of differential equations. A breadth area designation will be made individually for each seminar course by the department chair, in consultation with the faculty member teaching the seminar. Breadth area depends on the subject matter. One unit each semester.

Mathematics 400 — Directed Reading*Fall, spring*

An independent reading project for upper division students. Normally this is on a topic that is not covered by the regular course offerings. Permission of the instructor and the department chair is required for this course. One unit.

Mathematics 410 — Directed Project*Fall, spring*

A project course for upper division students under the direction of a faculty member. Normally the project will provide an introduction to research on a topic that is not covered by the regular course offerings. Course requirements are to be arranged in consultation with the instructor. Permission of the instructor and the department chair is required for this course. One unit.

Mathematics 495, 496 — Mathematics Honors Thesis*Annually*

A large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a departmental seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for completion of the thesis.

Computer Science Courses**Computer Science 110 — Survey of Computer Science Annually***A survey of the science*

and art of computing intended for students not majoring in mathematics or science. Half of the course is an introduction to computer programming. Emphasis is placed upon language-independent topics such as structured programming, good programming style, the use of subprograms, and algorithm construction in general. The other half of the course explores how computers are built, how they operate, and what their fundamental limitations are. One unit.

Computer Science 131 — Techniques of Programming*Fall, spring*

A broad introduction to fundamental concepts in computer science, with emphasis on designing and writing correct and elegant computer programs. Concepts are illustrated through examples drawn from a variety of application areas and may include graphics, digital media, scientific computing, or games. Weekly lab meetings provide supervised practice. This course is appropriate for any student interested in creating or understanding software, and students with little or no prior programming experience are welcome. Students in this course develop real-world programming skills and gain a foundation for applications in mathematics, the sciences, economics, accounting, or any other discipline in which computing plays an important role. This course also prepares students for further study in Computer Science 132, Data Structures, and it is required for both the major and the minor. One and one-quarter units.

Computer Science 132 — Data Structures*Fall, spring*

An introduction to techniques for storing and manipulating complex data. Students gain experience with sophisticated programs by studying frequently used data structures, including stacks, lists, trees, graphs, and hash tables, and by discussing algorithms for searching, sorting, graph traversal, and hashing. Weekly lab meetings provide supervised practice designing, implementing and using these data structures. As time allows, students also begin an introduction to analysis of algorithms by examining the space and time efficiency of data structures and related algorithms. This course is required for both the major and the minor. Prerequisite: Computer Science 131, or equivalent. One and one-quarter units.

Computer Science 135 — Discrete Structures*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, spring*

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. Co-requisite: Computer Science 132. One unit.

Computer Science 235 — Analysis of Algorithms*Fall*

Provides an introduction to the design and analysis of fundamental algorithms and their complexity. Presents several algorithm design strategies that build on the data structures and programming techniques introduced in Computer Science 132. The general techniques covered include: Divide-and-conquer algorithms, dynamic programming, greediness and probabilistic algorithms. Topics include: sorting, searching, graph algorithms, O-notation, and introduction to the classes P and NP, and NP-completeness. Prerequisite: Computer Science 132 and Calculus 1 or permission of instructor. One unit.

Computer Science 324 — Programming Languages Design and Implementation *Spring*
 Principles for designing and implementing programming languages are presented as well as styles and features that encourage and discourage the writing of good software. Topics include language syntax and semantics, comparison of language features and their implementation, methods of processing a program, establishing the run-time environment of the program and the major programming language paradigms (the imperative/procedural, functional/applicative, declarative/logic and object-oriented paradigms). Prerequisite: Computer Science 226. One unit.

Computer Science 328 — Ethical Issues in Computer Science *Fall*
 Examines the ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. The course stresses the ways in which computers challenge traditional ethical and philosophical concepts, and raise old issues in a new way. Students will be expected to read and understand the ideas in the readings, explain the ideas, analyze issues and see them from diverse perspectives, and formulate and critique arguments. Readings include technical issues in computer science and may focus on a particular area such as software design as well as more traditional topics such as philosophical theories (e.g. ethical relativism, utilitarianism, deontological theories, rights and virtue ethics), privacy, intellectual property rights and proprietary software, security, accountability, liability, the digital divide, hacking, and viruses. There are several course goals: (1) to give a fuller, richer, deeper understanding of the social impact of computers and the ethical issues in human activities affected by computers, (2) to prepare the student for living in a computerized world and perhaps working as a professional in the computing field, and (3) to improve presentation, debating and writing skills. Prerequisite: Computer Science 132. One unit.

Computer Science 343 — Computer Graphics *Alternate years*
 A survey of topics in computer graphics with an emphasis on fundamental techniques and the theory underlying those techniques. Topics include the fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations (e.g., positioning of objects and camera), raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading, color, curves and surfaces and animation. Students learn how to program graphics displays using a computer graphics package. Prerequisite: Computer Science 132 and Calculus 1 or permission of instructor. One unit.

Computer Science 345 — Theory of Computation *Alternate years*
 Basic aspects of regular, context-free, context sensitive and unrestricted grammars, propositional and predicate calculus, recursive functions, automata theory and computational complexity. Prerequisite: Computer Science 132. One unit.

Computer Science 346 — Operating Systems *Alternate years*
 Provides an introduction to the general model of operating systems principles and current implementation techniques. The principles and mechanisms that underlie operating systems services will be covered. Students will learn techniques for managing hardware resources and sharing them among many competing processes and threads. They will study the internal structures needed for process and thread management, synchronization, inter-process communication, memory management (including shared memory), file system management, distributed systems principles, device control, and security. Prerequisite: Computer Science 226. One unit.

Computer Science 363 — Computational Vision *Alternate years*
 An introduction to the algorithms underlying machine and biological visual systems. Examines the processes involved in converting a 2-dimensional image to a 3-D representation of the physical world. Computational models of visual processing will be compared to physiological and psychophysical results from human and other biological visual systems. Topics covered include: edge detection, stereopsis, motion computation, shape from shading, color and object recognition. Prerequisite: Computer Science 132 and Calculus, or permission of the instructor. One unit.

Computer Science 364 — Compiler Construction *Alternate years*
 The theories, tools and techniques for translator creation are the focus of this course. Topics include: regular expressions, grammars, finite state machines, lexical analysis, parsing, linguistic approaches to problem solving, intermediate code trees, register allocation, code generation, a variety of optimization schemes and techniques as well as Linux-style support for translation such as lex/flex and yacc/bison. 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 410 — Directed Project*Fall, spring*

A project course for upper division students under the direction of a faculty member. Normally the project will provide an introduction to research on a topic that is not covered by the regular course offerings. Course requirements are to be arranged in consultation with the instructor. 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

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

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, as well as Russian and Eastern European Studies. The department offers courses in Arabic, American Sign Language (ASL), Chinese, French, German, Italian, Russian, and foreign literatures in translation. Major programs are offered in Chinese, French, German, Italian, Russian and Studies in World Literatures (STLW). Minor programs are offered in Chinese, Deaf Studies, French, German, Italian, and Russian. Students have also used the department's language and literature courses in the Center for Interdisciplinary Studies (CIS)-sponsored concentrations and student-designed multidisciplinary majors and minors. See the descriptions for each in the section of this Catalog titled Center for Interdisciplinary 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. Cocurricular 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 offers semester- or year-long programs in Cameroon, China, France, Germany, Italy, and Russia as well as summer programs.

All Holy Cross students must satisfy the College's Common Area Requirement for language study. 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.

Courses

Arabic

Arabic 101 — Elementary Arabic 1

Annually

This course, designed for students with no previous study of Arabic, introduces the students of the script system of Arabic language, ensures the acquisition of basic speaking, listening, reading and writing in Modern Standard Arabic (MSA) and an introduction to the Arab culture around the world. Five class hours weekly. One and one-quarter units.

Arabic 201 — Intermediate Arabic 1

Annually

This course reviews and expands the fundamentals of the language through oral and written expression accompanied by readings and culture. Prerequisite: ARAB 102 or equivalent. Five class hours weekly. One and one-quarter units.

Arabic 102 — Elementary Arabic 2

Annually

This course focuses on the basic linguistic and cultural fundamentals of Arabic in a communicative approach that allows the students to increase their linguistic abilities in reading, writing, listening and speaking in uncomplicated situations. Prerequisite: ARAB 101 or equivalent. Five class hours weekly.

Arabic 202 — Intermediate Arabic 2

Annually

This course presents more complex structures and embraces cultural competence by means of discussing TV shows and current newspapers. Prerequisite: ARAB 201 or equivalent. Five class hours weekly.

American Sign Language and Deaf Studies

American Sign Language (ASL) is similar to spoken languages in that it has its own grammar and vocabulary, but it is different in that it is a visual language used by the Deaf community in the United States. Students pursuing coursework in Deaf Studies have opportunities for involvement in a program that provides personal and direct interaction with members of the Deaf community using ASL as the primary means of communication. Students pursuing ASL and Deaf Studies can apply to study for one or two semesters at Gallaudet University in Washington, D.C, the world's only Deaf university, where they can experience full immersion in ASL and Deaf culture. This option is available through Holy Cross' Study Away Program administered through the Center for Interdisciplinary Studies (CIS). Students can elect a minor in Deaf Studies or through CIS, they can develop a multidisciplinary major combining Deaf Studies with other disciplines within the College. Multidisciplinary majors incorporating ASL and Deaf Studies curriculum have included themes such as *Literacy in Deaf Education*, *Deaf Studies and the Arts*, *Social Issues in Deaf Education* and *Language Acquisition and (Deaf) Culture*.

Deaf Studies Minor Requirements: 6 courses as follows:

DFST 109: Introduction to Deaf Studies

DFST 201: Intermediate ASL1

DFST 202: Intermediate ASL2

DFST 301: ASL Comp & Con

One course from among the following:

DFST 300: The Deaf Community, Language and Culture,

DFST 303: Deaf Literature

And one additional approved course with a focus on ASL or Deaf Studies taken at Holy Cross or at another institution

Deaf Studies 101 — Elementary American Sign Language 1

Fall

Designed for students with little or no knowledge of American Sign Language. This course introduces students to the fundamentals of American Sign Language, focuses on the acquisition of speaking and listening skills through a visual-gestural modality, and provides an overview of Deaf culture. Five class hours weekly, including two hours of practicum. One and one-quarter units.

Deaf Studies 102 — Elementary American Sign Language 2*Spring*

Designed for students with little or no knowledge of American Sign Language. This course introduces students to the fundamentals of American Sign Language, focuses on the acquisition of speaking and listening skills through a visual-gestural modality, and provides an overview of Deaf culture. Five class hours weekly, including two hours of practicum. One and one-quarter units.

Deaf Studies 109 — Introduction to Deaf Studies*Fall*

This course covers issues relating to deafness, deaf people and the Deaf community, focusing on the cultural and linguistic aspects of deafness rather than the medical condition. It explores such questions as whether deafness is something to be “fixed” or celebrated, and it considers alternative ways of looking at members of society who are “different” in some way. It considers policy making, and explores the way that the “hearing” community influences opinions, decisions, and policies that affect the Deaf community. This course is a requirement for students proposing a CIS Student-Designed major or minor which includes Deaf Studies as one of its disciplines. Taught in English. One unit.

Deaf Studies 201 — Intermediate American Sign Language 1*Fall*

This course reviews and expands on the fundamentals of ASL, continues the acquisition of speaking and listening skills through a visual-gestural modality, and develops conversational skills. Prerequisite: DFST 102 or the equivalent. Five class hours weekly, including one hour of Community-Based Learning participation and one hour of practicum. One and one-quarter units.

Deaf Studies 202 — Intermediate American Sign Language 2*Spring*

This course reviews and expands on the fundamentals of ASL, continues the acquisition of speaking and listening skills through a visual-gestural modality, and develops conversational skills. Prerequisite: DFST 102 or the equivalent. Five class hours weekly, including one hour of Community-Based Learning participation and one hour of practicum. One and one-quarter units.

Deaf Studies 299 — Special Topics*Annually*

A special topics course offered on alternate semesters and will include related areas in literature, linguistics, culture or visual communication. Topics vary with each offering. One unit.

Deaf Studies 300 — The Deaf Community: Language & Culture*Alternate years*

Provides students with a positive perspective on Deaf people who use American Sign Language and their cultural identity. This course is based on a cultural perspective as an alternative to the pathological model and explores the historical evolution of the Deaf Community in terms of language, self-image, culture and arts. Taught in ASL. One unit.

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

Designed for students who wish to gain proficiency in ASL. This course offers intensive formal and informal practice in ASL through an exploration of video materials produced by ASL speakers. Students will utilize video materials as a basis for class discussion and composition. Grammar will be reviewed. Prerequisite: DFST 202 or the equivalent. Five class hours weekly, including two hours of Community-Based Learning participation. One unit.

Deaf Studies 303 — Deaf Literature*Alternate years*

This course examines how culture and language intersect in 20th-century ASL literature. It explores the origins of deaf literature, its relationship with written literature, especially its effect on the development of aesthetic expression of ASL literature. It considers works about deafness and works written by deaf authors and the various attitudes toward deafness revealed in these works. Emphasis is placed on historical background, meaning of the content discussion of grammatical features and styles revealed in the study of selected video materials. One unit.

Deaf Studies 350 — Experience in the Deaf Community: Internship Seminar*Spring*

Offers students a unique learning experience, a full immersion internship opportunity for the semester with concurrent weekly seminar. Students integrate the hands-on experience of their internship sites with related readings, classroom discussions and student presentations of specific topics. Students make a formal presentation. Students are involved with a unique collaborate “signed History” project. Using ASL as a means of communication, students conduct interviews with deaf individuals in the community. One unit.

Chinese

China, one of the world's oldest civilizations, is increasingly important to United States national security, foreign relations, trade, and climate change policy. Chinese language is a valuable asset for careers in business, government, technology, education, law, and journalism.

Chinese major requirements: 10 courses on Chinese language, literature, culture, and civilization as follows:

- A minimum of six courses in Chinese language or Chinese literature in Chinese at the 200 level or above including at least two at the 400 level. Majors who study abroad in their junior year must complete two courses in Chinese literature at the 400 level or above in their senior year at Holy Cross.
- A minimum of four additional courses taught in English or Chinese, including:
 - Chinese 103: Introduction to Chinese Culture
 - One course on Chinese literature
 - Two additional approved courses on China focusing on art, cinema, economics, history, linguistics, literature, politics, society, or religions

Chinese Minor Requirements: 6 courses as follows:

Chinese 201: Intermediate Chinese 1

Chinese 202: Intermediate Chinese 2

Chinese 301: Third Year Chinese 1

Chinese 302: Third Year Chinese 2

One course on Chinese culture or literature from among the following:

Chinese 103: Introduction to Chinese Culture

Chinese 255: Chinese Culture through the Camera's Eye

Chinese 199: Topics in Chinese Literature

One additional approved course on China in English or Chinese in anthropology, art, culture, economics, history, literature, linguistics, religion or politics

China track concentration (offered through the Center for Interdisciplinary Studies): History 103 or History 104 (Perspectives on Asia), or Anthropology 199 (Contemporary Asia), or an approved course with a broad focus on Asia, and five additional courses on China, including three semesters of Chinese language above Elementary Chinese and two non-language courses on China.

Chinese language and civilization major (offered by application through the Center for Interdisciplinary Studies): History 103 or History 104 (Perspectives on Asia), or Anthropology 199 (Contemporary Asia), or an approved course with a broad focus on Asia, four semesters of Chinese language above the elementary level, one course in Chinese history, and four additional non-language courses with a significant focus on China selected from at least two different disciplines.

Study Abroad: Students are encouraged to participate in the Holy Cross programs in Beijing, China for one or two semesters. Students may also elect a second semester in our Chinese language and internship program in Shanghai. Students may elect to study abroad for the fall, spring, or fall and spring semesters. Prerequisite: three semesters of Chinese.

Chinese 101, 102 — Elementary Chinese 1, 2

Annually

An introduction to spoken Mandarin and written Chinese. Providing a foundation in speaking, listening, reading, writing, and communication skills and an introduction to the Chinese culture. One and one-quarter units each semester.

Chinese 103 — Introduction to Chinese Culture

Annually

An introduction to the history, geography, literature, and social issues of China through readings, films, music, poetry, and web-based resources. Taught in English. Three class hours weekly. One unit.

Chinese 199 — Topics in Chinese Literature*Annually*

Offerings in Chinese Literature One unit.

Chinese 201, 202 — Intermediate Chinese 1, 2*Annually*

Continued focus on the development of oral and written communication skills and on the strengthening of cultural competency in Chinese through the use of written texts and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Chinese 255 — Chinese Culture Through the Camera's Eye*Annually*

An exploration of Chinese culture through 20th- and 21st-century Chinese cinema. Taught in English. One unit.

Chinese 301, 302 — Third-Year Chinese 1, 2*Annually*

Continued focus on the development of oral and written communication skills and cultural competency through the use of readings and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Chinese 401, 402 — Fourth-Year Chinese 1, 2*Annually*

Continued development of oral and written communication skills and cultural competency through the use of authentic material in spoken Mandarin and formal written Chinese from a variety of media. One unit each semester.

Chinese 409, 410 — Introduction to Literary Chinese 1, 2*Every third year*

An introduction to the classical literary language of China. One unit each semester.

French

The French program is comprised of four levels that follow a logical progression, from elementary (FREN 101 and 102), to intermediate (FREN 201 and 202), to transitional (300-level courses) to advanced (400-level courses). The transitional level is comprised of a language component (FREN 301) and a preparatory methodology course designed to bring students' proficiency to the level of accuracy and clarity required for the 400-level courses.

Prerequisites for each course dictate progression. Students who have reached a certain level may not register for a course at a lower level. Students may not take more than three 300-level courses beyond FREN 301 to prepare for the advanced level. Students who study in France or Cameroon may not take 300-level courses upon their return at Holy Cross.

French courses are numbered following a uniform system: the first digit of each number refers to the level of instruction: elementary (1), intermediate (2), transitional (3), and advanced (4). The second digit indicates the subject matter: language (0), survey (1), literature (2), French culture (3), Francophonie (4), Women Writers (5), African and Caribbean topics (6). The last digit indicates the number of courses that exist in a given subject matter. With regard to courses beyond FREN 301, the last digit does not indicate an increasing level of difficulty. For instance, FREN 304 is not more difficult than FREN 302. It is one of four preparatory methodology courses that exist at the transitional level. Both courses have the same prerequisite. Similarly, FREN 427 is not more difficult than FREN 421. It is one of seven courses in literature that exist at the advanced level. Both courses have the same prerequisite. Note that the digits "99" designate new courses, never offered before in the program. They are neither more advanced nor more difficult than any other course within the same level.

Majors and minors are encouraged to be well rounded in the discipline by taking a variety of advanced courses in literature, culture, film, and language.

Majors and minors are urged to seriously consider spending their third year at one of Holy Cross' two sites in France at the *Université de Bourgogne in Dijon* or at the *Université de Strasbourg*, or at its site in Cameroon at the *Université Catholique d'Afrique Centrale in Yaoundé*.

French major requirements: a minimum of 10 courses at the intermediate level or above, including the following:

- French 301 (Composition and Conversation)
- At least two courses must be at the 400 level
- At least one 400-level course in literature
- At least two courses must be taken in the fourth year

Courses on French language, and/or Francophone literature, film, art, civilization, and history taken in French in Study Abroad programs count toward the major. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval. Majors who study abroad will be required to take at least six courses at Holy Cross.

French minor requirements: a minimum of six courses at the intermediate level or above, including the following:

- French 301 (Composition and Conversation)
- At least one course must be at the 400 level
- At least one course must be taken in the fourth year

Courses on French language, and/or Francophone literature, film, art, civilization, and history taken in French in Study Abroad programs count toward the minor. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval. Minors who study abroad will be required to take at least three courses at Holy Cross.

French 101 — Elementary French 1

Fall

This first half of an introduction to the fundamentals of the French language focuses on the acquisition of the basic listening, speaking, reading, and writing skills and presents an introduction to the cultures of the French-speaking world. This course is restricted to students with no previous study of French. Five class hours weekly. Conducted in French. One and one-quarter units.

French 102 — Elementary French 2

Fall, spring

This second half of an introduction to the fundamentals of the French language reinforces and deepens basic listening, speaking, reading, and writing skills in French as well as knowledge of the cultures of the French-speaking world. Prerequisite: French 101 or the equivalent score on the placement test. Five class hours weekly. Conducted in French. One and one-quarter units.

French 201 — Intermediate French 1

Fall, spring

The first half of a review of the fundamentals of French supplemented by reading of literary and cultural material and by practice in oral expression. Prerequisite: French 102 or the equivalent score on the placement test. Four class hours weekly. Conducted in French. One unit.

French 202 — Intermediate French 2

Fall, spring

The second half of a review of the fundamentals of French supplemented by reading of literary and cultural material and by practice in oral expression. Prerequisite: French 201 or the equivalent score on the placement test. Four class hours weekly. Conducted in French. One unit.

French 301 — Composition and Conversation

Fall, spring

Designed for gaining proficiency in oral and written French. Emphasis on developing correctness and fluency in everyday situations. Regular methods of instruction include discussions, Web activities, skits, listening comprehension, and grammar review. Required for French majors and recommended for first-year students with advanced placement. Prerequisite: French 202 or the equivalent score on the placement test. Four class hours weekly. Conducted in French. One unit.

French 302 — Approaches to Reading and Writing

Every third year

Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

French 303 — French Life & Letters: Middle Ages to 1800

Every third year

An overview of French life and letters from the Middle Ages to 1800. Focus is on literature, but other types of material are included to provide insights into the cultural, historical, and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

French 304 — French Life & Letters: the 19th, 20th and 21st Centuries*Every third year*

An overview of French life and letters from 1800 to the present. Focus is on literature, but other types of material are included to provide insights into the cultural, historical, and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

French 305 — Writing Around the Arts*Every third year*

Arts will be the thematic focus of the course and will encompass readings on urbanism and architecture, film, advertising, comic books, choreography, equestrian theater, political songs, painting, and photography. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit

French 306 — Paris Through The Looking Glass*Every third year*

Paris will be the thematic focus of the course and will encompass a variety of readings on the City of Lights' history, urban design and landscape, landmarks and symbols, cultural institutions, artistic and intellectual neighborhoods. We will also examine how poets, novelists, playwrights, and filmmakers have represented Paris by studying samples of their respective art form. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres (poetry, theater, novel) and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Prerequisite: French 301. Conducted in French. One unit.

French 307 — The Fantastic*Every third year*

The general theme of the Fantastic is the focus of this course. As a literary and cinematic genre, the Fantastic is characterized by the intrusion of the supernatural into our "natural" world. This intrusion, which can take many forms, destabilizes both the reader/spectator and the characters within the text itself. Students will study a variety of works on the topic. 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 341 — Advanced Poetry Workshop*Annually*

An advanced course in poetry writing. Only those who have completed the Creative Writing Concentration will be considered. Permission of instructor required. One unit.

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 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 — French Poetry*Every third year*

A critical study of French prosody and poetic practice with an analysis of poetical works drawn from Villon to the present. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 421 — French Literature from the Middle Ages to the Renaissance*Every third year*

A critical study of the major works and authors of the Middle Ages (including *La Chanson de Roland*, Chrétien de Troyes, *Le Roman de Renart*, *La Farce de Maître Pathelin*, Villon), and the major poets and prose writers of the Renaissance (including Rabelais, Du Bellay, Ronsard, Montaigne). This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 425 — From Realism to Impressionism and Symbolism*Every third year*

By focusing on French literary and artistic developments of the second half of the 19th century, this course examines the paradoxical link between the attempt to express or represent reality and the emergence of a symbolist and even an abstract aesthetics. Works by Baudelaire, Bizet, Cézanne, Debussy, Degas, Flaubert, Jarry, Manet, Monet, Maupassant, Rimbaud, Rodin, Toulouse-Lautrec, Verlaine, and others are discussed. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 427 — 20th-21st Century Novel*Every third year*

The major trends and theories by prominent 20th-21st Century novelists are considered. Selected works by authors such as Gide, Proust, Mauriac, Sartre, Colette, Camus, Breton, De Beauvoir, Beckett, Bernanos, Giono, Vian, Queneau, Perec, Pagnol, Tournier, Robbe-Grillet, Sarraute, Duras, Hyvrard, Modiano, Sollers, Lainé, Wittig, Roche, Yourcenar, Leduc, Ernaux, Angot, Germain and others. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 431 — Contemporary France*Every third year*

Focuses on current issues in contemporary France. Politics, society, the arts, domestic and international affairs, education, the media, feminism, etc., are among the topics analyzed and discussed. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 441 — Francophone Cross-Culturalities & Creolizations*Every third year*

A general introduction to the cultures outside France—in particular, those of America and Africa—that identify themselves as Francophone. Colonialism and post/neocolonialism, 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, Sallenave, Redonnet, Lenoir, Angot, Bernheim, Germain, Detambel, Lê, Bouraoui and others. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 461 — Writing Madness in Africa*Every third year*

Depending on the society, madness raises psychological, sociological, philosophical and political issues at the same time. In the colonial context, the African, the native is perceived as the “other,” the primitive, whereas the native also looks at the occupant, the European, as the “other,” a strange being. In modern African writing, madness may be represented from the conflict between the world views that leads to such a cultural production. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 462 — Detective Stories from Francophone Africa and the Caribbean*Every third year*

Francophone African and Caribbean writers were inspired by the African American novelist, Chester Himes, a disciple of Dashiell Hammett. Therefore, this course necessarily starts with the history of detective story writing but also with Himes’s Harlem “domestic stories” as he called his thrillers. The course will then deal with the appropriation of detective story writing techniques by African American novelists and their African and Caribbean peers. This course fulfills the literature requirement for the major. Prerequisite: A minimum of two French courses at the 300-level. Conducted in French. One unit.

French 463 — Immigrant Writers from Francophone Africa and the Caribbean *Every third year*

In the postcolonial era and especially since African and Caribbean countries' independence in the 1960s, 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. Prerequisite: A minimum of two French courses at the 300-level. 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 offered only to students who have previously taken all other advanced courses offered in a given semester. 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.

German

German major requirements: a minimum of 10 courses at the intermediate level and above. German majors are required to complete successfully German 301, 303, and 304 (or equivalent courses addressing German culture/literature of the 19th and of the 20th centuries, respectively). Majors are encouraged to enhance their knowledge of German thought and culture through allied courses in art, history, philosophy and political science. Majors who spent their third year abroad are required to take at least two courses at Holy Cross in their fourth year.

German minor requirements: a minimum of six courses at the intermediate level and above. German minors are required to complete successfully German 301 and German 303 or 304 (or an equivalent course addressing either the culture/literature of 19th- or 20th-century Germany). Minors who spend their third year abroad are required to take at least three courses at Holy Cross including one in their fourth year. German Studies major: offered through the Center for Interdisciplinary Studies (for details see CIS, 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 Studies
- Capstone project (if written in English, it needs to be accompanied by a brief abstract in German)

German 101, 102 — Elementary German 1, 2*Annually*

Designed for students with no previous study of German, aimed at the acquisition of a basic speaking, listening, reading and writing knowledge. Five class hours weekly, including two hours of practicum. One and one-quarter units each semester.

German 201, 202 — Intermediate German 1, 2*Annually*

A review of the fundamentals of the German language, supplemented by readings in literary and cultural texts as well as practice in oral and written expression. Prerequisite: German 102 or the equivalent. Five class hours weekly and laboratory practice. One and one quarter units each semester.

German 250 — Metropolis Berlin*Every third year*

The city of Berlin represents a microcosm of change and growth in European society yet maintains a unique identity. Its development from a royal city to the capital of a united Germany will be examined through the lenses of literature, film, art, and architecture. In English. One unit.

German 253 — Nazi and Postwar German Cinema*Every third year*

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

German 299 — 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 301 — German Composition and Conversation*Fall*

Designed for students wishing to acquire proficiency in spoken and written German. Discussions focus on current and historic events, address stylistic devices and rhetorical strategies in literary texts, and explore students' interests. Weekly oral and written assignments with grammar review as necessary. Required for German majors and recommended for first-year students with advanced placement. Prerequisite: German 202 or the equivalent. In German. One unit.

German 303 — German Culture: 1750-1890*Every third year*

An introduction to outstanding examples of German thought, art, and cultural developments in the 18th and 19th centuries. Important German cultural figures such as Frederick the Great, Goethe, Beethoven, Nietzsche and Marx are discussed. Readings, lectures, and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

German 304 — German Culture: The 20th Century*Every third year*

An introduction to political and cultural developments in Germany in the 20th century. Aspects of the Weimar Republic, the Third Reich, East and West Germany, and the United Germany are studied. Readings, lectures, and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

German 401 — Goethe and Schiller*Every third year*

Analysis of representative works of Lessing, Goethe, Schiller and their contemporaries within the context of the German Enlightenment and German Idealism and their major philosophical, aesthetic and moral concerns. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

German 402 — German Romanticism*Every third year*

A study of selected Romantic writings against the background of related developments in the arts and in philosophy. Analysis of works by Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

German 403 — 19th-Century German Literature*Every third year*

A study of German literature in the age of burgeoning industrialism and materialism, extending from the late romanticism through the era of realism. Works of representative authors such as Heine, Büchner, Grillparzer, Droste-Hülshoff, Stifter, Keller, Meyer and Fontane. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

German 405 — Kafka, Hesse, Mann and Their Contemporaries*Every third year*

Introduction to the most significant masters of German prose in the first half of the 20th century. Works of representative writers such as Hauptmann, Schnitzler, Mann, Kafka, Hesse, Brecht. Readings and discussions in German. Prerequisite: German 202 or the equivalent. One unit.

German 406 — Contemporary German Literature*Every third year*

A study of German texts created around the turn-of-the-millennium in the newly unified Germany. Prerequisite: German 202 or the equivalent. One unit.

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 literature, cinema, Special Topics, and tutorials (taken either during the third or fourth year of study). Students may also take a maximum of two courses in English. These courses may include Italian courses taught in translation or approved courses in related departments such as History, Music and Visual Arts.

Students who choose to major in Italian are strongly encouraged to study in Italy. Of the courses taken in Florence or Bologna, four courses may be applied to the major. Certain courses taken abroad may be accepted as the equivalent of the specific requirements listed above or as elective courses. Those students who spend their third year in Italy may declare the major during the first semester of their fourth year, however it is recommended that they declare earlier.

All students who major in Italian are required to take two courses in their fourth year. Students may not take courses in English in their fourth year without the consent of their major advisor.

Italian minor requirements: the minor consists of a minimum of 6 courses in Italian language, literature and culture beyond the elementary level and includes the following courses:

- Intermediate Italian (Italian 201, Italian 202) (2 semesters)
- Composition and Conversation (Italian 301)

The remainder of the courses taken to fulfill the minor requirements may include any combination of the other courses offered by the Italian section such as literature, cinema, Special Topics, and tutorials (taken either during the third or fourth year of study). Students may take a maximum of one course in English: an Italian course taught in translation or an approved course in related departments such as History, Music and Visual Arts.

Students who choose to minor in Italian are strongly encouraged to study in Italy. Of the courses taken in Florence or Bologna, two courses may be applied to the minor. Certain courses taken abroad may be accepted as the equivalent of the specific requirements listed above or as elective courses. Students who spend their third year in Italy may declare the minor during the first semester of their fourth year, however it is recommended that they declare earlier.

All students who minor in Italian are required to take one course in their fourth year. Students may not take a course in English in their fourth year without the consent of the Italian Coordinator. Students may also pursue a major or minor in Italian Studies (Student-Designed Multidisciplinary Major/Minor) through the Center for Interdisciplinary Studies (CIS).

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. 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 and view films. Four class hours weekly. Prerequisite: Italian 102 or equivalent. One unit each semester.

Italian 242 — Italian Cinema and Society*Every third year*

An examination of Italian society through the medium of film. Social, cultural, and political issues such as the North/South question, political corruption, and immigration will be explored. Films by Pasolini, Salvatores, Rosi, Giordana, Moretti, Crialese, and Virzì will be viewed and discussed. Conducted in English. One unit.

Italian 260 — Dante*Annually*

Examines the life and work of Dante Alighieri with a focus on his masterpiece, *La Divina Commedia*. A portrait of the political, social, cultural, and religious climate in which Dante wrote will be provided. Conducted in English. One unit.

Italian 299, 399 — Special Topics*Alternate years*

A special course offered either semester for the study of a literary or cultural theme, movement or issue. One unit.

Italian 301 — Italian Composition and Conversation*Fall*

Offers students intensive oral and written practice in Italian language through an exploration of Italian culture. Authentic materials such as literary texts, newspaper and magazine articles, and video are utilized as a basis for class discussion and written compositions. Grammar is reviewed in context. Four class hours weekly. 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 centuries. Works by Marino, Goldoni, Manzoni, Verga, Pirandello, and Calvino, among others, will be studied. Discussion of Italian history and literary genre provides a context for the readings. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

Italian 323 — Introduction to Contemporary Italy*Alternate years*

Explores the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the “Leaden Years,” and the Mafia. Along with historical and cultural information, students will read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, and others. They will also view films by directors like Scola, De Sica, and Giordana. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

Italian 325 — Boccaccio’s *Decameron**Annually*

A study of selected Novellas from Giovanni Boccaccio’s masterpiece, *The Decameron*. Students will learn about the culture, literary tradition, and language of 14th-century Italy. In addition to reading and analyzing the most important of Boccaccio’s one hundred stories, they will explore themes, such as merchant culture, the condition of women, and the art of the practical joke, that recur throughout the work. Students will also view selected episodes from Pasolini’s homonymous film. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

Italian 411 — Italian Renaissance Literature*Alternate years*

Focuses on representative works of the 14th, 15th, and 16th centuries in the context of Renaissance culture and history. Selected works by Petrarch, Boccaccio, Machiavelli, Leon Battista Alberti, Poliziano, and Castiglione will be studied. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

Italian 415 — Sicily through Literature and Film*Alternate years*

Introduces students to the celebrated literature of Sicily, the land of mythology and the Mafia, and home to many of Italy’s most important writers. The course concentrates on modern Italian literature, tracing the evolution of Sicily’s culture from the Unification in 1861 to today. Students will read works by Giuseppe Tomasi di Lampedusa, Giovanni Verga, Maria Messina, Luigi Pirandello, Leonardo Sciascia, and Andrea Camilleri and see films based on their works. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

Italian 420 — The 20th-Century Novel and World War II*Every third year*

A study of 20th-century Italian narrative that focuses on the experience of the war. Topics include Fascist policies, the partisan resistance, the Holocaust and Italian Jews. Authors studied include Ignazio Silone,

Giorgio Bassani, Cesare Pavese, Natalia Ginzburg, Primo Levi, and Renata Viganó. Students will also view and discuss films adapted from several of the works in class. Conducted in Italian. Prerequisite: Italian 301 or equivalent. One unit.

Italian 453 — Italian Women's Autobiography

Every third year

Focuses on 20th-century works of Italian women writers such as Sibilla Aleramo, Grazia Deledda, Anna Banti, and Dacia Maraini, among others. All of the works have autobiographical elements and show the development of the woman artist. 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 491, 492 — Third-Year Tutorial

Annually

Eligible third-year students may elect one or both of these courses, only with the permission of the department chair. For students who have previously taken all other advanced courses offered in a given semester. One unit.

Italian 493, 494 — Fourth-Year Tutorial

Annually

Eligible fourth-year students may elect one or both of these courses only with the permission of the department chair. For students who have previously taken all other advanced courses offered in a given semester. One unit.

Russian

From literature, art and film, to technology, politics, economics, and sports, Russia's influence on the world has been significant. By far the world's largest country boasting untold resources, Russia remains an intriguing land of potential. By unraveling the meaning of its art, history, and politics, students can better understand how Russia helps shape the contours of world culture. The Russian Major and Minor at Holy Cross aim to develop students' speaking skills and also to ensure broad literacy in Russian history and culture. In addition to all levels of language study, the Russian Program offers a wide array of literature and culture courses in different centuries (early Russia, 19th century, 20th century, contemporary Russian), genres (drama, poetry, prose, film), and geographical focus (Kievan Rus, European Russia, Siberia). Students should take advantage of the variety of offerings to familiarize themselves with the many different aspects of Russian cultural history.

In the U.S., Russian is a "critical need" language. The National Security Language Initiative (NDLI) was launched in 2006 to dramatically increase the number of Americans learning critical need foreign languages such as Russian. At Holy Cross, students can attain advanced levels of speaking, reading and writing Russian during their undergraduate years. Courses are also available for native speakers. The Holy Cross Summer Program in Moscow runs from mid-June to mid-July at the Russian state University for the Humanities (RGGU). RGGU is a top-flight university located near the vibrant center of Moscow. The Moscow program offers students the opportunity to dramatically improve their Russian language skills while they immerse themselves in the everyday life, the arts and culture, and the history and political life of today's Russia. The Moscow Program gives students one Holy Cross credit toward the Russian major or minor and allows them to advance a language level.

Russian major requirements: Russian majors take a minimum of 10 and a maximum of 14 courses at the intermediate level or above. Majors must successfully complete Russian 201, 202 (Intermediate Russian) and Russian 301 (Composition and Conversation) or their equivalent, although major are encouraged to continue language study throughout their college careers. Majors are also required to take a minimum of four literature and/or culture courses. Of these four courses, at least one must be selected from those conducted in Russian. It is recommended that majors take at least one course in each of the following categories: 1) historical period (19th Century Russian Literature, 20th and 21st Century Russian Literature, Russian Revolution and the Arts, Soviet Art & Literature, Writing Under Stalin); 2) genre (Russian Short Story, Russian Drama and the West, Fairytale: Russia and the World, Russian Cinema); 3) thematic (Madness in Russian Literature, Fire and Ice: Siberia in Fiction, Russian Tales of Desire). Students may count toward the major one of the regularly offered courses on Russia in the Political Science or History Departments. These latter courses may not be taken in lieu of literature and culture courses conducted in Russian for a summer term, semester, or academic year. Majors are strongly encouraged to study abroad in Russia for a

summer term, semester, or academic year. Majors who study abroad are required to take at least two courses at Holy Cross in their fourth year.

Russian minor requirements: Russian minors take a minimum of six courses on the intermediate level or above. Minors are required to successfully complete Russian 201, 202 (Intermediate Russian) and Russian 301 (Composition and Conversation). Students select at least three additional courses in Russian language, literature, or culture. Students' personal interests will dictate the distribution of these remaining courses. Students may count toward the major one of the regularly offered courses on Russia in the Political Science or History Departments. Minors who study abroad are required to take at least three courses at Holy Cross, including at least one in their fourth year.

Consult with Russian Program faculty on matters of placement and minor credit. Majors and minors who spend time in Russia on study programs may participate in academic and work internship programs offered by those programs for major and minor credit.

Russian 101, 102 — Elementary Russian 1, 2

Annually

Promotes active communicative skills along with the basics of Russian grammar. By course end, read, write, understand, and speak Russian in a broad range of everyday situations. Various aspects of Russian culture and life are introduced through the medium of language. Five class hours weekly and language lab practice. One and one-quarter units each semester.

Russian 201, 202 — Intermediate Russian 1, 2

Annually

Designed to activate students' spoken Russian, a wide variety of in-class activities allow students to practice Russian needed for most everyday situations. Textbook and workbook are supplemented with audio and videotapes. Conducted in Russian. Prerequisite: Russian 102 or the equivalent. Five class hours weekly. One and one-quarter units each semester.

Russian 250 — Madness in Russian Literature

Every third year

From current events in post-Soviet Russia to classic Russian literature, Madness is an ubiquitous element of the Russian experience. We will cover a broad range of works—from medieval to post-Soviet masterpieces—to investigate the evolution of madness in Russian culture. The protagonists of the novels, plays, and short stories we will explore range from holy fools to everyday madmen to chronically troubled spirits. The reading will include Griboedov's *The Trouble with Reason*, Pushkin's *Queen of Spades*, Gogol's *The Diary of a Madman*, Dostoevsky's *The Idiot*, Chekhov's *The Black Monk* and *Ward No 6*, Kuzmin's *Venetian Madcaps*, Nabokov's *The Defense*, Bulgakov's *The Master and Margarita*, and Pelvin's *Buddha's Little Fingers*. We will also examine manifestations of fictional insanity in film, opera, and the visual arts. One unit.

Russian 251 — Russian Tales of Desire

Every third year

This course treats the representation of desire in great works of the Western literary tradition. We will examine the transformation of this great literary theme over the ages and in various literary genres. The readings will include Euripides' *Hyppolitus*, Dante's *La Vita Nuova*, The Don Juan stories of Tirso de Molina, Byron and Pushkin, Flaubert's *Madame Bovary*, Tolstoy's *Anna Karenina* and Nabokov's *Lolita*. Conducted in English. One unit.

Russian 253 — Fire and Ice: Siberia in Fiction

Every third year

A consideration of Siberia as a native land, an adopted land, and a land of exile. Students start with Siberian folktales and the study of such native traditions as shamanism. Next, the course examines Siberia through Chekhov, Dostoevsky, and Shalamov as a land of both freedom and imprisonment. Finally, students read Rasputin, Astafiev, and Shukshin, whose work is devoted to the preservation of Siberia as a natural world and a culture. Narrative and documentary films complement the reading selections. Conducted in English. One unit.

Russian 255, 256 — Russian Short Story 1, 2

Every third year

This course offers an opportunity to get acquainted with the most outstanding Russian writers and to read their masterpieces in the genre of the short stories. The first semester begins in the 18th century with Karamzin and continues through Chekhov. The second semester starts with Chekhov and brings students up to the present. Authors include Pushkin, Turgenyev, Gogol, Tolstoy, Dostoevsky, Gorky, Babel and Zoshchenko. Conducted in English. One unit.

Russian 257 — Russian Drama and the West

Every third year

Read Shakespeare, Moliere, Goldoni, and Ibsen and analyze their influence on such Russian playwrights as Pushkin, Gogol, Chekhov, Blok, Evreinov, and others. Special attention will be paid to Stanislavsky's acting

system—a Hollywood favorite—and Meyerhold's experimentation on the Russian modern stage. Conducted in English. One unit.

Russian 258 — Russian Cinema

Every third year

This course examines the development of Russian cinema from its silent pre-revolutionary stage up to the Post-Soviet blockbusters. It focuses on the artistic and technical achievements of Russian filmmaking and their contribution to practical and theoretical aspects of western cinema. We will discuss the distinction between Russian cinema as an ideological tool of a totalitarian state, and western cinema as an entertainment industry. Screenings will include a variety of cinematic genres and styles such as Eisenstein's legendary *The Battleship Potemkin* (1925) and the Oscar-winning films *Moscow Does not Believe in Tears* (1979) and *Burnt by the Sun* (1994). Conducted in English. One unit.

Russian 259 — Fairy Tale: Russia and the World

Every third year

This course explores the ritual origins and subsequent uses and functions of the folk, literary, and contemporary fairytale. Its methods include anthropological, psychological, archetypal, structural, feminist, and spiritual readings of the world's most important tales. The course is both theoretical and practical. It aims not only to help students understand the various functions and methods of treating fairytale, but also to give them the tools to work with the genre themselves. The course also discusses historical problems of the study and classification of the fairytale. The cross-cultural approach of the course is designed to familiarize students with non-Western tales that challenge their assumptions about cultural boundaries and question the notion of what it means to be civilized. Conducted in English. One unit.

Russian 260 — 19th-Century Russian Literature

Every third year

This course considers the "Rabbles, Rebels, and Martyrs" of Russia's Golden Age of literature. During the 19th century, the Emancipation of the serfs, the Great Reforms, revolutionary activity and continued westernization changed Russian society dramatically. Perhaps it was these attempts at liberalization that produced the great works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky and Tolstoy. Read the classic works of Russia's Golden Age: *The Bronze Horseman*, *Hero of Our Time*, *The Overcoat*, *Crime and Punishment* and *Anna Karenina*. Conducted in English. One unit.

Russian 261 — 20th- and 21st-Century Russian Literature

Every third year

A survey of the major works, authors and movements of the 20th and 21st centuries. We will discuss the function of literature in the Russian society over the last one hundred years, from the modernist pre-revolutionary era to the present. We will focus on novels, short stories and poetry written during the Bolshevik Revolution and Civil War, Stalinism, the era of stagnation, and after the fall of communism. The reading will include such diverse writers as Chekhov, Blok, Zamyatin, Bulgakov, Nabokov, Akhmatova, Pasternak, Solzhenitsyn, Pelevin and others. Conducted in English. One unit.

Russian 262 — Russian Revolution and the Arts

Every third year

This course will focus on the artistic rebellion during the period from 1890 and 1930 against nineteenth-century realist canons in literature, music, and visual and performing arts. We will explore the wild experimentation of Russian modernist artists during this revolutionary era, which had a powerful impact on the artistic imagination worldwide. Reading will include plays, novels and poetry by Chekhov, Zamyatin, Majakovsky, Blok, Akhmatova, Bulgakov and others. We will analyze the innovative painting techniques of Kandinsky, Malevich, Chagall and the World of Art group, explore Stravinsky and Rakhmaninov's compositions, consider innovations in acting and dancing techniques, and learn about Eisenstein's montage that revolutionized western cinema. Conducted in English. One unit.

Russian 263 — Soviet Art and Literature

Every third year

In addition to pure propaganda, the Soviet doctrine of Socialist Realism also produced a rich tradition of art and literature that expressed the ideal of the "New Soviet Person." While introducing students to the wealth of Socialist Realist art and ways to interpret its hidden meanings and messages, this course traces the evolution of the "positive hero" in Soviet literature and art. We consider the meaning of Socialist Realism as a way to practice and understand art. We also discuss the merits and the dangers inherent in the relationship between this kind of literature and Soviet society, one that allowed a nation on its knees to rebuild and modernize as well as one that silenced countless authors. Students are also asked to discern how, in satirical or subversive works, the tenets of Socialist Realism are subverted and their values questioned and why, in today's Russia, there is a growing nostalgia (and market) for Socialist Realist art. Conducted in English. One unit.

Russian 264 — Writing Under Stalin*Every third year*

This course examines major literary works of the Stalinist era as the artistic expression of the history of twentieth century art, its writers and poets, and their relationship to the Soviet dictator, Joseph Stalin. The course teaches students how to discern symbolic systems that encode the works, often as a form of protest. It also considers the ethical issues at the heart of the works that concern such resistance and it risks and the role that art plays in such discussions. This course presents the social, political and cultural history of the Stalin-era Soviet Union (1922-1953) through primary and secondary historical sources, literature, arts, film (documentary and interpretive), and music. It attempts to piece together the history of stalinism, while asking students to consider the moral complexities of the time and its relevance to Russia as well as to other modern day nations. Students grapple with multiple voices that compete to “own” the history of Stalin, including that of Stalin himself. Conducted in English. One unit.

Russian 299, 399, 499 — Special Topics in Russian Literature*Annually*

A special course offered either semester on a single author or theme which has included religious imagery, women in Russian literature, the poetry of Anna Akhmatova, the short works of Bulgakov and Gorky, and courses on Russian poetry and the short story. Conducted in English or Russian. One unit.

Russian 301 — Russian Composition and Conversation 1*Fall*

Continued development of oral and written language skills and cultural competency through the use of Russian short stories, poetry, popular songs and mass media. In addition to discussion of our reading, students will also have an opportunity to improve their pronunciation and intonation through mini performances. We will stage dramatic sketches based on the short stories read in class and will learn how to improve pronunciation using the basic acting technique. Prerequisite: Russian 202 or the equivalent. Three class hours weekly include writing laboratory with native speaker. One unit.

Russian 303 — Advanced Studies in Russian Culture*Spring*

An analysis of literary works and documentary material with the aim of probing Russian cultural traditions of the 19th, 20th and 21st centuries. All discussions, readings and course work in Russian. One unit.

Russian 391, 392 — Advanced Russian Tutorial*Annually*

This is a mixed-level course appropriate for students with advanced Russian language abilities from coursework, study abroad or native heritage. The course approaches a chosen theme from various media and focuses on both oral and written literacy. Student interest determines the theme(s) of study and the course is then titled accordingly. This course may be taken more than once. One unit each semester.

Studies in World Literatures

Studies in World Literatures courses are conducted in English and use translations in English of literary texts originally written in another language. Most have no prerequisites and are open to all students.

Faculty members are from the Department of Modern Languages & Literatures. The courses carry diverse Common Area designations (e.g., Arts, Literature, Cross-Cultural Studies) and many also fulfill requirements for various interdisciplinary concentrations and multidisciplinary majors and minors (e.g., Africana Studies, Asian Studies, German Studies, Medieval-Renaissance Studies, Russian and Eastern European Studies, Women's Studies).

Those courses carrying a course number specifically designated as STWL consist of a comparative study of texts from several cultural and/or linguistic communities. Those courses carrying a course number designating a specific language group—for example, CHIN, FREN, GERM, ITAL, RUSS, etc.—consist of a study of texts from a specific national tradition.

Major requirements: To satisfy the requirement of the Studies in World Literatures major, students take a minimum of 10 and a maximum of 14 approved courses within the program. Because the STWL major emphasizes the points of connection among two or more traditions, students should select courses from a variety of programs and departments.

- One STWL designated course in literary or film studies. Students are encouraged to take this course as soon as possible after declaring the major.
- Five approved courses on the intermediate or advanced levels distributed as follows: two courses in the category of survey/theme; two courses in the category of genre/author; one course on the theory or philosophy of literature.

- Three approved electives in their area of interest.
- Students must also complete a capstone project in the form of an expository paper that is comparative in nature, focusing on either literature or film.

Up to two literature or film courses from a non-MLL Holy Cross department or an approved study abroad program may be counted toward the STWL major.

Major proposal: Upon declaration of the major, students will be required to submit the following:

- A list of proposed courses;
- A written explanation of their course choices and the subfocus of their major. At this point, depending on the focus and course work, students will be assigned an STWL faculty advisor.

Capstone proposal: Before beginning course work on the capstone project (no later than spring of a student's junior year), students will be required to submit a written statement that describes the capstone project, identifies advisors and readers and outlines a timeline for the completion of the project.

For a complete list of courses that count toward the STWL major please see website: <http://academics.holycross.edu/stwl/courses>.

Studies in World Literatures 221 — Coming-of-Age: Writing Women in the 20th Century *Annually*

The course will trace the historical conditions of women's education in the Western traditions with reference to women's 'historical silence' or 'mouthpiece function'. Women's writing will be read as an escape from, answer to, repudiation of a gender discourse favoring men's determination of self and society. Readings and discussions will focus on women's desire for knowledge as well as women's articulation of desire—the desire to be different without having to adapt to standards not set by themselves. The goal of self-determination will be differentiated with regard to both equal rights and equal responsibilities. Finally, the course will address women's conceptualization of 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 and 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 251 — Tales of Desire

Every third year

This course treats the representation of desire in great works of the Western literary tradition. We will examine the transformation of this great literary theme over the ages and in various literary genres. The readings will include Euripides' *Hyppolitus*, Dante's *La Vita Nuova*, The Don Juan stories of Tirso de Molina, Byron and Pushkin, Flaubert's *Madame Bovary*, Tolstoy's *Anna Karenina* and Nabokov's *Lolita*. One unit.

Studies in World Literatures 257 — Russian Drama and the West

Every third year

This course reads Shakespeare, Moliere, Goldoni, and Ibsen and analyzes their influence on such Russian playwrights as Pushkin, Gogol, Chekhov, Blok, Evreinov, and others. Special attention will be paid to Stanislavsky's acting system—a Hollywood favorite—and Meyerhold's experimentation on the Russian modern stage. One unit.

Studies in World Literatures 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 postcolonial

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); Creoleness (Chamoiseau, Confiant); colonial education; violence, nationalism and resistance; postcolonial culture, modernity and identity are discussed. One unit.

Studies in World Literatures 299 — Special Topics

Annually

Offered for the study of a particular literary genre, form, theme, etc. Topics announced in the preceding semester. One unit.

Studies in World Literatures 491 — Fourth-Year Capstone Project

Annually

The Fourth-Year Capstone Project is an individual research project involving the study of at least two distinct textual traditions. For example, a comparative study of African, Asian, Caribbean, or European (French, German, Italian, Russian, etc.) literatures and cultures is acceptable. The capstone is directed by one principal faculty advisor, but must include consultation with at least one additional STWL faculty member. One unit.

Music

Ron Jarret, Ph.D., *Professor of Chemistry, Associate Dean, and Department Administrator*

The Department of Music 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 Department of Music include the Fenwick Music Library, which houses a sizeable collection of scores, books, sound recordings, and DVDs, as well as computers and state-of-the-art audio/visual stations; the newly renovated Brooks Concert Hall; classrooms; practice rooms with pianos, and a rich variety of technology resources. These include the Brooks Recording Studio, equipped with professional software and hardware complemented by a wide selection of microphones, digital and analog mixers, and studio monitors; the Brooks Media Studio, containing 12 dedicated student workstations furnished with industry standard software and hardware used for computer music coding and hacking, audio recording and mastering, composing for film and video, and the creation of electronic, electroacoustic, and new media projects; and several music-notation and ear-training workstations housed in the Fenwick Music Library.

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, Department of Music, College of the Holy Cross, Worcester, MA 01610. The application deadline is January 15. **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 15 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 Ensembles, H-CLEf (Holy Cross Laptop Ensemble), Chapel Choir, Crusader Marching and Pep Band, Gamelan, and the Schola Cantorum.

Courses

Music 101 — Introduction to Music

Fall, spring

A one-semester introduction to art music in the Western tradition, its forms and history, with an emphasis on the major composers of the common practice period. Assignments focus on developing critical listening skills and an appreciation and understanding of Western art music. One unit.

Music 103 — Fundamentals of Music

Fall, spring

Introduction to the rudiments of music theory (notation, scales, intervals, chords, rhythm and meter) and basic musicianship (keyboard skills, score reading and ear training). For students with no previous musical knowledge. One unit.

Music 140 — Song through the Ages

Alternate years

Song through the Ages is a survey of song repertoire from the Western Art Tradition, including chant, madrigal, opera, oratorio, German Lieder, choral symphony, as well as folk and popular song. One unit.

Music 141 — From Opera To Broadway

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 142 — American Popular Song

Alternate years

Historical survey of American popular song—Stephen Foster, blackface minstrels, sentimental parlor songs, songs of the Civil War, gospel hymns, vaudeville, Tin Pan Alley, Broadway musicals, Jerome Kern, George and Ira Gershwin, jazz-band songs and singers, country music, rhythm and blues, rock 'n' roll, rock, popular "folk" songs, and more. One unit.

Music 143 — History of Rock

Alternate years

Survey of rock music from its beginnings in earlier forms of popular music to 1990. Attention is given to the relationship of rock music to its cultural, political, and economic contexts. One unit.

Music 150 — American Music

Alternate years

Surveys three main repertoires of music in the United States: folk and traditional music of urban, rural, and ethnic origin; jazz; and art music from Charles Ives to the present, with particular attention to the influence of science and technology on recent developments. One unit.

Music 151 — World Music

Alternate years

Introduction to music of selected African, Asian, and American cultures. Each culture is approached through its social and cultural context, its theoretical systems and musical instruments, as well as its major musical and theatrical genres. One unit.

Music 153 — Music of Bali — Gamelan 1*Fall, spring*

Introduces students to Balinese music through the performance of selected pieces from the Gong Kebyar repertory. Instruction provided in the technique of playing the instruments that make up the Gamelan. One unit.

Music 160 — Introduction to Electronic Music*Annually*

Surveys musical and scientific theories related to developments in electronic music. Topics include: physical parameters of audio waveforms and specific means of processing sound using digital synthesizers and computers. Students are introduced to techniques of electronic music composition through the analysis of selected works as well as studio assignments. No prerequisite. One unit.

Music 161 — Digital Media for Musicians*Annually*

Explores the role of digital media in the world of music and teaches how digital tools are utilized by the contemporary composer. Students get “hands-on” experience with digital audio, MIDI, the internet, and a host of computer applications (PowerPoint, Photoshop, Dreamweaver, ProTools, Audacity, Adobe Premier), that are essential for the aspiring musician. One unit.

Music 163 — Business of Music*Alternate years*

Explores the world of music business from both a contemporary and historical perspective. Students will examine the economic structure that surrounds the core relationship between the artist and the fan. Topics include: copyright, music publishing, recording contracts, music production, marketing, royalties and concert promotion. One unit.

Music 195 — African American Music: From Blues to Rap*Alternate years*

This course is a survey of African-American music from the early 20th century to the present day. This course will consider various musical styles, with special emphasis on developments since 1950, including blues, gospel, R&B, rock and roll, doo-wop, soul, funk, disco, hip-hop, and rap — from the rural south to the urban north; from the east coast to the west coast; from the live stage to the recording studio. Though the primary function of the course will be to consider the development of musical style (that is, the music itself), we will also consider broader questions concerning the influences on and influences of African-American music, issues of cultural appropriation and race, and the agency of such music in social movements from the civil-rights era to the present day. One unit.

Music 197 — Music of Peace and Conflict*Every third year*

This course will survey the music related to military conflicts, political movements, and peace making efforts from the Middle Ages to the 21st century. Students will explore how folk music, popular music, and art music have been used to depict war, express pro- and anti-war sentiments and promote political and ideological positions. Throughout the semester students will examine the broader relationship between music and society, and how world events shape musical styles and genres. One unit.

Music 199 — Special Topics*Annually*

Course topics vary from year to year. Introductory. 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 the 20th century and beyond, 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: Ability to read music or permission of instructor. One unit.

Music 215 — Music of the Classical Era*Every third year*

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*Every third year*

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*Every third year*

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*

Independent study of various topics in any field of music of special interest to individual students and their faculty directors. Permission of faculty member and the department chair. Intermediate. One unit.

Music 230-240 — Great Composers*Annually*

These courses are one-semester explorations of great composers (such as Bach, Mozart, Beethoven, Schubert, Mahler, and Stravinsky). Emphasis is placed on understanding masterworks of music in their time and place as well as on cultural questions concerning this music that connect their moment in history to our own. One unit.

Music 252 — Symphony*Every third year*

Introduction to the orchestra, its instruments, and repertoire 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 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 261 — Advanced Digital Media for Musicians*Annually*

Second part of a two course sequence focusing on music creation using the latest digital technology, including hard disk recording, editing, mixing, and digital signal processing. Listening and analysis of historical music compositions and recordings from the 20th century which utilize both analog and digital technology. One unit.

Music 299 — Special Topics*Annually*

Course topics vary from year to year. Intermediate. 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. Prerequisite: Theory 3. 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*

Independent study of various topics in any field of music of special interest to individual students and their faculty directors. Permission of faculty member and the department chair. Advanced. One unit.

Music 399 — Special Topics*Annually*

Course topics vary from year to year. Advanced. One unit.

Music 400 — Fourth-Year Seminar*Spring*

This course is designed to present an integrated approach to the study of music drawing on and combining aspects of various disciplines (History, Theory, Ethnomusicology, Performance Practice, Popular Music Studies, etc.). Topics and selected works vary from year to year. Required for Music majors. 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.

Music 431, 432 — Intermediate/Advanced 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.

Music MUSC 331/332 — Intermediate Performance 1*Annually*

Instrumental or vocal lessons for students of intermediate competency. Interested students must consult with the Chair of the department. One unit.

Naval Science

LCAPT Mark Edwards, USN, M.A., *Visiting Professor and Chair*

The Department of Naval Science, a recognized department of instruction within the College, educates and trains young men and women to serve as commissioned officers in the Navy and Marine Corps. Only those men and women reasonably disposed to accept a commission in the Navy or Marine Corps should plan to enter the Naval Reserve Officers Training Corps (NROTC) Program. This affirmation must be understood clearly by everyone who applies for the program.

Scholarship Program

Graduating high-school students can apply through the national competition for a four-year Naval ROTC Scholarship. If selected for the four-year Naval ROTC Scholarship Program, they receive full tuition, all academic fees, military uniforms, a stipend of \$750 per academic year for textbooks, and a graduated monthly subsistence allowance (\$250/month for Freshmen, \$300 for Sophomores, \$350 for Juniors and \$400 for Seniors) while attending college. Additionally, the College of the Holy Cross offers free room to all four-year national scholarship winners living on campus. They are required to take certain college courses, undergo three summer training cruises, each approximately four weeks in duration, and are required to serve at least five years on active duty after commissioning.

Second-year college students can apply through the national competition for the two-year Naval ROTC Scholarship Program. If selected, during their third and fourth years they will receive full tuition, all academic fees, the annual stipend of \$750 for textbooks, military uniforms, and a monthly stipend the same as a four year scholarship student. In addition, they will attend the Naval Science Institute at Newport, R.I., for six weeks during the summer before their third year, will be required to take certain college courses, and will undergo one summer training cruise of four weeks duration. They will be required to serve at least five years on active duty after commissioning.

College Program

First- and second-year students at the College may apply directly to the Professor of Naval Science for enrollment in the College Program (non-scholarship). After completion of at least one semester in the College Program, students who have achieved a GPA of 2.5 or higher, passed one semester of calculus with a grade of C or better, and performed well in the battalion may be recommended by the Professor of Naval Science for a Naval Service Training Command Controlled Scholarship. The scholarship includes all the same rights and responsibilities as a scholarship student detailed above.

College Program students not selected for a scholarship by the beginning of their junior year must be selected for advanced standing or will be dropped from the NROTC program. Selection for advanced standing is competitive and centrally managed by the Naval Service Training Command. This program provides military uniforms and a subsistence allowance of \$350/\$400 per month for Juniors/Seniors respectively while attending college. College Program students are required to take certain college courses and to undergo one summer training cruise of four weeks during the summer preceding their fourth year. Second-year College Program students who receive advanced standing or a scholarship must attend the Naval Science Institute in Newport, R.I. for six weeks during the summer preceding their junior year. Upon commissioning, College Program students are required to serve at least three years on active duty.

Naval Science Students

Any student in the College may take Naval Science courses. Naval Science students receive credit for satisfactory completion of accredited Naval Science courses but have no official status in the NROTC Program and receive none of the benefits provided to NROTC students.

General Information

The Holy Cross NROTC Unit is composed of approximately 65 midshipmen. The battalion is divided into companies, and the overall leader is the Midshipman Battalion Commander, a fourth-year student who is chosen for outstanding leadership qualities. The battalion meets for drill or classroom instructional periods twice a week. In addition, each year the battalion sponsors an active social program, which includes informal events, the Navy Marine Corps Birthday Ball, Dining In, Tri-Service Cotillion, various military and athletic excellence competitions, and field meets.

Courses

Naval Science 100 — Naval Science Lab

Fall, spring

Naval Science Laboratory. One weekly two-hour laboratory. Emphasis is placed on professional training which is not of an academic nature. The laboratory is intended for topics such as drill and ceremonies, physical fitness and swim testing, cruise preparation, sail training, safety awareness, preparation for commissioning, personal finances, insurance and applied exercises in naval ship systems, navigation, naval operations, naval administration, and military justice. Other topics and special briefings are conducted as determined by the Naval Service Training Command or the Professor of Naval Science. Required of all midshipmen. No degree credit.

Naval Science 111 — Naval Orientation

Fall

An introduction to the customs, traditions, missions, rules and regulations of the Department of Defense and the United States Navy and Marine Corps. Topics include rank structure, uniform regulations, military law, terminology, ships and aircraft types, naval history, and present naval missions. Required of all midshipmen; intended for first-year students. No degree credit.

Naval Science 112 — Naval Engineering

Fall

Detailed study of ships' characteristics and types including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control. Included are basic concepts of the theory and design of steam, gas turbine, and nuclear propulsion. Also discussed are shipboard safety and fire fighting. Required of all Navy option midshipmen; intended for third-year students. No degree credit.

Naval Science 113 — Naval Weapon Systems

Spring

An introduction to the principles and behavior of electronic and electromagnetic systems to provide a foundational understanding of the interrelationships with naval combat systems. Topics and concepts explored pertain to a wide range of maritime applications, such as radar, sonar, communications, electro-optics, computer, missiles and electronics warfare systems. Required of all Navy option midshipmen; intended for third-year students. No degree credit.

Naval Science 114 — Sea Power

Spring

A survey of U.S. Naval History from the American Revolution to the present, with emphasis on the Navy's role as an instrument of U.S. national security policy and foreign policy. Includes in-depth discussion of naval developments, key maritime strategies that have shaped the sea services, and naval contributions throughout various periods in American history, including major battles and campaigns in armed conflicts through the Gulf War. Required of all midshipmen; intended for first-year students. One unit.

Naval Science 141 — Navigation

Spring

Practical piloting in restricted and open water to include discussions on tides, currents, electronic navigation, and celestial navigation theory. Coast Guard Navigation Rules, maneuvering board concepts, and a brief introduction to weather are covered. Required of all Navy option midshipmen; intended for second-year students. No degree credit.

Naval Science 142 — Operations

Fall

This course includes discussions on Rules of the Road and basic ship handling practices. Covers command and control and Naval Operations as they apply to each warfare platform. Required of all Navy option midshipmen; intended for fourth-year students. No degree credit.

Naval Science 145 — Evolution of Warfare

Alternate years, fall

This course is designed to cover the causes of continuity and of changes in the means and methods of warfare during major periods of history. It addresses the evolution of strategic principles and the influence of economic, moral, psychological, political and technological factors and strategic thought. It also examines the interrelationships between technological progress and military changes in rendering obsolete the successful strategies, policies, doctrines and tactics of the past. Required of all Marine option midshipmen. No degree credit.

Naval Science 151 — Organizational Management

Fall

This course focuses on the theoretical and practical concepts of leadership and management. It includes discussions of the principles and processes required of managers including: planning, organizing, controlling, motivation, communication, and decision making. Examples from both general business and the Naval establishment are used. The social, ethical and moral responsibilities of managers are also discussed. Required of all midshipmen; intended for second-year students. One unit.

Naval Science 155 — Amphibious Warfare

Alternate years, 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

Christopher A. Dustin, Ph.D., *Professor and Chair*

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. Ultimately, 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. 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). 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.

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. Majors are required to choose courses from the following categories: A) Two Courses in the History of Philosophy: 1) either Ancient (225) or Medieval Philosophy (230); 2) either Early Modern (235) or Modern Philosophy (241) or equivalent courses. B) One Course in Theoretical Philosophy: either Metaphysics (201); Theory of Knowledge (209), Philosophy of Mind (261), Philosophy of Language (262), Philosophy of Science (271), Philosophy of Biology (272), Phenomenology (245) or equivalent courses. C) One Course in Practical Philosophy: either Ethics (204); Foundations of Ethics (207); Medical Ethics (250), Political Philosophy (265); Environmental Political Philosophy, Theory of Value (256) or equivalent courses. D) One Course in Logic: either Symbolic Logic (215), Logic and Language (242) or equivalent courses. E) In addition to these courses, students must take at least two advanced (300-level) seminars. Students should work closely with their advisor and consult with the department Chair to determine how these requirements are best fulfilled in conjunction with their individual interests. Students are strongly encouraged to satisfy requirements A)-D) as early as possible within their program of study.

The minimum requirement for the minor is six semester courses in philosophy. Minors are required to complete the following courses: 1) one course in the history of Philosophy, typically either Ancient, Medieval, Early Modern or Modern Philosophy (or other courses that cover these periods); 2) one course in either theoretical or practical philosophy as defined above and 3) at least one advanced 300-level seminar.

In addition to a wide range of regular courses and seminars, the department offers tutorials and other opportunities for independent study. The departmental Honors program is designed to provide outstanding majors with an enhanced opportunity for independent research and sustained philosophical reflection during their senior year. Under the supervision of an advisor, students admitted into the program will engage in a yearlong thesis project resulting in a polished piece of philosophical writing which is formally presented at the end of the year. Eligible students are invited to apply to the Honors program in the second semester of their junior year. Further information about the program (concerning eligibility requirements, details about the application process, and the structure of the program itself) is posted on the departmental website. Majors who think they might be interested in the departmental Honors program should consult with the department chair.

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 in the life of the department, 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 Scholarship.

Courses

Introductory Courses

Philosophy 110 — Philosophical Inquiries

Fall, spring

In a certain way, philosophy needs no introduction. Each of us has had moments of wonder: “Why do we exist?” “Why is there so much suffering in the world?” “Why does the world itself exist?” This one-semester course for first-year students helps strengthen that sense of wonder by giving the student insight into what some of the greatest thinkers have had to say about these questions. Readings from Plato, Aristotle, Aquinas, Descartes and Kant. One unit.

Intermediate Courses

Philosophy 201 — Metaphysics

Annually

Aristotle described metaphysics as the “science which takes up the theory of being as being and of what ‘to be’ means taken by itself.” Before and since Aristotle, the meaning and significance of metaphysics has been in dispute. While some thinkers have dismissed metaphysics as meaningless speculation, others have held it to be the center of Western philosophy. Using primary texts of classical and contemporary writers, this course studies the origins of metaphysics in ancient Greece, major developments of metaphysical thinking, and contemporary challenges to metaphysics. One unit.

Philosophy 204 — Ethics

Annually

A study of moral philosophy with a twofold aim: (1) to give students an appreciation of the important historical and theoretical developments in moral philosophy; (2) to help students to think, write and speak clearly about important moral issues of our time. Examines both the thought of important Western philosophers such as Aristotle, Immanuel Kant, and John Stuart Mill, and topics of contemporary concern in personal and social ethics. One unit.

Philosophy 207 — Foundations of Ethics

Annually

Considers various challenges to the claims of morality, and whether and how moral philosophy can meet these challenges. Special topics include: the nature and justification of an ethical life, the limits of practical reasoning, the subjectivity vs. the objectivity of value, relativism, conflicts of obligation, the idea of moral “truth,” and the sources and ultimate value of morality itself. Examines how these issues come to life in classical texts, and how they are treated in recent philosophical literature. The goal is to understand the foundations of morality (if there are any), and to gain insight into what is perhaps the most striking thing about human life—the fact that we have values. One unit.

Philosophy 209 — Theory of Knowledge

Annually

Do you know that you are not a brain in a vat being force-fed experiences by an evil scientist? This course considers Descartes’ skeptical arguments that we can’t really know whether the world is the way it appears to us. These skeptical arguments lead us to consider what knowledge is, whether “knowledge” means the same thing in the philosophy classroom as it means outside it, and what justifies our beliefs. Writings of contemporary analytic philosophers are read and discussed. One unit.

Philosophy 215 — Symbolic Logic

Alternate years

An introductory study of the formal structure of reasoning patterns such as deduction. Includes an introduction to formal languages, sentential calculus, predicate calculus, and an investigation into logic’s value and limits. One unit.

Philosophy 224 — Contemporary Continental Philosophy

Alternate years

Focuses on a theme or question of general scope within continental European philosophy since Nietzsche. Topics may include subjectivity, historical consciousness, technology, and plurality. Philosophical approaches

may include phenomenology, hermeneutics, existentialism, psychoanalysis, the Frankfurt School, and post-structuralism. One unit.

Philosophy 225 — Ancient Philosophy

Annually

We start by looking at the Presocratics (sixth and fifth centuries B.C.) to witness the emergence of philosophical, scientific, ethical and religious thinking. We will follow the similarities and differences of these Presocratics to trace the kinds of questions they set and the kinds of answers they accept. Addressing many of the same questions bequeathed to them by the Presocratics, the Ancients offered new solutions. We will think with the great thinkers about alternative conceptions of the divine, first principles and causes, form and matter, atoms and the void. Wonder along with Plato, Aristotle, Lucretius and Epictetus about happiness in relation, reason and desire, and our place in society and in the universe. One unit.

Philosophy 230 — Medieval Philosophy

Annually

A study of selected medieval thinkers such as Augustine, Boethius, Dionysius, Anselm, Bonaventure, Aquinas, Scotus, and Ockham. The birth of scholasticism, an analysis of this philosophical movement in the 13th century, and its decline are presented. One unit.

Philosophy 235 — Early Modern Philosophy

Fall

A study of the origins of modern philosophy: Descartes' turning toward the subject; his attempt at a justified method guided by the ideal of mathematical certainty; his influence on the development of European rationalism, Spinoza, Leibniz. Equal attention will be given to empiricist philosophers such as Bacon, Hobbes, Locke, Berkeley, and Hume and their approaches to philosophy and science. One unit.

Philosophy 241 — Modern Philosophy

Spring

A study of the later development of modern philosophy including Kant's new evaluation of metaphysics, epistemology, the nature of the sciences and morality and the idealist thought of Fichte and Hegel. Attention also to the thought of those opposing idealism, especially Marx and Kierkegaard. One unit.

Philosophy 242 — Logic and Language

Fall

An introduction to the 20th-century analytic philosophy and philosophy of language, which to a large part is guided by the conviction that traditional philosophical problems are based on linguistic and logical confusions. Familiarizes students with the formal languages of modern sentential and predicate logic, whose development was so important for the philosophical thinking within this tradition. It will reflect on the importance of language for understanding the world and will investigate related semantic concepts such as meaning, reference and truth. One unit.

Philosophy 243 — American Philosophy

Alternate years

While philosophy in America has been strongly influenced by English "analytic" philosophy and French and German "Continental" philosophy, there is a distinctive tradition of American philosophy that preceded these imports. Its most famous exponents thrived from mid-19th through the early-20th centuries, and created a unique philosophical perspective on experience, action, nature, and democracy, sometimes called "pragmatism." We will read key members of that tradition, including Ralph Waldo Emerson, Charles Sanders Peirce, William James, George Herbert Mead, and John Dewey. One unit.

Philosophy 244 — Twentieth Century Philosophy

Alternate years

This course examines and compares key writings of prominent traditions into which 20th-century Western philosophy split: analytic or "Anglo-American" philosophy, "continental" or European philosophy, and "classical American" philosophy or pragmatism. Readings will include works of Peirce, Frege, Russell, Husserl, Heidegger, Wittgenstein, and Dewey on issues of knowledge, language, existence, and the nature of philosophy. One unit.

Philosophy 245 — Phenomenology

Alternate years

Explores the motivation and the methods of phenomenological philosophy. Focus is on Husserl's development of phenomenology as a "rigorous science," and its critical revision. Topics include the relation of Husserl's "transcendental" project to the classical metaphysical tradition, the distinction between "pure" and "applied" phenomenology, the idea of a phenomenological psychology, and the influence of phenomenology in the philosophy of art. Readings include works by Husserl, Sartre, Merleau-Ponty, and others. One unit.

Philosophy 246 — Philosophy and Literature

Alternate years

Explores the relationship between philosophy and literature. Reveals the enormous impact of philosophy on literary texts and tries to show how philosophy is present in all forms of intellectual life. Also tries to

take seriously literature's claim to be doing something that philosophy itself cannot do. The authors chosen vary, but include such figures as Shakespeare, Goethe, Nietzsche, Thomas Mann and Proust. One unit.

Philosophy 247 — Environmental Political Philosophy

Alternate years

The Western philosophical ethical tradition is anthropocentric, meaning that what is good or right is based upon the wants, needs and interests of humans. From such a perspective, the environment is regarded as a resource to be managed or exploited for the benefit of people. Many contemporary environmental ethicists carry on in this tradition, while others argue for an expanded ethical theory—one that takes into account the intrinsic values of animals, plants, species, ecosystems, and perhaps even the earth as a whole. In this course we will survey these different approaches with an eye to whether or not they are defensible. In doing so, we will consider issues such as animals rights, population control, the rights of future generations and wildlife restoration (e.g., prairies, forests). One unit.

Philosophy 248 — Existentialism

Alternate years

Existentialism was a movement in recent (1850-1950) French and German philosophy that heavily influenced subsequent European thought and literature. It saw human beings as free and troubled, lacking guidance from tradition, God, and nature. This course explores existentialism through a reading of its philosophical exponents (Kierkegaard, Nietzsche, Heidegger, Sartre, Tillich) and literary and philosophical authors (Dostoevsky, Camus). Both religious and atheistic existentialism are considered. One unit.

Philosophy 250 — Medical Ethics

Annually

Examines topics of current interest in biomedical ethics, and the role moral philosophy plays in public debate about controversial issues. Aim is to help students think, speak, and write clearly about these issues. Discusses moral justification and an overview of several types of ethical theory. Considers such issues as the physician-patient relationship, truth-telling and confidentiality, informed consent, reproductive technologies, abortion, the right to die, euthanasia and assisted suicide, the AIDS epidemic, human genetics, and justice in the distribution of health care. One unit.

Philosophy 254 — Philosophy East and West

Alternate years

In this course, we shall consider the thoughts of Western traditions such as Platonism, Aristotelianism, Ephesianism, Stoicism and Epicureanism. These will be paired with Asian traditions such as Confucianism, Hinduism, Daoism, and Buddhism. We'll explore these thinkers' answers to philosophical questions about the nature of reality, the self/soul, knowledge, ethics and politics. Though the pairings are designed to facilitate comparison, we shall be alert for differences as much as similarities in the ways our focal issues are asked and answered. Comparisons will expose strengths and weaknesses that may not have appeared without them. Quite different traditions may even offer solutions to each other's problems. Above all, this is a course that provides the resources as well as the occasion for cross-cultural understanding at a fundamental, philosophical level.

Philosophy 255 — Asian Philosophy

Alternate years

What is the ultimate goal of human existence, if any? Are there qualities of persons or actions that promote harmony with the community or with nature at large? Is there a soul that exists beyond this life? Is there really a 'self' at all? Is there a permanent reality beneath the visible world of change—or is the motley of change all there is to the world? We shall explore these fundamental philosophical questions through key Asian traditions of wisdom such as Confucianism, Daoism, Hinduism and Buddhism. Not only is an understanding of these wisdom traditions valuable in themselves, it'll also help us understand better the Asian nations which social, political, ethical and cultural practices are founded on Asian philosophy. 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 human beings ought to live together, what makes power legitimate, what are the proper limits on government, and what distribution of wealth across society would be just. These issues will be pursued through contemporary and historical readings from Western political theory, including the work of Plato, Aristotle, John Locke, and recent thinkers like John Rawls and Robert Nozick. One unit.

Philosophy 267 — Contemporary Political Philosophy

Annually

This course examines some contemporary problems facing liberal republican societies, like the United States. Both progressives, who favor government interference to solve social problems, and libertarians, who favor minimal government to ensure individual liberty, traditionally accepted that all individuals should be treated equally without reference to group-membership. This approach been questioned by minority groups and women who favor policies that take their traditional disadvantages into account, conservatives and religious advocates who want to preserve local community controls over behavior, and multiculturalists who assert the equality of cultures and "cultural rights." What should the limits on individual liberty be? Does equal treatment mean ignoring difference, or recognizing difference and honoring it? Is there a conflict between the rights of individuals and the rights of groups? We will explore these questions through the work of important contemporary political philosophers. One unit.

Philosophy 269 — Philosophy of Law

Alternate years

Examines the nature of law and the place of law in human society. Considers the history of rule by law and reflects upon its value. Theories of law and of the relation of law to morality are explored. The course draws upon case histories and jurisprudential readings. It is not an introduction to legal reasoning, but a probe of the philosophical issues that underlie such legal concepts as equality, freedom of speech, evidence, obligation, rights, punishment, and justice. One unit.

Philosophy 271 — Philosophy of Science

Alternate years

An examination of the structure, function, value, and limits of science. Topics include the structure of scientific explanation, the role of experimentation, the nature of scientific progress, and the nature of scientific values. This course also investigates whether the activities of science are both rational and ethical. One unit.

Philosophy 273 — Philosophy of Medicine

Alternate years

The philosophy of medicine includes the metaphysical, epistemological and methodological aspects of medical practice and medical research. This course explores some of the theoretical and conceptual issues that form the basis for medical knowledge and thus influence the practice of medicine. Topics include the nature of health and disease, normality and pathology, the assumptions and goals of medicine, changes in the theoretical structure of medicine over time, the nature of medical knowledge, and methods of reasoning in medical research and practice. One unit.

Philosophy 274 — Philosophical Anthropology

Alternate years

We will explore the philosophy of culture through a reading of 20th-century philosophical and related writings, trying to discern what difference culture makes to our understanding of human beings. That is, what does the recognition that humans are fundamentally cultural beings do to our ethics, politics, and

account of human mind and knowing? We will confront problems of cultural relativism, the role of cultural identity in politics, and what some claim is our contemporary “clash of civilizations,” reading, among others, Ernst Cassirer, Ernest Gellner, Johann Huizinga, and Samuel Huntington. One unit.

Philosophy 275 — Social Philosophy of Modernity

Alternate years

In this course in social philosophy, we critically examine the nature and direction of the “modern” world, that is, the unique form of life which evolved in Europe and North America in the last three centuries and is arguably spreading throughout the world (via “globalization”). Readings include classical social theorists, like Karl Marx, Max Weber, Sigmund Freud, as well as more recent discussions of “advanced,” “post-industrial” or “postmodern” society. One unit.

Philosophy 277 — Philosophical Perspectives on Women

Alternate years

Surveys the classic literature of Western philosophical views on women and the feminist response to it. Attention to feminism as a method of analysis as well as to representative issues whose philosophical significance has been identified by feminism, e.g. gender, friendship, dependence. One unit.

Philosophy 278 — Philosophers on War and Peace

Alternate years

Explores some major philosophical issues concerning war and peace viewed through the classic writings of Kant, Clausewitz, Lenin, William James, Tolstoy, Gandhi and contemporary authors. Emphasis is on the questions of the possibility of eliminating war, the morality of war both conventional and nuclear, and the moral problems involved in maintaining a policy of nuclear deterrence. One unit.

Philosophy 282 — Philosophy of Religion

Alternate years

This course is divided into two parts, both of which confront concepts and names for God with experiences of evil. The first part studies the tradition of theodicy, with attention to Augustine, Boethius, Leibniz and contemporary liberation theology. The second part looks closely at the experience of extreme evil in genocide. Readings from P. Levi, E. Eiesel, E. Levinas, P. Celan and post-Holocaust “death of God” thinking. One unit.

Philosophy 284 — Philosophical Foundations of Catholicism

Alternate years

This course will examine some of the philosophical foundations of Roman Catholicism and, more generally, of Christianity. We will consider the human capacity to know God, the nature of the triune God, and our response to God in Church and Sacraments. Special emphasis will be placed on the philosophical ideas that helped to shape the expression of foundational Christian doctrine. Readings will include selections from Plato, Aristotle, Plotinus, St. Augustine, St. Anselm, St. Thomas Aquinas, and other Patristic authors. One unit.

Philosophy 285 — Philosophy of Mythology

Alternate years

Examines both philosophy’s ground in mythical thinking and the tension that arises between the two spheres. Themes vary from semester to semester and will generally include, in addition to compendiums of Indian or Greek mythology, such authors as Plato, Vico, Schelling, Hegel, and Goethe. One unit.

Philosophy 286 — Classicism in Art and Thought

Alternate years

Enlightenment culture is supposed to have liberated itself from ancient world-views. That is how “modernity” is defined. But it still expresses itself in classical terms. What is the meaning of this? Why do we remain wedded to a way of picturing the world which we claim to have progressed beyond? There are lots of superficial explanations. This course searches for a deeper understanding of what “classicism” is all about, and goes on to explore its recurrent manifestations in Enlightenment art and thought. Themes include order and disorder, freedom and desire, harmony and dissonance, individuality and the whole, unity and disunity, tragedy and reconciliation, nature and reason, and how we picture of ourselves in relation to the broad structure of reality. One unit.

Philosophy 287 — The Philosophy of Architecture

Alternate years

More than any other art, architecture shapes our environment and the way we live. This raises serious and difficult questions about what architecture is and does, about the status of architecture as art, about the truths (if any) which it expresses, about the relationship between architectural forms and the character of human life, and about what it means to dwell. Such questions lie at the intersection of art and philosophy. In addition to readings from traditional and contemporary literature in aesthetics and architectural theory, this course reflects on these issues by looking at and responding to architectural examples. It examines the philosophy of architecture by studying architecture philosophically. One unit.

Philosophy 288 — Death*Alternate years*

Explores the antinomy of reason that is occasioned by the phenomenon of death, i.e. do we or do we not fully “die” when we die?, and the transformative rather than theoretical: how can we ourselves most effectively prepare ourselves for the deaths we will one day encounter? The image of Socrates, who faces his own death with supreme courage, serves as a model for the “philosophical” relationship to death. The readings for this course vary, but typically include Heidegger’s *Being and Time* and Plato’s *Phaedo*. Texts from Eastern Philosophy also play a prominent role. One unit.

Philosophy 289 — Ethical Issues in Death and Dying*Alternate years*

The ethical problems involved in caring for the terminally ill are among the most controversial issues of our day. This course examines ethical, philosophical, and public policy dimensions of death and dying. Topics include the definition of death, truth-telling with dying patients, suicide, euthanasia, deciding to forgo lifesustaining treatment, decisions on behalf of children and incompetent adults, the debate about futile care, and public policy issues. One unit.

Advanced Courses**Philosophy 301 — Moral Psychology***Alternate years*

This course addresses the nature of moral agency and moral reasoning from an interdisciplinary perspective. It will try to develop a philosophically plausible and a psychologically realistic account of human beings who are capable of acting for moral reasons. At the center of the discussion is the following question: How is it possible to conceive of human beings to be motivated by something other than pure self-interest—as moral philosophers constantly assume—if we are also biological organisms, a product of evolution and a process of “survival of the fittest?” Particularly important for our purpose is the question of whether our ability to empathize or sympathize with other people leads to altruistic and moral motivations. Readings will include Aristotle, Hume, Smith, Kant, Schopenhauer, Batson, DeWaal and others. One unit.

Philosophy 303 — Philosophy of Social Science*Alternate years*

Is it possible to study and explain human actions and human affairs using the methods of the natural sciences? Or does the study of human beings require its own methodology because human beings have thoughts, a free will, and can behave rationally? This course tries to find an answer to these questions by studying the most prominent responses to the above query provided by philosophers, historians and social scientists. Readings include works by authors such as Weber, Geertz, Hempel, Collingwood, Davidson, Winch, Marx and Habermas. One unit.

Philosophy 304 — Problems in Metaphysics*Alternate years*

Contemporary metaphysics addresses questions about the nature of reality such as: What is time? What are we? Is consciousness a physical brain process, or something non-physical? This seminar will take up some of these questions, readings are both historical and contemporary. One unit.

Philosophy 305 — Science, Values and Society*Alternate years*

The seminar is a study of the development of the philosophy, history, and sociology of natural science, focusing on examination of the mutual influence of the natural sciences and human values. Its goal is to bring students to a deeper appreciation of the conceptual underpinnings of scientific knowledge and how values influence the way we understand the practice of science. Topics to be considered include: objectivity and subjectivity in fact and value; types of value in science; the nature and construction of scientific theories; science and public policy; and scientism, the overvaluing of science. Case studies will examine how science and values interact in particular areas of current concern and will be selected according to particular student interests. Topics may include such things as global warming, pollution control, bioterrorism, public health policy, and genetically modified foods, to give just a few examples. 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 in naturalistic metaphysics which compares the speculative conceptions of philosophers to recent work in the natural sciences, particularly physics and biology. Readings of three 19th- and 20th-century “process” philosophers (e.g. Schelling, Peirce, Whitehead) who hoped to answer fundamental metaphysical questions from a naturalistic perspective will be. Coupled with scientists’ expositions of relevant parts of physical cosmology, complex systems theory, and evolutionary biology. Our goal is to use the science to educate the philosophy, and the philosophy to educate the science, hence to understand the natural world through a dialogue between the two. One unit.

Philosophy 308 — Problems in Epistemology*Alternate years*

Prominent in contemporary theory of knowledge is the attack on “foundationalism,” the belief that claims to knowledge can receive ultimate or philosophical justification. Foundationalism has been central to the mainstream of philosophy since Descartes, although arguably it is as old as Plato. Thus “antifoundationalism” is a deep challenge to philosophy. This course examines the antifoundationalist critique, and the attempt to save philosophy from it, focusing primarily on the work of Richard Rorty, Michael Williams, and Hilary Putnam, but with selections from a number of earlier philosophers, including James, Nietzsche, Wittgenstein, Quine, and Heidegger. One unit.

Philosophy 309 — Approaches to Medical Ethics*Alternate years*

This course will examine the development and history of some of the most important approaches to medical ethics. It will examine three of the most important theoretical approaches: the principle-based common morality theory of Tom Beauchamp and James Childress; the libertarianism of H. Tristram Engelhardt, Jr.; and the virtue ethics of Edmund Pellegrino and David Thomasma. Many issues of contemporary concern in medical practice and research will be addressed in conjunction with the study of these theories. We will critique the contemporary practice of bioethics. One unit.

Philosophy 310 — Concepts of Political Society*Alternate years*

In this seminar we will ask a very basic question: what is the political? That is, what is the very nature of politics? Is it a tool for individual or communal self-interest, an amoral realm of power, or an activity of intrinsic moral value? What is the proper relationship of politics to economics, society, war, religion, and the private realm? We will read some of the key political and social theorists of Western history and recent times, including Aristotle, John Locke, L.T. Hobhouse, Carl Schmitt, Hanna Arendt, John Rawls, and Ernest Gellner. One unit.

Philosophy 316 — Problems in Aesthetics*Alternate years*

Selected issues or texts in the philosophy of art explored in depth. One unit.

Philosophy 332 — Problems in Phenomenology*Alternate years*

Selected issues or texts in the Phenomenological good is explored in depth. One unit.

Philosophy 335 — Philosophical Naturalism*Alternate years*

Philosophical naturalism holds that all reality is in or is continuous with physical nature, hence nothing is supernatural, purely non-physical or “ideal.” This also means the conclusions of natural science are directly relevant to the philosophical investigation of reality (that is, metaphysics). The historical problem for this view is to account for things that appear to be non-physical, like life, consciousness, knowledge, numbers, possibilities, God. This course encounters a variety of recent naturalisms to see whether they can handle these issues, reading John Dewey, W.V.O. Quine, Justus Buchler, Hans Jonas, and Hilary Putnam. One unit.

Philosophy 340 — Albert Schweitzer – Reverence for life*Alternate years*

In the course of the semester we will focus on an in-depth examination of Schweitzer’s ethics of reverence for life, as well as on its interconnectedness with the fields as diverse as art and politics. We will critically examine whether Schweitzer’s ethics of reverence for life, as well as his personal example, may serve as our moral guide in the twenty-first century. One unit.

Philosophy 350 — Pre-Socratic Philosophy*Alternate years*

A study of the origin of Western philosophy and science before Socrates. It investigates the relationship between myth and philosophy, the development of various schools of philosophy (Pythagoreans, Eleatics), and concludes with a discussion of the sophists. Emphasis is placed upon the study of the texts of Pre-Socratic philosophers and the interpretations of modern scholars. One unit.

Philosophy 354 — Plato*Annually*

"Platonism" has fallen on hard times in the contemporary philosophical marketplace. As a way of thinking about ethical, epistemological, or metaphysical issues, it is seen as an enterprise which is more or less bankrupt. The goal of this seminar is to overcome the modern prejudice against Platonism by rereading Plato, and understanding what he really has to say. Do his works represent a coherent philosophical vision? If so, what does this vision offer us? One unit.

Philosophy 358 — Aristotle*Annually*

"All human beings by nature desire to understand." Or so Aristotle claims, in the first sentence of his *Metaphysics*. The goal of this seminar is to understand this claim. What is Aristotle's conception of (our) "nature," and how is it related to his conception of reality as a whole? Is our nature most fully realized when our desire (to understand) is most fully satisfied? If so, what does this involve? What does it mean to be fully human? What does Aristotle think we ultimately discover in our attempt to understand the world? We shall pursue these questions, in depth, by exploring the fundamental connections between — and the significant tensions within — Aristotle's *Metaphysics*, *Physics*, *Ethics* and *Poetics*. Ultimate focus is on Aristotle's conception of tragedy, and the philosophical implications of the work of two tragic poets (Sophocles and Euripides). Attention is also given to whatever seems to separate Aristotle's way of thinking and our own. One unit.

Philosophy 360 — Aristotle and Confucius*Alternate years*

This course undertakes a close comparison of the ethics of Aristotle and Confucius, with attention to their views of the cosmos, the self, and human relationships. We compare the central ethical concepts of the two figures; ask to what extent these concepts and their associated practices are bound by the respective cultures; examine the most primitive assumptions of each author about human beings and our natural and social environments; and investigate to what extent each author's ethics requires or would be aided by a theoretical "first philosophy." One unit.

Philosophy 360 — Aristotle & Confucius*Alternate years*

Chinese culture is the single stem from which most East Asian cultures branch and Master Kong is a taproot of these branches. Western cultures owe much to Greek and Latin civilizations that styled Aristotle the "master of those who know." Each thinker's prescription for life has influenced his traditions for millennia. Even in their rejection of the ancient masters, modern movements in both cultures have been shaped by their rejection, right down to their interpretation of the sciences and society. In this course, we undertake a close comparison of the ethics of Aristotle and Confucius, with attention to their views of the cosmos, the self, and human relationships. We compare the central ethical concepts of the two figures; ask to what extent these concepts and their associated practices are bound by the respective cultures; examine the most primitive assumptions of each author about human beings and our natural and social environments; and investigate to what extent each author's ethics requires or would be aided by a theoretical "first philosophy." Ultimately, we aim to see if these two figures can help each other, can reach out to each other across the miles and to us across the centuries. One unit.

Philosophy 361 — Confucian Values and Human Rights*Alternate years*

Discourse about Confucian values, frequently known as "Asian Values," provided strong resistance to Western rights. Arguing that human rights are not universal because of their origin in the West, Asian nations urge that consideration be given to their cultural and historical situations which justify their own brand of human rights. Confucian values are being invoked by the Chinese government in political discussions with the U.S. This seminar focuses on primary texts by Confucius, Mencius and two other early Confucian texts, in order to understand the philosophical concepts which constitute Confucian values. We will survey some contemporary literatures on human rights to come to an understanding of the highly contested concept of human rights. Ultimately, we examine what values are Confucian, whether they are compatible with human rights, (especially the first- and second-generation rights), and if one of these is prior to the other for Confucianism. We ask if there are resources within Confucian values which can contribute to a better understanding of human rights. One unit.

Philosophy 361 — 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 494, 495 — Honors Thesis*Fall, spring*

In their senior year, students admitted into the Philosophy Honors Program are required to enroll in two consecutive semesters of the honors tutorial in order to work on their honors thesis under the direction of their advisor. Two semester credits are granted at the end of the second semester. One unit each semester.

Physics

Tomohiko Narita, Ph.D., *Associate Professor and Chair*

Physics is the study of the behavior of the universe, especially the fundamental laws underlying natural phenomena. The Department of Physics has offerings to meet a range of interests, from a Topics in Physics course, to a minor, to a complete major program on the principles and analytic methods of the field. The curriculum leading to a bachelor's degree can provide a solid foundation for graduate study in physics, applied physics, engineering, medicine, or law; or for entry-level positions in research, business, teaching, and other fields.

Introductory Courses

Students required to take a one-year course in general physics as part of their academic program should take Introductory Physics 1, 2 (PHYS 115, 116). This is a two-semester, calculus-based sequence, suitable for majors of physics, chemistry, or biology, as well as for those participating in the Health Professions Advisory Program (premedical, pre dental, etc.), the 3-2 Engineering Program, or in ROTC.

Advanced Placement Credit: Students with AP credit in Physics do not receive advanced standing in the Physics curriculum nor credit toward the minimum number of courses required for the major or minor.

The Major in Physics

The requirements for a major in physics are the following:

- Three semesters of calculus (MATH 135, 136 and 241 or the equivalent)
- Introductory Physics 1, 2 (PHYS 115, 116)
- Methods of Physics (PHYS 221)
- Modern Physics with the laboratory (PHYS 223, 225)
- Classical Mechanics (PHYS 342)
- Thermal Physics (PHYS 344)
- Electromagnetic Theory (PHYS 351)
- Quantum Mechanics (PHYS 353)
- at least two additional lecture courses and one laboratory course, at the 200 level or above.

Advanced electives include Optics with the laboratory (PHYS 231, 233), Electronics with the laboratory (PHYS 234, 236), Introduction to Astrophysics (PHYS 355), and Advanced Topics in Physics (PHYS 399). Introductory Physics 1, 2 are prerequisites for all 200 level physics courses; Multivariable Calculus (MATH 241) and Methods of Physics (PHYS 221) are prerequisites for most 300 level physics courses. Students may take Independent Study (PHYS 461, 462) under faculty guidance to pursue topics of interest that fall outside the regularly offered courses. Programs of supervised research in theoretical or experimental physics (PHYS 471, 472) are available for qualified physics majors. In addition, summer research positions with a stipend are usually available, on a competitive basis.

Notes: A minimum grade of C in Introductory Physics 1, 2 is required to continue in the major. A laboratory course is taken as a fifth course in any given semester. Physics majors, who are also Mathematics majors, are not required to take Methods of Physics. 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 early in their career with the department chair and either the 3-2 program advisor or the director of the Teacher Education Program.

The Minor in Physics

A minor in physics is also offered for those seeking an exploration of physics beyond the introductory level. Students must take two semesters of calculus (MATH 135 and 136, or the equivalent). The required physics courses are Introductory Physics 1, 2 (PHYS 115, 116), and Modern Physics (PHYS 223). In consultation with their physics advisors, minors are required to choose three additional physics courses, two of which must be lecture courses at the 200 level or above.

Courses

Physics 100 — Topics in Physics

Annually

These courses introduce non-science majors to important principles and modes of inquiry of physics, explored in a particular context. Recent offerings: Earth Science; Electricity and Magnetism in Everyday Life; How Things Work; Gravity and Science in Orbit. Non-science majors only. One unit.

Physics 101 — Introduction to Astronomy

Annually

Motions of celestial bodies; the sun, Earth and moon; other terrestrial planets; Jovian planets; asteroids and comets; nebular model for the origin of the solar system; stars and stellar systems; Milky Way galaxy; the universe and the big-bang model. Non-science majors only. One unit.

Physics 115 — Introductory Physics 1: Mechanics, Fluids and Waves

Fall

See Introductory Courses description, above. First semester course of a two-semester, calculus-based sequence, suitable for majors of physics, chemistry, or biology, as well as for those participating in the Health Professions Advisory Program (premedical, pre dental, etc.), the 3-2 Engineering Program, or in ROTC. Covers the theory of Newtonian mechanics and methods for solving quantitative and qualitative problems. Specific topics include motion in one and two dimensions; vectors, Newton's laws of motion, work and energy, linear momentum and collisions, rotational motion, static equilibrium, oscillatory motion, gravitation, fluid mechanics, and mechanical waves. There is an emphasis on applications of physics to natural phenomena and aspects of everyday life. The course meets four days per week and each class is a mixture of lecture and laboratory exercises; there is no separate lab meeting. Prerequisite or co-requisite: Calculus 1 or equivalent. One and one-quarter units.

Physics 116 — Introductory Physics 2: Electromagnetism, Optics and Modern Physics

Spring

See Introductory Courses description, above. Second part of a two-semester sequence (see PHYS 115). Covers electricity and magnetism, optics, and some aspects of modern physics. Specific topics include electric forces, fields, and potential, electrical components and circuits, magnetic forces and fields, electromagnetic induction, geometric optics, wave optics, relativity, and atomic and nuclear physics. There is an emphasis on applications of physics to natural phenomena and aspects of everyday life. The course meets four days per week and each class is a mixture of lecture and laboratory exercises; there is no separate lab meeting. Prerequisite: PHYS 115. Prerequisite or co-requisite: Calculus 1 or the equivalent. One and one-quarter units.

Physics 221 — Methods of Physics

Fall

Mathematical and numerical 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. Prerequisite: PHYS 112 or 116. One unit.

Physics 223 — Modern Physics

Fall

Introduction to several major areas of physics, including relativity, quantum physics (photons and deBroglie waves), atomic structure, nuclear physics, and elementary particles. Prerequisite: PHYS 112 or 116. One unit.

Physics 225 — Modern Physics Laboratory*

Spring

This course introduces students to advanced laboratory equipment and techniques, in the context of key experiments from modern physics. Examples of the experiments to be performed are: Nuclear Decay, Speed of Light, Gamma Rays, Balmer Lines Spectroscopy, and Cosmic Ray Muons. There is a strong emphasis on analytical methods and presentations of results. Taken as a fifth course. Prerequisite or co-requisite: Physics 223. One unit.

Physics 231 — Optics*Alternate years*

Through an in-depth study of geometric and wave optics, this course allows students to understand electromagnetic fields and optical phenomena under one coherent theory and fosters the concurrent use of many different mathematical methods. Students will also see how the concept of wave-particle duality of the photon is manifested in geometric and wave optics. Geometric optics focuses on topics such as the Fermat's Principle, laws of reflection and refraction, image-forming properties of mirrors and lenses, analysis and designs of optical systems (the eye, microscopes, etc.). Wave optics covers topics such as dispersion by prisms, interference by two coherence sources (e.g., double-slits) or multiple sources (e.g., gratings), diffraction and scattering of light, thin films, polarization, optical spectra, lasers and holography. Prerequisite: Physics 112 or 116. One unit.

Physics 233 — Optics Laboratory**Alternate years*

In this advanced laboratory course students will assemble optical systems and test their performance, to understand the principles but also the quantitative relations between parameters such as wave length, intensity, geometric sizes and shapes, refractive index, polarization, etc. The experiments allow students to develop skills in a variety of areas, including precision adjustments of optical instruments, working with lasers, computer simulations of image formation, spectrometry, holography and use of optical fibers. Taken concurrently with Physics 231 and as a fifth course. One unit.

Physics 234 — Electronics*Alternate years*

An introduction to analog and digital electronics using discrete semiconductor components and integrated circuit chips. Theory and methodology are discussed in terms of Kirchhoff's laws applied to DC and AC circuits, the characteristics of diodes and transistors, and the properties of IC chips. This course also explores the physics of semiconductors, behaviors of diodes and transistors, and their circuit applications including rectifiers, regulators, amplifiers, oscillators, and feedback systems, specifically operational amplifier circuits. The digital circuitry focuses on logic gates, comparators, binary number counting and processing, and programmable microcontrollers. Prerequisite: Physics 112 or 116. One unit.

Physics 236 — Electronics Laboratory**Alternate years*

This is the advanced laboratory course accompanying Physics 234. It is designed to allow students to explore various analog and digital circuits. Professional equipment including digital oscilloscopes, prototyping boards, digital multimeters are used in the design, construction, and testing of AC and DC circuits, including low- and high-pass filters, resonance circuits, rectifiers, transistor amplifiers with feedback, oscillators, 555-timer circuits, operational amplifiers, transistor-transistor logic (TTL) integrated circuits, logic gates, flip-flops, binary counters, binary-coded decimal representations and displays, binary computations, and a programmable microcontroller. Taken concurrently with Physics 234 and as a fifth course. One unit.

Physics 342 — Classical Mechanics*Spring*

Newtonian (non-relativistic) mechanics is studied in detail using advanced mathematical methods. One-dimensional motions that are studied include those with fluid friction, where the force is a function of velocity, and the forced harmonic oscillator. Two-dimensional motions include projectiles with air friction and motion under an inverse-square law central force. Motion of a system of particles includes the rocket problem, the two-body problem, coupled harmonic oscillators, and rigid-body rotation. Coriolis and centrifugal forces on the rotating Earth are studied. Finally, a thorough introduction of Lagrangian dynamics is presented. Prerequisite: PHYS 221 and MATH 241. One unit.

Physics 344 — Thermal Physics*Fall*

How does a refrigerator work, and what is its maximum efficiency? How much energy do we need to add to a kettle of water to change it to steam? How and why does a snowflake form and how and why do liquids turn into solids? Why does an iron magnet lose its magnetism above a certain temperature? In fact, what do we mean by temperature, heat, and energy? Our understanding of these topics formed in two distinctly different ways starting about two-hundred years ago. James Joule, Sadi Carnot, and others developed what we now call classical thermodynamics, which treats matter and energy in terms of macroscopic quantities that obey the four "laws of thermodynamics." Later, Ludwig Boltzmann, James Clark Maxwell, Josiah Willard Gibbs, and others applied classical mechanics and probability theory to molecules in an approach now called statistical mechanics and kinetic theory. In our modern approach to thermal physics, we add our understanding of quantum physics and use both classical and statistical approaches as best suits the question under investigation. Prerequisite: PHYS 221 and MATH 241. One unit.

Physics 351 — Electromagnetic Theory*Spring*

The aim of this course is to introduce the basic principles of electricity and magnetism and their application in a variety of situations. The focus is on the physics behind how electric and magnetic fields are created, but the course includes substantial mathematical complexity. A solid foundation of multivariable calculus is, therefore, required. Specific topics covered include: the electrostatic field and potential; work and energy in electrostatics; special techniques for calculating potentials; electric fields in matter; the Lorentz force and the Biot-Savart law; magnetic vector potential; magnetostatic fields in matter; electromagnetic induction and Maxwell's equations. Prerequisites are PHYS 221 and MATH 241. One unit.

Physics 353 — Quantum Mechanics*Fall*

The formalism of quantum mechanics; solutions of the one-dimensional Schrödinger equation including the infinite square well, the harmonic oscillator, and the finite well/barrier; solutions of the three-dimensional Schrödinger equation; the hydrogen atom; angular momentum and spin. Prerequisite: Physics 221 and 223 and MATH 241. 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 221 and 223. One unit.

Physics 399 — Advanced Topics in Physics*Alternate years*

Exploration of a selected topic at an advanced level. Fulfills one elective requirement for majors. 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

Vickie Langohr, Ph.D., *Associate Professor and Chair*

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 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 do not have to take the relevant introductory course (Principles of American Government or Comparative Politics), but still have to take a minimum of 10 courses.

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 and how practice has fallen short of these ideals. Introduces students to contemporary ideological and policy debates, and prepares them for the role of citizen. American Government. One unit.

Political Science 101 — Introduction to Political Philosophy

Fall, spring

A concise survey of the history of political philosophy. Intended to introduce students to some of the major alternative philosophic answers that have been given to the fundamental questions of political life, such as the nature of the best political order and the relation of the individual to the community. Authors to be studied include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx and Nietzsche. Political Philosophy. One unit.

Political Science 102 — Introduction to Comparative Politics*Fall, spring*

A comparative analysis of political processes and institutions in Western liberal democracies, Communist and post-Communist states, and non-western nations. Focuses on alternative models of economic and political modernization and on the challenges of democratization in the post-Cold War 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 205 — Race and Ethnic Politics*Alternate years*

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 policy making. 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 policy makers 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*Alternate years*

Seeks to understand public decision making at the local level. Begins with an examination of the normative ideas regarding the purpose of city space - 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 students of urban politics about recurring problems in U.S. cities and applies those theories to a number of case studies drawn from urban America. American Government. Prerequisite: Political Science 100. One unit.

Political Science 211 — Political Parties and Interest Groups*Annually*

Examines the major organizations and processes of American electoral behavior. Considerable attention is 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 214 — Presidential Selection*Every third year*

This course will examine the way the United States chooses its presidents. This course is generally taught during presidential campaigns and focuses considerable attention on current events, but it seeks to understand each campaign in its institutional and historical context. We study the historical development of the presidential selection system from the American Founding to the contemporary period, focusing particular attention on the rise of political parties and the development of the primary system. We examine the strengths and weaknesses of the electoral college, the role of presidential debates, the influence that the media and campaign ads have in determining voter preferences, and the plausibility of claims that presidential elections provide mandates for governance. American Government. Prerequisite: Political Science 100. One unit.

Political Science 220 — Capitalism in Crisis*Annually*

The use of markets to allocate economic resources is the dominant mode of economic organization in the modern world. Market systems, however, have at times experienced crises that have threatened the foundations of their economic order. These crises, which go beyond the travails associated with recessions in the ebb and flow of the business cycle, raise questions about the political, economic and cultural preconditions of a capitalist economic order. This course examines various theories regarding the causes of two such crises, the Great Depression and the current Great Recession, and appropriate policy responses to them. American Government. One unit.

Political Science 227 — Classical Political Philosophy*Alternate years, 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, 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 229 — Contemporary Political Theory*Alternate years*

Analysis of major works on political philosophy by such Anglo-American writers as John Rawls, Robert Nozick, Alasdair MacIntyre, Richard Rorty, Irving Kristol, and Harvey Mansfield. Topics include the relation among liberty, equality, and justice, the grounds of moral judgment, and the meaning of justice in the American constitutional regime. Political Philosophy. Prerequisite: Political Science 101 or permission of the instructor. One unit.

Political Science 230 — Politics and Literature*Annually*

In this course we will be exploring political phenomena through classic works of literature from around the world. We will read literature that touches on three main political phenomena: totalitarianism, genocide, and colonialism. We will also consider the nature of politics and of political rule. Among the questions we will consider as we read the works of literature will be the following: Do works of literature give us insights into political themes that simple reportage and theoretical writings do not? Are there specific political conditions that privilege literature over other forms of writing? How does politics influence the production and distribution of literary works? Political Philosophy. One Unit.

Political Science 233 — American Political Thought 1*Alternate years, fall*

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

Alternate years, spring

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 235 — Islamic Political Thought

Alternate years, fall

Political movements inspired by Islam continue to shape politics across the world. In this course we will attempt to get behind the headlines and familiarize ourselves with the various currents of political thought in Islam. We will study the historical origins of political thought in Islam, the fundamentalist currents, and the efforts to present a liberal understanding of Islam. We will consider a range of political issues including: Islam and democracy, Islam and women's rights, Islam and the rights of minorities, and Islam and political violence. We will study a range of authors from the medieval period to present day.

Political Science 245 — American Political Development

Every third year

Examines the recurring problems associated with political change, the evolution of national institutions, and the emergence of increased state capacities in the unique context of America's restlessness with authority and attachment to democratic ideals. Considers how a nation committed to what Samuel Huntington identifies as a creed of "opposition to power and concentrated authority" created solutions to the unique problems of governance in the "modern" age. Course is both historical survey and historical analysis, and covers the emergent national state in the immediate post-Founding era, the Jacksonian hostility to centralization, the effect of the Civil War on national capacities, the reform of the civil service in the nineteenth century, and the construction of the American welfare state under Roosevelt's New Deal. This is not a history course, but a political science course that takes history seriously, using it as a departure for resolving persistent problems in American politics. American Government. Prerequisite: Political Science 100. One unit.

Political Science 249 — Comparative Public Policy

Alternate years

This course examines domestic public policies in a range of developed democracies, including Germany, the United Kingdom, and the United States. Why do contemporary developed democracies differ in their public policies? And what are the economic, political, and social consequences of the various policies that they have adopted? Specific policy areas to be discussed include, but are not limited to, anti-poverty policy and health care policy. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 250 — Immigration Politics and Policy

Alternate years

This course examines the political dynamics surrounding immigration in a range of developed democracies, including Germany, the United Kingdom, and the United States. It also considers the policy regimes governing immigration in different developed democracies. Specific topics to be discussed include public attitudes toward immigration, the role of civil society actors in immigration politics, and the intended and unintended consequences of contemporary immigration policies. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 251 — Latin American Politics

Spring

A comparative study of political institutions and processes in selected Latin American countries, and an analysis of theories that attempt to explain Latin American development and underdevelopment. Examination of Latin America's experience with authoritarianism, democracy, revolution, and civil war, and of contemporary political challenges including drug trafficking, environmental degradation, human rights abuses, regional integration, and economic globalization. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 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 265 — European Politics*Alternate years*

Examines the political institutions and dynamics of European democracies, with a particular focus on the United Kingdom, Germany, and Poland, among other countries. Major topics to be considered include the politics of welfare state retrenchment, the rise of the “far right,” and the European integration project and its future. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 269 — Power and Protest: A View from Below*Alternate years*

What is the meaning and impact of politics seen from the perspective of those at the bottom of the pyramid of political power rather than from the usual focus on the actions and perceptions of political elites? In what ways do “the masses” become involved in politics? Under what circumstances are they likely to be successful in bringing about change? This course addresses these questions by exploring political power, political participation and political change from a broad historical and cross-cultural perspective — but always focusing on a view of politics from the bottom up. Comparative Politics. One unit.

Political Science 270 — Africa; Power and Politics*Annually*

This course is designed to examine the countries of Africa in comparative perspective. In doing so, the class highlights the most important issues in African politics and governance and the most difficult problems that African states face. The course presents a holistic view of Africa and a multifaceted look at countries found on the continent. Instead of merely focusing on the various problems facing the continent, this course looks at examples of both the successes and failures of African states in addressing the challenges they face. Comparative Politics. One unit.

Political Science 272 — Politics of the Middle East*Annually*

An examination of politics in selected Middle Eastern countries. Begins with a brief overview of the rise and spread of Islam in the region and the establishment of Muslim empires, then turns to an exploration of the role of European colonialism in post-independence Middle Eastern politics. Analyzes various explanations for the difficulty of establishing durable democracies in the region, explores the political implications of religious identity and secular nationalism, and assesses prospects for peaceful resolution of the Israeli-Palestinian conflict. Comparative Politics. Prerequisite: Political Science 102. One unit.

Political Science 274 — Modern China*Alternate years*

Explores the history of modern China from the Opium Wars of the 1840s 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 1950s and 1960s, culminating in the Cultural Revolution; (3) the dynamics and dilemmas of post-Mao economic and political reform; (4) the 1989 Democracy Movement and the prospects for democratization in present-day China. Comparative Politics. One unit.

Political Science 275 — International Political Economy*Spring*

This course is designed to be an introduction to international political economy. Provides an overview of theories of international political economy, a historical review of the international political economy in light of these theories, and an application of the theoretical approaches to issues of trade, monetary relations, finance, and development. Readings and discussion focus on issues of conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. International Relations. Prerequisite: Political Science 102 or 103. One unit.

Political Science 278 — East Asia in World Politics*Spring*

This course examines China’s emergence as a major power, and surveys the relationships of East Asian states with each other and with external powers including the United States. In addition to China, substantial attention is given to Japan, Korea, and Southeast Asia. Topics covered include military competition and regional security, trade relations, globalization, human rights, and potential conflict flashpoints such as North Korea and Taiwan. International Relations. One unit.

Political Science 281 — Global Governance*Fall*

Although the international system is characterized by anarchy — by the absence of central government — it is not without order. Relations among states and other actors are increasingly characterized by transnational rules, regulations, and authority relationships. How is global order produced, sustained, and regulated? Whose order is it? This course examines the structures through which international actors attempt to

organize their relations with each other. Topics include the history and function of international organizations (including the United Nations), rules governing the use of force, economic integration, and global civil society. 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 284 — Human Rights

Fall

Since World War II, questions of human rights have come to occupy a central place in international politics. This course examines the historical evolution and political effects of international human rights norms. Topics include the philosophical and legal basis of human rights, the origins of modern human rights covenants in the aftermath of Nazi atrocities, the effects of the Cold War on human rights politics, the tensions between national sovereignty and international human rights standards, the debate between universalist and particularist conceptions of human rights, patterns of compliance with human rights agreements, and the development of human rights enforcement mechanisms. International Relations. Prerequisite: Political Science 103. One unit.

Political Science 285 — Global Environmental Politics

Every third year

This course analyzes the roles of national governments, international institutions, and non-state actors in managing global and cross-border environmental problems. Principal topics include the process of international environmental negotiation, the nature of existing international environmental agreements, and the theoretical and practical problems involved in environmental protection and regulation at the international level. International Relations. Prerequisite: Political Science 103 or Environmental Studies Major. One unit.

Political Science 286 — Comparative Environmental Policy

Fall

The U.S. and countries throughout the world have experimented widely in their quest to address common environmental problems. This course undertakes a comparative study of the development of domestic and international environmental policies in three advanced industrial states (the U.S., U.K., and Germany), as well as providing an overview of developing country environmental policies. Focus of the course is on three questions: How do national differences in institutions, political culture, regulatory style, and economic structure shape domestic and international environmental policies? What impact do these differences have on the ability of states to achieve cooperative solutions to common environmental problems? What influence do international environmental interactions have on domestic environmental policy? Comparative Politics. Prerequisite: Political Science 102 or permission of the Instructor. One unit.

Political Science 287 — Humanitarianism

Spring

The aim of this course is to develop a nuanced understanding of the history and practice of humanitarianism, defined as the desire to relieve the suffering of distant strangers. Once the domain of volunteers, humanitarianism is today an expansive, professional field of endeavor; its study offers insights into the motivations as well as consequences of organized forms of compassionate action. Students in this course investigate current themes and debates in the field of humanitarianism, including questions of politicization and military intervention, professionalization, human rights and advocacy, and accountability; explore different hypotheses regarding the causes and consequences of humanitarian crises; and critically analyze the effects—intended and unintended—of humanitarian action. International Relations. 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 299 — Topics in Political Science

Annually

Explores various subjects in the political science discipline, emphasizing reading, discussion, and writing on a topic selected by the Instructor. Course format and subjects vary from year to year. 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 301 — Politics and Technology*Alternate years*

This course examines the effect of technology on the practice of politics. While there are a number of ways of conceptualizing the politics of technology, the focus here will be on how the adaptation of technology to political life alters the practice of politics itself. Contemplating such change is particularly important in the early 21st century because we live in an age in which pundits are constantly telling us that technology will change the way we practice politics. To the extent that they are correct, it is important to anticipate exactly how such changes will affect politics; but it is also important to separate the overwrought claims that technology will change everything from the more realistic recognition that politics-as-usual is the norm. This seminar points to the question: how have the Internet and related technologies changed politics? But it does so by asking how technology has tended to change politics over time by looking at the effect of technology on politics in history, from the printing press to the railroad to television, before turning to the ways in which politics in the twenty-first century operates in the shadow of technology. Along the way we will think about how technology shapes advocacy, campaigning, government operations, policy-making, public discourse, public information, and civic engagement. American Government. One unit.

Political Science 314 — Seminar: Political Philosophy and Education*Alternate years*

Many classical liberals as well as contemporary democratic theorists emphasize the importance of a well-educated populace in order to secure the conditions for liberty and the capacity for self-governance. One must therefore consider how one might transform children, who are dependent upon and subject to the authority of adults, into independent, rational adults capable of living among equals, without establishing in them habits either of subservience or dominance. If indeed well-educated citizens are required in order to achieve democracy rather than "mob rule," then what exactly is the role of the state in shaping the characters and preferences of its citizens? In considering what a "well-educated populace" might mean, we must address the tension that exists between the goal of a radically independent intellect and the goal of good citizenship. In a liberal republic, it should be possible in principle for these two goals to converge. Are there limitations to putting this principle into practice? Readings from Locke, Rousseau, Dewey, Freire, Oakeshott and others. Political Philosophy. Prerequisite: Political Science 101 or permission. One unit.

Political Science 315 — Feminist Political Theory*Alternate years*

Examines some of the core concepts, questions and tensions that cut across various strands of contemporary feminism. Topics include: What is feminist political theory trying to explain, and how might we go about it? Why is it that feminist inquiries into political matters so often lead to questions about the foundations of knowledge? What are the political implications of feminist struggles to combine unity and difference? How have questions of race and class transformed feminist theory? This course also applies various feminist perspectives to specific policy debates. Political Philosophy. Prerequisite: Political Science 101 or permission. One unit.

Political Science 320 — Seminar on Political Violence*Alternate years*

Explores contemporary political violence through a series of in-depth case studies. The course has a dual focus: (1) terrorism and (2) mass political violence and transitional justice. The first part of the course examines the evolution of terrorism from the Russian anarchists of the late 19th century through the Algerian National Liberation Movement of the 1950's and 1960's up to Al Qaida and ISIS. The second part of the course focuses on two case studies—the South African anti-apartheid struggle and the Rwandan genocide—and their differing approaches to justice and reconciliation in the aftermath of mass violence. Comparative Politics. Permission of the instructor. One unit.

Political Science 326 — Citizenship in Contemporary Latin America*Annually*

An interdisciplinary course that fulfills major and concentration requirements for Political Science, Latin American Studies and Peace and Conflict Studies. Aims to maximize students' understanding and actual experience of citizenship struggles in Latin America. Discusses key concepts and approaches to the study of social movements in the region, as well as empirical citizenship struggles implemented by different populations (indigenous peoples, forest people, landless groups, labor, and women, in different Latin American countries). Active participation by students, through class discussions and presentations, is a major requirement of the course. Comparative Politics. One unit.

Political Science 333 — Seminar: Ethics and International Relations

Fall

Can considerations of justice and morality be incorporated successfully into national foreign policies, given the will to do so? Or must a successful foreign policy always be amoral? This course examines problems of ethical choice as they relate to international politics. Topics include the relationship between ethical norms and international law, the laws of war, the tension between human rights and state sovereignty, the ethical implications of global inequity, and the difficulties involved in applying standards of moral judgment to the international sphere. International Relations. Prerequisite: Political Science 103 or CIS 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

An individual, student-designed, professor-directed, major research project. Usually available only to out-standing fourth-year majors. A lengthy final paper and public presentation are expected. By permission. One unit each semester.

Psychology

Mark Freeman, Ph.D., *Distinguished Professor of Ethics and Society; Chair*

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.

Majors in the classes of 2017 and 2018

Psychology majors must take a minimum of 10 courses in psychology.

Required courses – 4 courses:

- PSYC 100: Introduction to Psychology
- PSYC 200: Statistics
- PSYC 201: Research Methods in Psychology
- PSYC 305: History and Theory of Psychology

One course in each of the following 4 areas:

Biological Psychology

- PSYC 221: Physiological Psychology
- PSYC 223: Learning
- PSYC 253: Evolution of Behavior

Cognitive Psychology

- PSYC 220: Sensation and Perception
- PSYC 235: Cognitive Neuroscience
- PSYC 236: Cognition and Memory
- PSYC 237: Psychology of Language

Developmental Processes

- PSYC 225: Developmental Psychology
- PSYC 228: Psychology of Adolescence
- PSYC 239: Psychology of Aging
- PSYC 261: Culture and Development

Individual and Social Processes

- PSYC 226: Personality
- PSYC 227: Social Psychology
- PSYC 229: Abnormal Psychology

Electives (1)

300 level elective (1)

Majors in the class of 2019 and subsequent class years

Psychology majors must take a minimum of 10 courses in psychology.

Required courses – 4 courses:

- PSYC 100: Introduction to Psychology
- PSYC 200: Statistics
- PSYC 201: Research Methods in Psychology
- PSYC 305: History and Theory of Psychology

One course in each of the following 3 areas:**Biological Processes**

PSYC 220: Sensation and Perception
 PSYC 221: Physiological Psychology
 PSYC 235: Cognitive Neuroscience
 PSYC 253: Evolution of Behavior
 CISS 199: Introduction to Neuroscience

Cognitive and Behavioral Processes

PSYC 223: Learning
 PSYC 225: Developmental Psychology
 PSYC 236: Cognition and Memory
 PSYC 237: Psychology of Language

Individual, Social, and Cultural Processes

PSYC 226: Personality
 PSYC 227: Social Psychology
 PSYC 228: Psychology of Adolescence
 PSYC 229: Abnormal Psychology

Any level electives (2)**300 level elective (1)**

Note: Majors must take at least one social science course outside the psychology department. Similarly, majors must take at least one natural science or mathematics course outside the department. Academic advisors can assist students in selecting courses that help provide a coherent, well-integrated program of study.

The psychology department provides students with ample opportunity to work independently under the individual direction of their professors, including courses for advanced study (Directed Readings—Psychology 470) and research (Research Projects—Psychology 480). Our faculty is actively engaged in research on a variety of topics, including the effects of hormones and drugs on behavior, individual differences in animal intelligence, cognitive development in children, interpersonal coordination, face perception, the neuropsychological basis of attention, social and cultural psychology, emotional dysregulation and eating disorders, and stigma. Many of the department's majors have presented papers at regional and national undergraduate and professional meetings and have published their work in professional journals. The undergraduate liberal arts degree in psychology also provides students with many advanced-study and career options and has led to students being placed in graduate programs in psychology and medicine as well as a wide variety of workplaces.

Advanced Placement Credit: Students with AP credit in psychology (a score of 4 or 5) are awarded advanced placement in the curriculum and forfeit that credit if they take Psychology 100, Introduction to Psychology. AP credit counts toward the minimum number of courses required in the major. Students with AP credit in Psychology should contact the department chair to discuss enrollment in an appropriate 200-level course.

Minor in Neuroscience

The College has recently established a new interdisciplinary minor in Neuroscience, drawing on psychology, biology, and related disciplines. Students interested in pursuing a program of study in neuroscience should contact the Center for Interdisciplinary Studies for information.

Courses

Psychology 100 — Introduction to Psychology*Fall, spring*

AAAn introduction to the principles and methodology of psychology as emerging from the various areas of the field, such as physiological, sensation and perception, learning, cognition and memory, social, personality, and abnormal. Required for the psychology major. One unit.

Psychology 200 — Statistics*Fall*

An introduction to descriptive and inferential statistical methods in analysis and interpretation of psychological data. Required for the psychology major. One and one-quarter units.

Psychology 201 — Research Methods in Psychology*Spring*

A thorough survey of methods and techniques employed in psychological research is covered. Topics include observational research, surveys, case studies, experimental designs, and ethical issues in research. Emphasis is on critical evaluation of research. Students develop the skills to design an experiment, statistically analyze and interpret the results, and to present the findings in a written and oral report. Required for the psychology major. One and one-half units.

Psychology 220 — Perception and Social Neuroscience*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. One unit.

Psychology 221 — Physiology and Behavior*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. One unit.

Psychology 223 — Learning*Alternate years*

An intensive evaluation of how behavior is acquired and maintained. Focuses on Pavlovian and operant conditioning in animals and humans. Special topics include the application of these principles to psychotherapy, drug addiction, self-control, and biological influences and constraints on learning. Fulfills the Biological Fundamental Area Requirement. One unit.

Psychology 225 — Developmental Psychology*Annually*

A survey of theory and research pertaining to both cognitive and social development from birth to adolescence. Special topics include prenatal development, early experience, perception, learning, memory, language, emotions, achievement, moral development, gender role development, parenting, schools, and peer relationships. One unit.

Psychology 226 — Personality*Alternate years*

Covers several major conceptions of personality such as the psychoanalytic, humanistic, cognitive, trait, and behavioral approaches. The theories of such psychologists as Freud, Maslow, Kelly, Allport, and Skinner are presented to attain a broad understanding of human personality. Fulfills the Individual and Social Processes Fundamental Area Requirement. One unit.

Psychology 227 — Social Psychology*Annually*

An overview of the methods and research findings of social psychology. Emphasis is on the experimental analysis of topics such as person perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior. Fulfills the Individual and Social Processes Fundamental Area Requirement. One unit.

Psychology 228 — Psychology of Adolescence*Annually*

A survey of research and theories related to physical, social and cognitive development during adolescence with a particular emphasis on identity and school, family, and peer contexts. Topics include puberty and brain development, social transitions and culture, peer pressure, motivation and achievement, identity formation, extracurricular involvement, autonomy and moral development, sexuality, problem behaviors, eating disorders, and emerging adulthood. Fulfills the Developmental Processes Fundamental Area Requirement. One unit.

Psychology 232 — Developmental Science and Education*Alternate years*

This course considers the ways in which the scientific research in developmental psychology has relevance for practice in educational settings. The course focuses primarily on research on cognitive development and how it helps us to understand children's literacy, mathematical reasoning, and scientific thinking. Other topics include motivation, social cognition, and specific problems in learning such as ADHD. Students participate in a community based learning project in local schools as part of this course. One unit.

Psychology 235 — Cognitive Neuroscience*Annually*

This course is a topical introduction to the field of cognitive neuroscience, in which we look specifically at the neural substrates of cognitive function: from how we remember and see, to how we control our own actions and thoughts and have conscious awareness. We will cover the experimental toolkit of cognitive neuroscience (ranging from reaction time tests to functional MRI), and the results of recent research into perception, attention, learning and memory, and their neurological underpinnings. Throughout the course, special attention is given to dysfunctions of cognitive functioning resulting from brain damage or psychopathologies. Fulfills the Cognitive Fundamental Area Requirement. One unit.

Psychology 236 — Cognition and Memory*Annually*

Examines current perspectives on how a physical system can have intelligence and know its world. Historical, cognitive science (computer metaphor), connectionist and embodied cognition perspectives will be surveyed. Of interest is how we can model cognitive ‘machinery’ and how this machinery produces such phenomena as attention, pattern recognition, and information storage. Fulfills the Cognitive Fundamental Area Requirement. One unit.

Psychology 237 — Psychology of Language*Alternate years*

An overview of the psychology of language. Language is defined as a shared, symbolic system for communication. Topics will include speech perception, comprehension, and production, as well as language acquisition and bilingualism. These basic concepts of language are then applied to an understanding of different forms of language use (e.g., spoken, written, sign) and language disorders (e.g., aphasia, dyslexia). Fulfills the Cognitive Fundamental Area Requirement. Prerequisite: Psychology 100. One unit.

Psychology 239 — Psychology and Aging*Annually*

An overview of behavioral changes in adulthood and unique psychological aspects of later-life. The first half of the course describes research methods in lifespan development, examines biological processes that are associated with aging, and explores cognitive, emotional, personality and social changes that characterize successful aging. The second half examines abnormal aging; in particular, the assessment and treatment of common problems in later life, e.g., depression, Alzheimer’s Disease, bereavement. Fulfills the Developmental Processes Fundamental Area Requirement. One unit.

Psychology 244 — Health Psychology*Alternate years*

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. One unit.

Psychology 252 — Food, Nutrition & Health*Alternate years*

The primary goal of this course is to help students consider the importance of diet for our overall health and well-being. Questions addressed in this course include the following. What are the basic macronutrients found in food? What are the differences between reductionistic and wholistic approaches to studying food and nutrition? How does the food industry manufacture processed foods to create desire? How do various environmental factors (e.g., social setting, container size and shape) influence food consumption? This course will emphasize the health and environmental benefits of eating less meat and dairy while increasing consumption of non-processed plant-based foods. This is not a course on eating disorders. Students applying to graduate programs (e.g., Nursing) that require applicants to complete a course in nutrition should know this course does not satisfy that requirement. Format will be lecture and some discussion. Fulfills the Elective Course Requirement. One unit.

Psychology 253 — Evolution of Behavior*Alternate years*

Explores the origins and nature of human nature. Focuses on the evolutionary origins of human nature as revealed through the available fossil record and through analysis of other primate species, particularly chimpanzees. Topics include sex differences, language development, the origins of psychiatric disorders, and the evolutionary basis for human social behavior and human intelligence. Fulfills the Biological Fundamental Area Requirement. One unit.

Psychology 261 — Culture and Development*Alternate years*

Examines the diversity of ways in which humans grow and change throughout life. The varied socio-cultural environments to which humans adapt are explored, highlighting both the universals and the variations that characterize development from birth to old age. Fulfills the Developmental Processes Fundamental Area Requirement. One unit.

Psychology 299 — Special Topics in Psychology*Annually*

A first-time course offering. From time to time courses on particular topics will be offered. One unit.

Psychology 305 — 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 raising 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. One unit.

Psychology 314 — Science, Medicine, and the Holocaust*Annually*

What can be learned of biomedical ethics from a study of the Holocaust? How did a healing profession justify its murderous actions? Were physicians and scientists pawns of a totalitarian regime, or were they active contributors to the racial Nazi ideology? Is the study of genetics susceptible to the same political forces that corrupted the field of eugenics? How did the Holocaust come to shape our current code of ethics in human experimentation? This seminar will seek answers to these and many related questions from a voluminous literature that is populated by contributions from historians, biomedical ethicists, philosophers, theologians, journalists, and artists. Far from a value-free discipline, ideological forces will be shown to be at the core of scientific inquiry. This lesson is of particular importance to aspiring scientists and health practitioners. One unit.

Psychology 315 — Biology of Mental Disorders*Alternate years*

A brief consideration of the historical and philosophical basis of biological psychiatry is followed by a thorough overview of the major neurotransmitter systems and behavioral genetics necessary for an 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 is 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. 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. 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 implications 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 323 — Seminar: Psychology as Science or Pseudoscience*Alternate years*

This course evaluates the claims made by psychologists and other social scientists regarding human nature, to determine whether these claims derive from science or are examples of pseudoscience. Topics range from the effects of prayer on health to the accuracy of criminal profiling and whether intelligence can be improved. One unit.

Psychology 326 — Cognition Across Cultures*Alternate years*

This course examines empirical and theoretical approaches to understanding human thinking across languages and cultures. One unit.

Psychology 337 — Substance, Use, Misuse, and Abuse*Alternate years*

An advanced seminar in the field of clinical psychology that closely examines the substance (ab)use field, with a particular emphasis on alcohol. Students explore topics such as the following: definitions of harmful/hazardous drinking, familial transmission of alcohol use problems; alcohol, sex, and sports on college campuses; legal debates in the substance use field; philosophies regarding, and clinical approaches to, substance abuse recovery. One unit.

Psychology 338 — Consciousness and Control*Annually*

This seminar focuses on the neurobiological mechanisms underlying cognitive control and consciousness and its disturbances following brain injury or psychiatric illness. We define cognitive control as the ability to flexibly adapt behavior to current demands, by promoting task-relevant information and behaviors over temporally-extended periods and in the face of interference or competition. Consciousness we define as a subjective awareness of the world and free will. These abilities seem central to most higher cognitive functions, and contribute to the unique character of human behavior. Our goals are to define the neural mechanisms that underlie cognitive control and consciousness, to understand how these mechanisms govern behavior, and to use this knowledge to improve our understanding of the relationship between brain and behavior in psychiatric disorders and neurological damage. One unit.

Psychology 340 — Mental Health and Culture*Alternate years*

An advanced seminar that explores the impact of cultural constructs (e.g., gender, ethnicity, socioeconomic status, sexual orientation) on the prevalence, diagnosis, nature, and treatment of mental illness. Students examine topics such as the following: psychiatric illnesses that disproportionately affect members of one gender or ethnic group; differences in help-seeking behavior across ethnic groups; diversity and multicultural competence in psychotherapy research and clinical practice. One unit.

Psychology 342 — Seminar: Gender-Role Development*Alternate years*

Provides an examination of the role that gender plays in psychological development. Topics include depression, self-esteem, aggression, emotion, control and emotion expression, cognition, 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 and their consequences. 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. One unit.

Psychology 344 — Seminar: Theories of the Person*Alternate years*

Explores classic and contemporary approaches to understanding personality. Questions considered include: How much of personality is determined (by one's genes, childhood, or environment)? Do people have enduring traits or dispositions, or is personality a function of the situation? Have personality types changed through history, and do they vary across cultures? Can people be classified into "types" or can you only really know a person in her uniqueness? Do different personality theories generate different conceptions of what is normal and abnormal? What are the social consequences of using different theories to classify human beings? Course addresses these issues through reading and discussion of works by psychoanalytic, humanistic, cognitive, behaviorist, and social constructionist theorists. One unit.

Psychology 345 — Seminar: Face Perception*Annually*

Investigates the vast amount of information available from faces, such as age, gender, emotions, traits, and aesthetics. Discussion focuses on how we encode and remember faces and how we use information from faces in social interactions. One unit.

Psychology 347 — Clinical Psychology*Alternate years*

A general introduction to the origin, development, and techniques of clinical psychology is covered in this course. Included is a survey of treatment issues, interviewing, importance of assessment and diagnosis. Importance of specific areas, e.g., behavior therapy, to the modern-day approach to clinical psychology is stressed. One unit.

Psychology 348 — Science and Politics of IQ*Alternate years*

This seminar focuses on the social and biological bases of human intelligence. As this topic is one of the most controversial in modern psychology, our approach will be to survey the various positions on the origins of intelligence and read widely from many different perspectives. Among the specific issues in the course the following questions will be taken up: Do adopted children grow up to resemble more their biological or adoptive parents in intelligence? Is there a single overall intelligence or is human intelligence best considered as consisting of multiple intelligences? Are there group differences in intelligence across cultures and racial/ethnic groups? One unit.

Psychology 349 — Psychology of Music*Alternate years*

This course explores the psychological foundations of musical experience and behavior and why music has the importance in people's lives that it seems to have. Topics include the evolutionary origins of music, the processes involved in perceiving musical structure, the development of musical ability and its relationship to other skills, performing and composing music, understanding emotion and meaning in music, and the neural processing of music. One unit.

Psychology 350 — Sleep and Behavior*Alternate years*

Focuses on the complex relation between sleep, circadian rhythms, and behavior across the lifespan. Topics include: sleep architecture, developmental changes in sleep, "normal sleep," sleep deprivation, and sleep disorders. Fulfills the Advanced Course Requirement or the Elective Course Requirement. One unit.

Psychology 351 — 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 decision making? Do people have stable, well-defined preferences that can be accurately known? To what extent do considerations such as fairness, social norms, and 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. One unit.

Psychology 353 — Language Thought and Culture*Alternate years*

Do language and culture affect how people perceive their physical and social world? This seminar will examine a variety of topics relevant to this question. Specific topics will include cross-linguistic differences in areas ranging from color categorization to person perception; the universal and culture-specific effects of status on interpersonal communication; gender differences in communication style; cultural differences in the understanding of the self and their effect on basic psychological processes; and expert-novice differences in perception, categorization, and communication. One unit.

Psychology 354 — Psychology of Stigma*Alternate years*

This is a seminar course that provides students with the opportunity to more deeply understand the phenomenological experience of stigmatization and to critically evaluate the empirical psychological literature examining the causes and consequences of stigmatization. The course fulfills the Advanced Course Requirement or Elective Course Requirement for the psychology major. Prerequisite: Psychology 227 or instructor permission. One unit.

Psychology 355 — Seminar: Resilience and Development*Alternate years*

Covers risk and resiliency from early childhood through adulthood and focuses on defining resilience; sources of risk and protection within families, schools, and communities; and prevention programs. Special topics will include strengths-based models of resiliency, child maltreatment and health, problem-solving and creativity, resiliency across cultures, mentoring, and school- and community-based prevention and intervention. One unit.

Psychology 359 — Stress and Neuroplasticity*Annually*

This advanced seminar explores the short- and long-term effects of psychosocial stress on the nervous system, and the role of stressful experience in adaptation and survival. Questions will include: How does activation of physiological stress responses affect the structure and function of the brain? In what ways might these effects be adaptive or deleterious? How do these effects relate to risk of neurological and psychiatric disorders? Through reading and discussion of scholarly literature in neuroscience, students will encounter current approaches to understanding the brain as a mediator of stress response and explore mechanisms of stress-induced neuroplasticity. Fulfills the Advanced Course requirement. Prerequisite: PSYC 221 or BIOL 267. One unit.

Psychology 366 — Seminar: Mind, Body, Health and Medicine

Alternate years

Examines a range of topics related to mind-body interactions, health care, and life style. Topics include mind-body relationships, placebo, 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 399 — Seminar Special Topics

Annually

A first-time course offering. Seminars are offered in a variety of topics within psychology, are smaller than lecture courses, and provide an opportunity for more student participation and discussion. One unit.

Psychology 470 — Directed Readings

Fall, spring

A reading program conducted under the supervision of a faculty member, generally focusing on an area of psychology not covered in-depth in course offerings. One unit.

Psychology 480 — Research Projects

Fall, spring

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

Religious Studies

William Reiser, S.J., Ph.D., *Professor and Chair*

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 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 explore a wide range of religious traditions, theological perspectives, and ethical questions that are central in the formation of personal religious identity. Since Holy Cross is a Jesuit and Catholic 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 the 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 help students from all traditions to come to terms with religious and cultural pluralism. The Department of Religious Studies endeavors 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. 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 four areas: world religions, sacred texts, theology, and ethics; in addition, they must take 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 a classical as well as in a modern language, and in the social sciences and philosophy.

Students wishing to minor in Religious Studies either out of general interest in the subject of religion and theology or in order to complement their major in another field are required to take a minimum of six courses in the department. These must include courses from two different religious traditions and represent at least three of the four subject areas that we cover—world religions, sacred texts, theology, and ethics. In addition, a minimum of two courses must be taken at the 200-level or above, at least one of which must be a seminar. Religious Studies minors are encouraged to have an advisor from the departmental faculty to assist them as they shape their program in the study of religion. Courses taken in Montserrat that carry an R designation do not count towards the minor.

Tutorial reading programs and individual research projects are available to qualified students by arrangement with the appropriate department faculty.

Courses

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 106 — Buddhism*Fall, spring*

Survey of the Buddhist tradition, from its origins in ancient India through its evolution as a pan-Asian faith. Topics include the legends of the Buddha, the early monastic community, the emergence of Theravada and Mahayana teachings, Buddhist ethics and social philosophy, meditation traditions, and the later development of distinctive Tibetan, Chinese, and Japanese schools. Utilizes textual and anthropological sources. One unit.

Religious Studies 107 — 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 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 — Judaism*Annually*

Introduction to the history, theology, and practices of the Jews which uses the evidence of Judaism to exemplify the interrelationship between a religious civilization and the historical and cultural framework within which it exists. How does what happens to the Jews affect their formulation of their religion, Judaism? By answering this question and by learning the details of Jewish belief and practice, students will come to comprehend both Judaism and the social construction of religion in general. One unit.

Religious Studies 149 — Judaism in the Time of Jesus*Alternate years*

Judaism as we know it took shape in the first six centuries C.E., in 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 180 — Race & Religion in the U.S.*Annually*

Introduces students to the religious experiences, practices, and philosophies of historically racialized groups within the United States. It will focus on the respective realities of those peoples who have been designated as being African Americans, Latinos, and Asian Americans. Topics include: white nationalism, Catholicism, violence, politics, labor, sexuality, and the social construction of race. This course is historical in its outlook. Previous coursework in religious studies, history, or sociology is not required. 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 201 — Catholicism in Latin America

Spring

This intermediate-level lecture course examines the development of Catholicism in Latin America from the early colonial period until today. It looks at the various ways that creoles, mestizos, Indigenous peoples, and people of African descent have lived, experienced, and imagined the Catholic faith. The course will focus on how both individuals and interest groups in Latin America and beyond have sought to define what official Catholicism is for themselves and others. Topics include: colonialism, sexuality, race, gender, violence, and nationalism. This course is in English. One unit.

Religious Studies 202 — Native American Religious Traditions

Fall

This intermediate-level lecture course examines the evolution of Native American religious traditions from the sixteenth century until today. It also addresses the impact of Catholic colonialism and state assimilation policies on the Indigenous peoples of North America. Topics include: ritual, gender, sexuality, race, violence, and civil rights. This course is reading intensive. Previous coursework in religious studies, history, or anthropology is not required. 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 236 — Makers of Modern Theology

Alternate years

This seminar examines authors or schools of thought which have helped to shape modern theological thinking. Authors examined in years past include: Karl Barth, Dietrich Bonhoefer, Rudolf Bullmann, Paul Tillich, Karl Rahner, Edward Schillebeeckx, Rosemary Ruether, Hans Küng, James Cone, Ada Maria Isasi-Diaz. Schools of thought represented include: liberal Protestant theology, process thought, transcendental Thomism, liberation theologies. One unit.

Religious Studies 255 — Ecology and Religion

Alternate years

Explores various perspectives on nature articulated in the history of the world's religions beginning with hunter-gatherer and tribal peoples. Distinctive doctrines derived from sacred texts and by philosophers/theologians, as well as the impact of ritual practices, are reviewed to understand the impact of religion on human ecology. After considering the perspective of Enlightenment thought on the natural world, the course surveys early North American exponents of ecological spirituality (Thoreau; Emerson; Muir), the writings of Eco-theologians (Fox; Berry; Schweitzer; McFague), and how cosmologies articulated by modern ecologists (Leopold; Lovelock) and activists (Earth First! And Greenpeace) have sought to define as sacred the human connection with the natural world. One unit.

Religious Studies 260 — Comparative Mysticism and Human Ecology

Fall

In a general sense, mystical theory and practice promote a dynamic, holistic, interconnected, and integrated view of life, self, and the world. This course will examine different mystical belief systems and practices, e.g. Zen Buddhism, Sufism (Islamic mysticism), Shamanism, and more, which promote the integration of knowledge and multiple ways of knowing. We will look at mysticism from a multidisciplinary perspective: psychological, philosophical, anthropological, religious, and scientific, and explore the nature and meaning of self and our relationship to others, the world around us, the universe, and ultimate reality. We will also consider the possibility, in light of the major problems of our times: economic, environmental, healthcare, violence, etc., that perhaps a new paradigm, a new vision of reality, is required, that sees things from an ecological and organic perspective. 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 270 — The Quran*Spring*

This seminar will give students a window into the religious and spiritual world shaped and filled by the Quran. The topics covered will relate to Islam in general and the Quran in particular, such as language, law, mysticism, theology, art, and comparative religion. This will involve a study of the exegesis of the text, which records the ways in which Muslims have interpreted and taught the Quran through the ages up to our present day. One unit.

Religious Studies 276 — Comparative Catholicisms*Spring*

Comparative examination of Catholicism in four broad culture areas: the United States, Europe, Africa and Asia. Topics include: inculturation, interreligious conflict, popular devotion and the cult of Mary, sanctity, Catholic charismatic and healing movements, as well as Catholic social and political resistance. Special attention is given to whether we can understand world Catholicism as a unified system of religious beliefs and practices. One unit.

Religious Studies 277 — Modern Religious Movements*Spring*

Examines the phenomenon of modern religious movements within the United States. The movements considered are popularly known as cults, and one of our most important objectives will be to examine critically this term and other categories, such as brainwashing. Ranges broadly, from a consideration of contemporary movements such as Scientology, the Branch Davidians, the People's Temple, and UFO Cults, to other groups that have experienced longer histories, such as the Latter Day Saints (the Mormons) and the Watchtower (Jehovah's Witnesses). Special attention is also given to contemporary religious movements within Catholicism. A consideration of modern religious movements is inevitably highly charged. The fundamental purpose of the course is to provide the analytic tools to consider not only modern religious movements themselves but also the discourse surrounding them. One unit.

Religious Studies 279 — Religion & Violence*Alternate years*

Religion and Violence considers religious justifications of violence. The course begins with an examination of sacrifice through a survey of Aztec culture in relation to the theory of "generative scapegoating" articulated by Rene Girard. The course then moves to discuss religious justifications of warfare as "crusade" and "jihad." The class also reads the Hindu epic *The Mahabharata* and examines its theory of ethical obligation in extreme circumstances. The course then considers terrorism through a comparative discussion of the Provisional Irish Republican Army and Palestinian organizations such as Hamas and Islamic Jihad. A crucial part of this discussion is engaging ethical theories regarding the classification of "non-combatants" as well as considering both critiques and defenses of asymmetrical forms of violence. Substantial attention will be given to analyzing the category "terrorism" and to what extent it has value as a classification for certain kinds of violence. The class concludes with a consideration of violence to the body as reflected in asceticism, torture, and ordeal. One unit.

Advanced Courses**Religious Studies 305 — Mahayana Buddhism***Alternate years*

Seminar examining prominent movements within the Northern School of Buddhism, with particular attention to Indic, Tibetan, and east Asian developments. Topics include the Bodhisattva doctrine, Madhyamika and Hua-yen philosophies, Pure Land lineages, and the esoteric schools. Focuses upon influential texts (*Lotus Sutra*, *Vimalakirtinirdesa Sutra*) and associated devotional practices. One unit.

Religious Studies 311 — Zen Buddhism: Seminar*Spring*

Examination of Zen Buddhism and its influences on East Asian civilizations. Surveys the texts and monastic practices that define Zen spiritual cultivation and the history of the Soto and Rinzai schools' evolution. Special attention is also devoted to the distinctive poetic (haiku), fine arts (painting, gardening, tea ceremony), and martial arts (swordsmanship) disciplines that this tradition has inspired in China and Japan. One unit.

Religious Studies 312 — Theravada Buddhism*Alternate years*

A course that examines the prominent texts, doctrines and practices of the Theravāda Buddhist tradition, including the distinctive changes introduced in the modern era in Sri Lanka, Burma, Thailand, Cambodia, and Laos.

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 320 — Mystics & Inquisitors*Spring*

This seminar examines the complicated and contentious encounter between mystics and inquisitors in the early modern Spanish world (Spain and Spanish America). Its focus is on those women and men who claimed to have sacred visions, the churchmen charged with judging the authenticity of sacred visions, and the theological and political implications of regulating such mystical phenomena. This course delves into the Roman Catholic Church's complex relationship with the Spanish Crown and its attempt to regulate piety. Topics include: the Catholic Reformation(s), demonology, race, gender, sexuality, and violence. This seminar is in English. One unit.

Religious Studies 320 — Mystics and Inquisitors*Annually, fall*

Examines the complicated and contentious encounter between mystics and inquisitors in the early modern Spanish world (Spain and colonial Spanish America). Its focus is on those women and men who claimed to have sacred visions, the churchmen charged with judging the authenticity of such sacred visions, and the theological and political implications of regulating mystical experiences. Topics include: the Catholic Reformation(s), demonology, race, gender, sexuality, and violence. This seminar is historical in its outlook and is in English. A previous course in religious studies, history, or anthropology is required. This course is cross-listed in the Catholic Studies Concentration. One unit.

Religious Studies 327 — The Holocaust: Confronting Evil*Annually*

Seeks to interpret an event that defies representation and lacks discernible logic or meaning. By evaluating how others have depicted, attempted to create meaningful narratives about, and drawn conclusions from the Holocaust, we hope ourselves to reach some understanding of this event, of its significance for modern society, and of its potential for helping us to recognize our own responsibilities in a world in which ultimate evil is possible. One unit.

Religious Studies 340 — Gardens and World Religions*Alternate years*

A survey of the historical and cultural backgrounds of the major garden traditions of the world associated with religions. This course moves from considerations of human aesthetic and spiritual experience in the natural world to a survey of the major garden traditions associated with the western Mediterranean and Europe: in classical Greece and Rome, Christianity, and Islam. The course then moves to East Asia and classical traditions of China and Japan. Special focus will be given to elements of the campus Japanese Garden Initiative: teahouse gardens and monastic viewing gardens. Field trips to regional gardens will be made. For the final project, students design small virtual contemplative gardens for possible construction at specific campus sites. One unit.

Bible**Introductory Courses****Religious Studies 118 — 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 126 — Old Testament*Fall, spring*

Introduction to the texts of the Hebrew Scriptures/Old Testament, the course explores the social and cultural worlds that produced the texts, examines the biblical texts themselves, and investigates the assumptions and methods employed by pre-modern, modern (post-Enlightenment), and postmodern interpreters of the Bible. One unit.

Religious Studies 190 — History of the Early Church*Alternate years*

This course will focus on the first four centuries of the Christian Church, beginning with the earliest followers of Christ described in the New Testament and continuing through the conversion of Constantine in the fourth century. We will examine how the structure of the church develops, as well as its theologies, doctrines and liturgies. We will pay attention to the variety of Christian viewpoints in these early centuries and how Christians debated with each other and with outsiders on their most basic beliefs. We will track various themes throughout this period, such as prophecy, heresy vs. orthodoxy, gender dynamics, martyrdom, asceticism, interaction with non-Christians, the importance of ritual. One unit.

Intermediate Courses**Religious Studies 212 — The Gospels***Alternate years*

This course explores the New Testament gospels as literary creations and expressions of faith of Christian communities living in the Roman Empire. We will explore the various themes, imagery, rhetoric, theologies, opinions of Jesus, communal and historical contexts, and social structures (such as gender relations, patronage, slavery, etc.) that inform each text. Students will develop the skills to ask critical questions and will learn the methodological tools for beginning to answer these questions. One unit.

Religious Studies 221 — Women in Early Christianity*Every third year*

Exploration of the activity of women in the early church as witnesses to the resurrection of Jesus, missionaries, teachers, ascetics, martyrs, and deacons. Considers the historical and social context of women's lives in the Greco-Roman world in an environment of religious pluralism, women's self-understanding, and the controversy over women's leadership in the developing church. Texts studied include the canonical gospels of Matthew, Luke, and John, the non-canonical Gospel of Mary, as well as Christian texts from the second to fourth centuries. One unit.

Religious Studies 229 — Paul the Apostle*Spring*

Study of the writings, thought, and historical context(s) of the apostle Paul and the Christians who claimed his authority. Particular attention is paid to Paul's self-representation, to the positions he took on issues of vital concern to the first Christians, and to the diverse representations of both Paul and his teachings by second- and third-generation Christians. One unit.

Advanced Courses**Religious Studies 323 — Households & Early Christianity***Alternate years*

This course focuses on how the household influenced early Christianity, both as a primary meeting place and as a conceptual tool for constructing Christian discourses on marriage and kinship, poverty and wealth-getting, work and leisure. It begins with a broad study of the ways that ancient Greek, Roman and Jewish writers conceived of the household: its economic production, religious practices, and role in larger society. It also includes a study of the physical structures of houses in the Roman empire in order to learn more about the occupants and their lives. Finally, the seminar will investigate how households, both as physical spaces and ideological focal points, influenced the development of Christian worship and theology. One unit.

Theology**Introductory Courses****Religious Studies 114 — Introduction to Theology***Fall, spring*

Introduction to major claims in Christian theology through a close examination of historical and contemporary Catholic and Protestant theologies. Topics include: methods in doing theology and in biblical interpretation; images of God and of Jesus; the human condition; different marks and models of the church; and religious diversity. Readings address the interplay in theological reflection between religious tradition and social location, and analyze the implications and challenges of Christian claims in light of gender, race and poverty. One unit.

Religious Studies 116 — Catholicism*Spring*

Introduction to the academic study of the beliefs and practices of Roman Catholic Christianity, and of the situation of the church in the contemporary United States. Topics include: approaches to the study of Catholicism; creeds and doctrinal foundations of the Church; structure, authority, and community; spirituality, worship, and the sacramental tradition; Catholic moral and social teaching; current issues and controversies in Catholicism. One unit.

Religious Studies 117 — History of Christianity 1*Fall*

A survey of the origins and development of Christianity, both its theology and its structures, from the apostolic period to the eve of the Reformation. Special attention is paid to the evolution of Christian doctrine and worship during the early and medieval periods of the Christian history. The interplay between orthodoxy and heterodoxy will be stressed in a close examination of heretical movements and their impact on the formation of the tradition. The interaction between Church and society will also be addressed. One unit.

Religious Studies 119 — History of Christianity 2*Spring*

A survey of the development of Christianity, both its theology and its structures, from the Reformation period to today. Special attention is paid to the development of the various Protestant traditions, and their doctrine and worship. The interplay between Roman Catholicism and the Protestant churches is discussed. The impact of these Christian traditions on American society is also addressed. One unit.

Religious Studies 133 — Contemporary Catholic Spirituality*Fall*

An introduction to contemporary Catholic spirituality. Examines the lived experience and theological writings of influential 20th and 21st century Catholics with a focus on both contemplative and active spiritualities. Authors will likely include: Thomas Merton, Mother Theresa, John Paul II, and Oscar Romero. One unit.

Religious Studies 139 — Understanding Jesus*Fall, spring*

An examination of the figure of Jesus as presented in the gospels with attention devoted to historical questions about Jesus' life and teaching, the theological claims about Jesus being made by the gospel writers, and the direct challenge which the gospel story presents to the church and the world today. One unit.

Intermediate Courses**Religious Studies 200 — Reformation & Counter Reformation***Alternate years*

The most significant political, intellectual, and religious developments of the Protestant and Catholic Reformation movements in 16th- and 17th-century Europe. Cross-listed in the Department of History as History 248. One unit.

Religious Studies 215 — Defense Against the Dark Arts*Spring*

With the 1998 publication of *The Sorcerer's Stone* J. K. Rowling began creating a universe that continues to house the imagination of millions of readers around the globe. Although not a religious work, the series is a portal into a world that is. Both the world of faith and the world of fiction depend on imagination, and the Harry Potter series provides an excellent opportunity to reflect on what makes these worlds alike and what makes them different. The faith-world brings us to questions about ultimate meaning and value; so does the HP series. The faith-world has to do with self-discovery, personal growth and transformation; so does the series. The faith-world works from a sense of enchantment and divine providence; the HP series is predicated on the possibility of magic, although the ultimate source of that magic (and the possibility of dark magic) is left unexplained. The faith-world has to do with moral choices and their consequences, and so does the series. Why does imagination give permission to miracles but dismiss magic as fantasy? How and why are faith and fantasy different? How does the mind distinguish what is "real" from what is not? And how does the mind defend itself against dementors, chaos, and spiritual darkness? Religious imagination is one such defense. One unit.

Religious Studies 217 — Eucharist: History and Theology*Alternate years*

Provides a detailed study of the historical development and theological significance of the Eucharist in Christian tradition. Treats underlying concepts in sacramental theology in terms of Eucharistic ritual. Special attention is paid to the Roman Catholic experience, but other Christian traditions will be discussed. One unit.

Religious Studies 218 — Christian Sacraments*Alternate years*

Provides a general study of the historical development and theological significance of Christian sacraments. Begins with discussion of key underlying concepts in sacramental theology: the experience of the sacred; sign, symbol, ritual; and Christ/Church as sacrament. Special attention is paid to the Roman Catholic experience, but other Christian traditions are discussed. One unit.

Religious Studies 219 — Christian Prayer in Theory and Practice*Spring*

Considers Christian prayer as both a topic for theological study and a body of disciplines and practices. Topics include basic theological perspectives; historical origins and important figures in the development of Christian spirituality; personal and liturgical prayer; prayer and psychology; prayer and global awareness. Diverse traditions, methods, and practical approaches to Christian prayer will be considered, including Pentecostal prayer, the Spiritual Exercises of St. Ignatius Loyola, Christian meditation and Centering Prayer. Readings draw from both classic sources and contemporary interpretations. Weekly practicum sessions focus on observing and/or participating in various forms of Christian prayer. One unit.

Religious Studies 227 — God and Human Experience*Alternate years*

Studies the important religious concept of revelation, but does so with an eye to the ordinary ways in which the divine mystery presents itself to human beings. Examines biblical writings and other narratives of faith in which men and women describe the religious dimension of their lives. One unit.

Religious Studies 231 — Early Christian Writers*Alternate years*

This seminar examines a number of writers from the second to the fifth centuries who shaped the Christian theological tradition in various ways: Irenaeus, Athanasius, Origen, Augustine, John Chrysostom, Gregory of Nyssa, as well as the Fathers and Mothers of the Desert. In particular, the course looks at how these writers interpreted the Bible, how they related faith and culture, the contributions they made to the Church's understanding of Jesus, their analysis of human nature, their doctrine of sin and grace, their approach to the interior life, and how they were affected by the intellectual currents of their time. One unit.

Religious Studies 234 — Conflicts in the Church*Fall*

Examines selected issues which have generated considerable controversy in the contemporary Catholic church (e.g., liturgical change, the Church and politics, women's leadership, contraception, clergy sexual abuse, homosexuality, etc.). Topics are considered in relation to differing views on the origin, structure, and purpose of the church itself, and include discussion of structures of authority in the church; differing rhetorical styles and traditions of thought in church history; change and the development of doctrine; church moral and social teaching. Readings draw from official Catholic Church teaching as well as writings of so-called "progressive" and "neoconservative" theologians. One unit.

Religious Studies 243 — Theology of the New Testament*Alternate years*

Drawing on contemporary biblical exegesis, this course explores both the major theological questions that 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 its present historical and cultural circumstances. What is faith? What is salvation? How does revelation happen? What does the New Testament tell us about the mystery of God? In what way is Christian religious experience the platform for thinking about church? How does the New Testament help us to face major concerns of today, such as Christianity's relationship to the other world religions, environmental justice, a shifting moral landscape, and the perennial thirst for the transcendent? One unit.

Religious Studies 280 — Liberation Theology*Annually*

Based on the principle of God's special identification with history's oppressed, liberation theology explores the problems of biblical interpretation, church teaching and Christian commitment in the contemporary world. This course examines the relationship between the socio-political consciousness of marginalized peoples and their Christian faith. Among the topics to be covered will be racism, global poverty, sexism, and environmental degradation. This course has three primary sections: (1) Black Theology; (2) Latin American Liberation Theology; (3) Feminist Theology. One unit.

Religious Studies 285 — Jesuit Spirituality*Annually, spring*

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 290 — Teologia Andina*Alternate years, fall*

A study of religion, culture, and theology in the Andean region of Bolivia. The course examines the way in which Christian faith has been appropriated by the Aymara and Quechua people, and it introduces students to a worldview that is both distinctive and challenging in its focus on the earth (the Pachamama) and community life. The course also studies the history of cultural and social oppression that paved the way for contemporary efforts in the region at religious and political self-expression. Taught in Spanish; requires the ability to read, speak, and write in Spanish. Limited to 3rd- and 4th-year students. 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 303 — Theology Themes: Science Fiction***Alternate years, spring*

This seminar will examine Christian theological themes through the literary genre of science fiction/speculative fiction. Readings from the genre of fantasy may also be studied. Theological themes addressed may include: the nature of religion; the concept of God/the divine; the quality of humanity in other species; the problem of evil and suffering; the question of sin and salvation; the nature of faith and belief; the role of myth and symbol; doctrine as redemptive or demonic; heaven, hell and the afterlife; the believer as scientist/explorer. One unit.

Religious Studies 333 — Comparative Theology*Alternate years*

An exploration of the meaning and significance of Christianity’s encounter with the Hindu, Buddhist, Islamic, and other religious traditions, both new and old. Investigates major theological questions emerging from the dialogue between Christianity and other world religions. One unit.

Religious Studies 355 — Purity and Filth*Alternate years, spring*

The concepts of purity and pollution influence the ways in which human beings interact in the world, from the micro level (germs/viruses) to the macro level (God/the divine). This seminar will examine the notion of purity from the perspective of ritual studies, and will explore the ways this notion affects human behavior and culture. Case studies, primary sources, and short stories will all be included in the readings assigned. Among the possible topics: the body and its ‘margins’; food and meals; cleanliness and sanitation; the sacred and the profane; holiness and sin; sex and gender; birth and death; illness and health; obsession and compulsion; environment and ecology. 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 395 — Saints and Sinners*Every third year*

This seminar offers an examination of the historical and theological development of the ideals and practices of Christian life, from the Middle Ages to the Early Modern era. The focus is on “saints” and “sinners” as windows into the attitudes and values, the fears and hopes, the virtues and vices, the piety and the heresy, of western European culture. Special attention is paid to the following themes: gendered perceptions of sanctity and sin; community and solitude; poverty and riches; feasting and fasting as religious and cultural activity. One unit.

Ethics**Introductory Courses****Religious Studies 141 — Contemporary Christian Morality***Fall*

This course addresses the implications of Christian belief and identity for personal and social morality. Readings examine fundamental ethics of moral agency, human freedom, conscience, sin, suffering and virtue, as well as the method and themes of Catholic social teaching. The final part of the course explores several areas of contemporary ethical concern including the use of violence, human sexuality, healthcare, and the environment. One unit.

Religious Studies 143 — Social Ethics*Fall*

An introduction to Christian ethical reflection on contemporary social issues. Topics may include economic justice and poverty; love, marriage, and sexuality; racism; capital punishment; war and peace; the environment; and Christian political engagement. 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.

Intermediate Courses**Religious Studies 209 — War and Peace in the Christian Tradition***Alternate years*

An introduction to some of the important ethical issues involved in war/peace studies. Beginning with an examination of the two major religious traditions, just war theory and pacifism/nonviolence, the course then turns to an examination of the experience of war by a focus on World War II and Vietnam. In light of an examination of both approaches to issues of war and peace and the experiences of war, the course concludes with a critical analysis of the American bishops' pastoral letter, *The Challenge of Peace*. One unit.

Religious Studies 230 — Theological Perspectives on Medical Ethics*Spring*

This course examines important developments in contemporary medical ethics considered in the context of the wider cultural assumptions of western philosophical traditions, the rise of the technological imperative, market capitalism, and globalization. These are brought into conversation with theological commitments to human dignity, the pursuit of virtue, the common good and the option for the poor. Topics to be considered will include healthcare relationships, treatment decisions, beginning and end of life issues, research using human subjects, the just distribution of healthcare resources, reproductive technologies, the HIV/AIDS epidemic, and health and human rights. One unit.

Religious Studies 300 — Ethics of Work and Family*Alternate years*

Explores work and family as ethical themes in the Christian tradition. The course will consider the meanings and goals of work and family each in its own right and will also cover contemporary dilemmas at the intersection of work and family. Theological frameworks of virtue, vocation, feminist ethics, and social ethics will figure prominently in the course. Readings will draw on material from the documentary heritage of Catholic social teaching as well as contributions from theologians representing different Christian denominations, other religious traditions, and secular thinkers. One unit.

Advanced Courses**Religious Studies 313 — HIV/AIDS and Ethics***Alternate years*

Explores the many ethical questions brought into relief by the HIV/AIDS pandemic, arguably one of the most pressing global public health issues of our time. Focusing primarily on issues of social justice, the course mines the traditions of Christian ethics and Catholic social teaching for resources with which to address topics including HIV prevention, treatment, research, access, and global public health. We will become familiar with key ethical methods and concepts, including casuistry, the common good, solidarity, and the option for the poor. One unit.

Religious Studies 335 — Economics and Ethical Values*Alternate years*

Investigates the ethical dimensions of contemporary economic issues such as the restructured labor market, income and wealth distribution, the extent of globalization, the international debt crisis, and alternative economic models. Focus also includes the economic dimensions of race and gender relations and their relevance to economic justice. One unit.

Special Topics**Religious Studies 199 — Special Topics***Fall, spring*

Introductory level courses on special topics in religion, theology, Bible, and ethics. One unit.

Religious Studies 199 — Special Topics*Fall, spring*

Introductory level courses on special topics in religion, theology, Bible, and ethics. One unit.

Religious Studies 299 — Special Topics

Intermediate level courses on special topics in religion, theology, Bible, and ethics. One unit.

Fall, spring

Religious Studies 399 — Special Topics

Advanced level courses on special topics in religion, theology, Bible, and ethics. One unit.

Fall, spring

Religious Studies 411 — Tutorial

One unit.

Fall, spring

Sociology and Anthropology

Jennie Germann Molz, Ph.D., *Associate Professor and Chair*

The Department of Sociology and Anthropology offers three avenues for specialized study: a major in sociology, a major in anthropology, and a minor in anthropology. The department has one principal mission — to challenge students to examine the social and cultural dimensions of the contemporary world. As social sciences, both disciplines play a distinctive role in the liberal arts curriculum. Each combines a humanistic concern for the quality and diversity of human life with a commitment to the empirical analysis of culture and society. The department welcomes non-majors to courses when space is available. Our curricula also have many ties to Holy Cross' interdisciplinary programs and concentrations.

Sociology

Sociology courses draw attention to history, culture, and social structure and their effects on people's lives. The curriculum features the analysis of cultures and social institutions, of social problems and social change, and of the contribution of social science to policy formulation and implementation. The courses at the 100-level introduce students to the basic concepts and analytical tools used in sociology. Intermediate (200-level) courses provide more detailed coverage and analysis of distinct institutions, social processes, or substantive areas. Advanced seminars and tutorials (300- or 400-level) are intensive courses, typically limited to sociology majors or students participating in interdisciplinary programs or the concentrations housed in the Center for Interdisciplinary Studies. There is sufficient variation in perspective across the sociology curriculum to offer students both knowledge of sociological theory and methods and a foundation for using a sociological imagination.

The sociology major is designed to provide a critical assessment of the modern world and knowledge of the latest issues in social theory and research. The major is appropriate for students with a wide range of educational and career interests including but by no means limited to graduate study in sociology. Majors often pursue graduate work in law, medicine, health care management, communications, urban affairs, and gerontology, and careers in business, government, education, journalism, management, social services, and public health.

Students majoring in sociology must take a minimum of 10 courses, including The Sociological Perspective (Sociology 101); one course each in logics of inquiry (Sociology 223, Logics of Inquiry), theory (e.g., Sociology 241, The Development of Social Theory), and Social Statistics (Sociology 226); and one advanced 300 or 400-level seminar, tutorial, or research practicum. Five additional departmental electives, selected in accordance with student interests and in consultation with a faculty advisor, complete the major. Two of these 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. Majors may take up to 14 courses in the department; double majors must take 18 courses outside of the department.

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, and Latin America. Courses often highlight cultures in the countries in which faculty work (Zimbabwe, Peru, Brazil, 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, sexuality, race, urban life, national identities, medicine, biotechnology, youth, consumption and fashion. Anthropology expands horizons for all students and can lead to further study or careers in law, development work, diplomacy, human rights endeavors, international business, and medicine, or to graduate studies in anthropology and the opportunity for research abroad.

The anthropology major or minor is available to students in any major except sociology. The major consists of a minimum of 10 courses, including the following required courses: The Anthropological Perspective (Anthropology 101); Theory in Anthropology (Anthropology 320); Ethnographic Field Methods (Anthropology 310); one advanced 300 or 400-level seminar, tutorial, or research practicum; and six additional department electives. Two of these six electives may be sociology courses. All electives are chosen in accordance with student interest and in consultation with a faculty advisor. Majors may take up to 14 courses in the department; double majors must take 18 courses outside of the department.

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) or Theory in Anthropology (Anthropology 320); and four additional anthropology courses chosen with the advice of the anthropology faculty.

Advising

The department maintains an active advising program for sociology and anthropology students. Faculty advisors work closely with individual advisees to clarify course offerings and discuss academic and career goals. The department encourages students to pursue interdisciplinary concentrations, internships, Washington semester, and study abroad, and it provides advice on how to integrate these activities into a course of study. Internship placements are also a good addendum for sociology and anthropology students, and placements can be arranged in a variety of areas, including health related services, media, law, women's and children's services, older adult programs, business and criminal justice. Some examples of programs or agencies that have sponsored sociology and anthropology students' internships are: The Age Center of Worcester, Abby's House (shelter for women), Daybreak (battered women's services), AIDS Project Worcester, City of Worcester Planning Department or Public Health Department, Fidelity Investments, and Worcester Juvenile Probation Office.

Honors Program

The Department of Sociology and Anthropology offers a department Honors Program for students seeking the independent research opportunities associated with writing a thesis, independent of the College Honors Program. Our honors program provides qualified majors the opportunity to deepen their understanding of the discipline through a year-long project of their own design, either empirical or theoretical, and to write an honors thesis during their senior year. To be eligible a student must be a major with an overall GPA of at least 3.25 and a departmental GPA of at least 3.5, and in most cases, have completed the theory and methods requirements before the senior year. Application to the department Honors Program is made in the spring semester of the junior year and requires an application, transcript, and thesis proposal. Decisions are made by a Department Honors Selection 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 honor society for anthropology. Both societies promote human welfare through the advancement of scientific knowledge that may be applied to the solution of social problems. Both societies sponsor annual student paper contests, as well as support students to present their original work at regional and national conferences.

Courses

Sociology

Introductory Courses

Sociology 101 — The Sociological Perspective

Fall, spring

A one-semester introduction to the principles of sociological analysis. Through a critical examination of selected topics and themes, this course develops a sociological perspective for the interpretation and understanding of cultural differences, age and sex roles, discrimination, the family and the workplace, bureaucracies, stratification, the problems of poverty. One unit.

Intermediate Courses

Sociology 203 — Racial and Ethnic Groups

Annually

An examination of 1) the emergence of race in modern societies, with special emphasis on the United States; 2) theories of race and ethnicity; 3) the history of racial groups in the U.S.; 4) experiences of race and ethnicity in daily life and in different social institutions; and 5) anti-racist movements challenging racial inequality. Prerequisite: Sociology 101. One unit.

Sociology 205 — Social Class and Power

Alternate years

Examines American class structures and processes, acknowledging the unequal distribution of resources and analyzing aspects of institutionalization serving to support such inequality. Course focuses on the various social, economic, and political indicators of an individual's position in society, including occupation, income, wealth, prestige, and power, as well as characteristics of life at different levels of the class hierarchy. Prerequisite: Sociology 101. One unit.

Sociology 210 — Consumer & Corporate Sustainability

Alternate years

This course asks what it means to be a good citizen, good consumer, and good corporation in light of contemporary social and environmental problems by focusing on the relationship between democracy and capitalism. It investigates the complexities of understanding and implementing social responsibility on the local, national, and global level. Prerequisite: Sociology 101. One unit.

Sociology 219 — Deviance

Alternate years

An introduction to the sociological study of deviance, this course explores: (1) how sociologists theorize deviance and social control, (2) how people come to view certain attitudes, conditions, and behaviors as odd, morally reprehensible, or illegal and (3) the identities and life chances of people who are labeled as "deviant." Pays close attention to the relationship between deviance, power and social inequality. Prerequisite: Sociology 101. One unit.

Sociology 223 — Logics of Inquiry

Annually

An introduction to the world of "doing sociology," this class covers the logic and techniques of social scientific research. Readings, lectures, and exercises both in and out of the classroom are designed to help students experience the field and develop methodological skills first-hand. Students will learn how to conceptualize, operationalize and conduct sociological research projects, including construction of research questions, an understanding of the intersection between theory and praxis, composing interview questions and guides for both qualitative and quantitative studies, collection, entry, and analysis of data, and presentation of empirical findings. Prerequisite: Sociology 101 and 226. One unit.

Sociology 226 — Social Statistics

Annually

Students are introduced to both descriptive and inferential statistics (including confidence intervals, chi square, multivariate analysis of variance, and multiple regression). The (mis)use and interpretation of statistics is heavily stressed. Prerequisites: Sociology 101. One unit.

Sociology 236 — Environmental Sociology

Annually

This course examines the interaction between human society and the natural environment, more specifically, the relationships between various environmental and social problems, as well as emphasizes current theory and research in environmental sociology aimed at understanding and addressing those problems. By discussing issues of science and technology, popular culture, disasters, urbanization, racial and gender relations,

domination and violence, as well as social movements, and by engaging in issues from a diversity of disciplines including anthropology, biology, economics, geography, psychology, and history, this course will reach a broad understanding of environmental issues. One unit.

Sociology 241 — Development of Social Theory

Fall, spring

This course examines the roots of social theory, its historical context, and its many perspectives. A special emphasis is placed on understanding how theory itself is socially constructed, how it tends to over represent dominant groups and their corresponding perspectives, and how it can be applied to contemporary issues to reveal possible solutions to social problems. Prerequisite: Sociology 101. One unit.

Sociology 246 — Sociology of News

Every third year

What Americans know about their social and political world is heavily mediated by “the news.” This course draws on sociology of media research and wider media studies to ask: what social forces shape how journalists cover the news? How might U.S. media be reformed? Prerequisite: Sociology 101. One unit.

Sociology 247 — Sociology of TV and Media

Alternate years

This course investigates the evolving role of television in shaping our understanding of the world as it relates to democracy, consumerism, human relationships, and how we make sense of our own lives. More specifically, the course examines the nature of entertainment, advertising, news and the institutions that create television programming. Prerequisite: Sociology 101. One unit.

Sociology 254 — Girls and Violence

Alternate years

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, trafficking, and living in a war-torn society. Prerequisite: Sociology 101. One unit.

Sociology 256 — Self and Society

Every third year

This course examines how individual bodies, hearts and minds are social phenomena. Topics include language, self, and what it means to be human; the sociology of emotion; the presentation of self in everyday life; micro-social order, disruption, and ontological security; and the micro-politics of interaction. Draws strongly from the symbolic interactionist, dramaturgical, and interpretive traditions. Prerequisite: Sociology 101. One unit.

Sociology 257 — Aging and Society

Annually

A thorough introduction to the sociological study of people’s experience of late life. Strives to increase awareness of the social, cultural, and historical affects on aging by examining people’s accounts of late life and aging, their social and psychological compensations, and the bearing of late life experiences on end-of-life decisions. Prerequisite: Sociology 101. One unit.

Sociology 259 — Children and Violence

Alternate years

This course is organized around three general themes: (1) an introductory overview of the topic of violence, including theoretical background and structural factors; (2) an analysis of violence-related issues, including family, street, and school-based causes and consequences; and (3) consideration of prevention and intervention strategies and relevant policy implications. Prerequisite: Sociology 101. One unit.

Sociology 260 — Women, Poverty, and Religion

Alternate years

This course analyzes the relationship between gender, poverty, and religion. Beginning with social science explanations of the causes and consequences of the “feminization of poverty” both in the United States and globally, the course then considers the challenge of women’s poverty to religion and the role that religion plays in the lives of poor women. Prerequisite: Sociology 101. One unit.

Sociology 261 — Sociology of Religion

Every third year

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 263 — Medical Sociology

Annually

A critical study of the institution of modern medicine. Special attention is paid to socio-cultural and political factors influencing susceptibility, diagnosis and treatment. Topics include the social meaning of disease, patienthood, the medical profession, and the organization of medical care. Prerequisite: Sociology 101. One unit.

Sociology 269 — Sociology of Education*Alternate years*

A critical examination of education in the U.S., with a special emphasis on public schooling. This course considers how the functions and goals of education have changed over time, factors leading to the current crises in education, and controversial programs for fixing the problems such as vouchers, charter schools, and multicultural education. Prerequisite: Sociology 101. One unit.

Sociology 271 — Families and Societies*Annually*

This course examines patterns in American family behavior. The course 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 — Masculinities*Alternate years*

This course explores the social construction of masculinities and masculine performances of gender. We will use an intersectionality approach to examine masculinities in conjunction with gender, race, class, religion, and sexual orientation. The primary goal of this course is to critically engage with how the construction and reproduction of masculinities shape men's perceptions of themselves, other men, women, social situations, and social structures. We will do this by examining issues such as: boyhood and male socialization; male friendship; gender 'transgressions' and their relationship to homo/transphobias; male sexuality; masculinities in sports; depictions of men in the media; men and the family; male aggression and violence; and the military. Prerequisite: Sociology 101. One unit.

Sociology 277 — Gender and Society*Annually*

On women's and men's gendered experiences at the individual, interactional, and institutional levels; how gendered experiences vary by race/ethnicity, sexuality, social class, and other ways. Prerequisite: Sociology 101. One unit.

Sociology 278 — Gender, Body, Health*Annually*

This course examines the body as a medium for self-expression and an entity to be controlled. The body is a site where men and women "do gender"; this can have both positive and negative effects on health. Among the topics covered; transgender and intersex conditions; culture and bodies; expression and repression; violence; sports; health behavior engagement; childbirth. Prerequisite: Sociology 101. One unit.

Sociology 279 — Sex and the Global City*Alternate years*

This class highlights the politics of urban space by examining three forms of social injustice concerning sexuality, gender, and class in different geo-locations. It examines the relationship between capitalism and sexualities, urban experiences of sexualities, sex trafficking, and the global LGBT movement. Students can link sexualities to urban planning, social policy, economics, culture, and social change at both national and global levels. Prerequisite: Sociology 101. One unit.

Sociology 280 — Global Culture and Society*Every third year*

Examines the way social identities and everyday cultural practices are linked to global circulations of capital, taste, fashion and power. Through a comparative analysis of representations of globalization, cultural products such as McDonald's and Sesame Street, mega-events such as the Olympics, virtual cultures and technologies, and leisure and consumption practices such as shopping, eating, and international tourism, students will gain a critical understanding of the debates surrounding cultural imperialism, cultural homogenization, and the hybridization of culture. Prerequisite: Sociology 101. One unit.

Sociology 281 — Sociology of Travel & Tourism*Every third year*

This course focuses on the relationship between tourism and social life by considering how tourist practices are socially shaped and made meaningful within social contexts. This course explores tourism as a lens through which we can understand many of the features of contemporary social life, including modernity and postmodernity, consumption and cultural commodification, the aestheticization of everyday life, authenticity, embodiment, identity, gender, risk, technology, mobility and globalization. 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.

Sociology 320 — Sociology of College Sports*Alternate years*

This course focuses on the explicit connections between higher education and athletics. A historical perspective on the links between these institutions will then lead to discussions about racial and ethnic minorities and women in college sports, activism within college sports, the role of the NCAA, the effect of college sports on academic and occupational attainment, the commercialization of college sports, and recent controversies in college sports. Prerequisite: permission of instructor. One unit.

Advanced Courses**Sociology 361 — Leadership, Religion, and Social Justice***Alternate years*

An advanced community-based learning seminar focusing on leadership development and religious teachings on social justice. Course will look at comparative religions while primarily focusing on Catholic social teaching on issues such as poverty, immigration, and the environment, as well as biography of spiritually-inspired leaders for justice. Course includes sociological analysis of Catholic social thought, leadership, power, poverty, social movements and organizational behavior. Students will analyze and write about their own semester-long leadership CBL projects in light of course readings. One unit.

Sociology 365 — Illness Narratives*Annually*

This course examines first-person accounts of living with various illnesses, including the subjective experiences of illnesses that are mental/physical, acute/chronic, curable/fatal and age-related. Comparisons will be made across both historical and cultural contexts to highlight the socially constructed nature of health and aging. The class will engage the role of labeling theory, postmodern conceptions of health, and differences according to race, class, gender, sexual orientation and age. Prerequisite: permission of instructor. One unit.

Sociology 370 — Sociology of Trouble*Annually*

This course examines how people experience and cope with negative events such as illness, death, separation or divorce, unemployment, natural disaster and war. Delving into topics that are usually the purview of psychology, our investigations highlight the social nature of self, cognition, emotion and identity. Readings will focus on particular cases of trouble, the roles of religion, psychology and medicine in helping people to cope with tragedy, and cultural and historical variability in how humans make sense of suffering. Prerequisite: permission of instructor. One unit.

Sociology 376 — Women and Nonviolence*Alternate years*

This course surveys some of the most exemplary cases of women's efforts to use nonviolence in resistance, social change, and peace building. We will investigate how women's unique social location shapes their particular contribution to the conceptualization and implementation of nonviolence. And we will consider the significance of their efforts in constructing new social spaces for peace and justice. A global range of cases will be explored with a special focus on women in the developing world. Prerequisite: permission of instructor. One unit.

Sociology 383 — Utopian & Dystopian Worlds*Alternate years*

This seminar examines some of the most pressing social issues of our present by deconstructing fictional accounts of our imagined futures. Through a selection of science fiction (literature, television, and film), students analyze how issues of race, class, gender, ethnicity, sexual orientation, and age are resolved, exacerbated, or ignored in each narrative. Prerequisite: permission of instructor. One unit.

Sociology 385 — Technology, Mobility & Social Life*Every third year*

A seminar on how social life is increasingly organized through various intersecting mobilities (travel, migration, and virtual or communicative mobilities, such as cybertourism and mobile communication). Prerequisite: permission of instructor. One unit.

Sociology 386 — A Global Sense of Home*Alternate years*

This advanced seminar aimed at returning study abroad students explores the related concepts of home, belonging and citizenship in light of globalization and mobility. In addition to reflecting on personal experiences of home and mobility, we study narrative accounts by refugees, migrants, tourists and expatriates to think in new ways about global citizenship. 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 490, 491 — Honors Colloquium*Fall, spring*

The Honors Colloquium is required for students enrolled in the department Honors Program. The colloquium meets biweekly to cover various research topics related to research design, implementation, and dissemination and to help students prepare for their culminating presentations at the Academic Conference. The colloquium is offered on a pass/no pass basis. Prerequisite: permission of instructor. One-half unit each semester.

Sociology 492, 493 — Directed Honors Research*Fall, spring*

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors Committee. Prerequisite: permission of instructor. One unit.

Sociology 494, 495 — Directed Research*Fall, spring*

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology majors. Prerequisite: permission of instructor. One unit each semester.

Sociology 496, 497 — Directed Reading*Fall, spring*

An individualized reading program addressing a topic in sociology not covered in course offerings. Reading tutorials are under the supervision of a sociology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to sociology majors. Prerequisite: permission of instructor. One unit each semester.

Sociology 498, 499 — Special Projects*Fall, spring*

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology majors. Each project must be supervised by a faculty member. Prerequisite: permission of instructor. One unit each semester.

Anthropology

Introductory Courses

Anthropology 101 — The Anthropological Perspective*Fall, spring*

A one-semester introduction to the main modes of sociocultural anthropological analysis of non-Western cultures, such as those of Africa, Latin America, Southeast Asia, Melanesia, Polynesia and Native America. Attention also to anthropology of the U.S. Topics include: ethnographic methods; concepts of culture; symbolic communication; introduction to anthropological approaches to kinship, religion, gender, hierarchy, economics, medicine, political life, transnational processes and popular culture. One unit.

Anthropology 130 — Anthropology of Food*Annually*

Food lies at the heart of human social systems worldwide, as symbolic good, gift, and token of love and political control. This course addresses such topics as: gender hierarchies, eating, and food; foods such as sugar and chocolate and colonial systems of power; food/body/power dynamics; food and social identity construction; and famine in a time of world plenty. Focus is on specifically anthropological approaches to food cultures in Asia, Africa, Latin America, with comparative material from the U.S. One unit.

Anthropology 135 — Food, Body, Power*Alternate years*

This course draws on medical anthropologist Paul Farmer's insight that deep poverty can be a form of structural violence. We apply that interpretive framework to issues of wealth, poverty, social inequality and food: via studies of food production, consumption, and access in regard to gender, race, social class, and social marginality. At issue: body size, food insecurity, famine, in the U.S. and worldwide. One unit.

Anthropology 170 — Contemporary Asia*Alternate years*

This course examines contemporary Asia as an interconnected region that influences world events and as diverse societies, cultures and nation states that face particular problems as they struggle with issues of globalization, modernity and neoliberalism while trying to maintain a sense of national or cultural identity. Readings focus on India, Indonesia, Thailand, Vietnam, Japan, China, Hong Kong, Philippines, and the Asian diaspora. Topics include religion, aging, family, gender, politics, economics, class, labor migration, consumerism, ethnicity and Orientalism. One unit.

Intermediate Courses

Anthropology 255 — Genders & Sexualities in Cross Cultural Perspective

Alternate years

This course asks students to critically explore the contemporary anthropological scholarship on gendered social worlds and ways of imaging sexualities, across diverse cultures. At issue: how do gender ideologies and ideologies of sexuality relate to social hierarchy and systems of power? How do various ways of representing the reproductive body relate to social class? To nationalism? Focus is on non-Western cultures. 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 — Medical Anthropology

Annually

An overview of anthropological approaches to sickness, disease, healing, and medicine, particularly the cultural construction of health and illness, the therapeutic process, social stratification, and health inequalities. Through case studies and synthesizing readings, the course will review key theoretical, conceptual, methodological and practical approaches to the study of health and illness, using a cross-cultural, global, and comparative perspective. Prerequisite: Anthropology 101 recommended. One unit.

Anthropology 262 — Anthropology of Religion

Every third year

A social scientific, cross-cultural consideration of religious worlds created in such locales as village and urban Indonesia, India, Papua New Guinea, and Africa, especially in terms of their power dynamics vis-a-vis social hierarchies. Covers classic topics such as the study of ritual and ecology, village myth, trancing, shamanism, witchcraft, and sorcery accusations, but also deals at length with such matters as the connections between Christian missions and empire. Also turns an anthropological gaze on contemporary U.S. religions. Prerequisite: Anthropology 101 recommended. One unit.

Anthropology 266 — Cultures and Politics of Latin America

Annually

An introduction to the cultures, politics and history of Latin America. The course examines past and current issues of the region through ethnographic monographs as well as through a cross-disciplinary approach that includes historical analysis, excerpts from literature, and film. Units focus on: pre-Colombian empires and conquest; the Zapatista revolution against neoliberalism in Mexico; militarization and Maoist rebels Shining Path in Peru; transvestites and Pentecostals in Brazil; "drug wars," "dirty wars" and debates over reconciliation and reparations in Guatemala; labor movements in Argentina; and indigenous and women's social movements that cross national boundaries. Prerequisite: Anthropology 101 recommended. One unit.

Anthropology 267 — Political Anthropology

Alternate years

A broadly comparative and historical perspective, using cross-cultural analysis to understand the workings of politics and power, in Western and 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

Every third year

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: anthropological and semiotic theories of materialism and consumption, subcultural styles, colonialism, race, gender, religion, globalization and ethnic chic. Prerequisite: Anthropology 101 recommended. One unit.

Anthropology 274 — Art & Power in Asia*Every third year*

How does art interrelate to political power and to wealth? This course examines such questions in regard to the art of ancient kingdoms in Asia such as Cambodia's Angkor Wat and Indonesia's Borobudur. Also at issue are the contemporary arts of Southeast Asia, seen too through this anthropology of art lens. Additionally, this course looks at the power dynamics of international art collecting of Asian art and artifacts; the politics and aesthetics of putting Asian art into worldwide museums is also studied. Includes museum study tours. Prerequisite: Anthropology 101 recommended. One unit.

Anthropology 299 — Special Topics*Annually*

These intermediate level anthropology courses address a variety of issues of contemporary ethnographic importance. Prerequisite: Anthropology 101 recommended. One unit.

Advanced Courses**Anthropology 310 — Ethnographic Field Methods***Annually*

An examination of cultural anthropology's main data-gathering strategy: long-term ethnographic fieldwork. Topics include: review of the methodology literature, participant observation, in-depth interviews, designing field studies, oral histories, research ethics, issues of power and positionality. Involves hands-on fieldwork in Worcester or Holy Cross. Prerequisite: permission of instructor. One unit.

Anthropology 320 — Theory in Anthropology Annually*A historical examination*

of the development of different theoretical perspectives in sociocultural anthropology. This course explores, compares and critiques different schools of thought about human society and culture, from the 19th to the 21st centuries, looking at the ways in which anthropological scholars and those from related disciplines have attempted to understand and explain the human condition. Prerequisite: permission of instructor. One unit.

Anthropology 351 — Anthropology of Biotechnology*Alternate years*

This course examines how our lives, identities and futures have been and will be transformed by new biotechnologies. From pharmaceuticals and genomics to plastic surgery and organ transplants, our subjectivities are entering a "posthuman" era of uncharted ethical and political implications. In this course, we will learn the analytical tools necessary to understand how medical science approaches the body in order to produce knowledge and capital. We will also examine how race, gender and sexuality are being reconfigured within this new paradigm. Prerequisite: permission of instructor. One unit.

Anthropology 380 — African Informal Economies*Alternate years*

This course develops an anthropological approach to informal economic life in Africa. It examines the ways that "informality" relates to the law, criminality and livelihood, then sets it in the wider context of trade, politics, and conflict all across the continent. 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 490, 491 — Honors Colloquium*Fall, spring*

The Honors Colloquium is required for students enrolled in the department Honors Program. The colloquium meets biweekly to cover various research topics related to research design, implementation, and dissemination and to help students prepare for their culminating presentations at the Academic Conference. The colloquium is offered on a pass/no pass basis. Prerequisite: permission of instructor. One-half unit each semester.

Anthropology 492, 493 — Directed Honors Research*Fall, spring*

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors 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, 467 — Directed Readings

Fall, spring

An individualized reading program usually addressing a topic in anthropology not covered in course offerings. Reading tutorials are under the supervision of an anthropology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to anthropology majors. Prerequisite: permission of instructor. One unit each semester.

Anthropology 498, 499 — Special Projects

Fall, spring

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology/anthropology majors. Each project must be supervised by a faculty member. Prerequisite: permission of instructor. One unit each semester.

Spanish

Daniel Frost, Ph.D., *Associate Professor and Chair*

The Department of Spanish seeks to prepare students to understand and engage with the diverse Hispanic communities and traditions found within and beyond our borders. Our program emphasizes the acquisition of advanced Spanish language skills and in-depth study of Hispanic cultures, literature and linguistics. Spanish majors can complement their degree with courses in other academic programs at Holy Cross, including Latin American and Latino Studies. Interested Spanish majors can also receive their license to teach at the middle through secondary level through our partnership with the Teacher Education Program.

Our Study Abroad programs allow students from any major to perfect their language skills and study a variety of subjects while they experience life in Spanish-speaking countries. Study Abroad offerings include our signature year-long programs in Spain (León, A Coruña and Palma de Mallorca), as well as flexible programs in Peru (Lima), Argentina (Buenos Aires), and El Salvador (through the Casa de la Solidaridad) that allow students to choose from a semester, an extended semester, or a full academic year.

Our students benefit from close interaction with native Foreign Language Assistants from Spain, Peru, and Argentina in weekly practice sessions integrated into our language courses. Students can also participate in Community-Based Learning projects included in some of our classes. Outside the classroom, students have the opportunity to pursue further contact with Hispanic culture through the Spanish Club and, for those with strong academic credentials, the National Collegiate Hispanic Honor Society (Sigma Delta Pi). Moreover, our bilingual literary and cultural review *fósforo: Revista de Inspiración Hispánica*, provides a forum where students may publish their creative work alongside their professors, Foreign Language Assistants and other members of the community.

Major requirements. Students who will be majoring in Spanish must complete between 10 and 14 courses. More specifically, they are required to take one course from each of the eight areas below, plus two or more elective courses from any of these areas. One course offered on campus outside of the Spanish department that is directly relevant to the Spanish major may be counted as an elective, subject to approval by the department chair. Eligible courses may include a) Montserrat or Honors courses taught (in English or Spanish) by faculty in the Spanish department or b) courses taught in Spanish in other departments, such as RELS 290: Teología Andina. Majors are required to take at least two advanced (400-level) courses in their fourth year, again from any of the areas below. Of the two courses in area 1, SPAN 302 (Composition for Bilingual Speakers) is specifically targeted to native speakers of Spanish and heritage students with a high level of oral Spanish proficiency. SPAN 305 is a prerequisite to survey (or Readings) courses, which in turn are prerequisites to 400-level literature and culture courses. Hence, it is recommended that students take SPAN 305 as soon as feasible.

Note for current majors: Under new major requirements that took effect in academic year 2014-2015, 'survey' courses (SPAN 310, SPAN 311, SPAN 312, SPAN 313) have been replaced by Readings in Literature courses (listed as SPAN 308 and SPAN 399 in 2015-2016). Under the new requirements, majors must take one Readings course and two elective courses. However, students who have already taken a survey course may use that course to satisfy the Readings requirement. Students who have already taken two surveys will be unaffected by the change. Students who have taken one survey course may opt to take a Readings course as an elective, or another course from the areas listed below for which they have the prerequisite. Students who have not yet taken any survey courses will be required to take one Readings course to complete the major requirements.

SPANISH MAJOR CHECK LIST

Area 1: Composition and Conversation (one of the following courses)

- _____ Spanish 301: Spanish Composition and Conversation
- _____ Spanish 302: Composition for Bilingual Speakers

Area 2: Focused Language (one of the following courses)

- _____ Spanish 314: Spanish for Business
- _____ Spanish 315: Advanced Spanish Composition and Conversation
- _____ Spanish 319: Debate and Advanced Oral Expression
- _____ Spanish 320: Spanish Translation

Area 3: Culture and Cinema (one of the following courses)

- _____ Spanish 303: Aspects of Spanish Culture
- _____ Spanish 304: Aspects of Latin American Culture
- _____ Spanish 420: Topics in Latin American Film
- _____ Spanish 421: Twentieth-Century Spain through Film

Area 4: Linguistics (one of the following courses)

- _____ Spanish 318: Spanish Phonetics and Phonology
- _____ Spanish 413: Spanish in the US: A Sociolinguistic Perspective
- _____ Spanish 414: Second Language Acquisition and Spanish
- _____ Spanish 415: Bilingualism in the Spanish-Speaking World

Area 5: Textual Analysis

- _____ Spanish 305: Introduction to Textual Analysis

Area 6: Readings in Literature (one of the following courses)

- _____ Readings in Peninsular Literature
- _____ Spanish 308: Readings in Latin American Literature

Area 7: Advanced pre-Modern Studies (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 Latin American Literature

Area 8: Advanced Modern Studies (one of the following courses)

- _____ Spanish 403: Topics in Modern Spanish Literature
- _____ Spanish 404: Topics in Twentieth-Century Spanish Narrative
- _____ Spanish 405: Topics in Modern Latin American Narrative
- _____ Spanish 406: Topics in Modern Spanish Drama
- _____ Spanish 407: Topics in Modern Peninsular and Latin American Poetry
- _____ Spanish 408: Gabriel García Márquez
- _____ Spanish 410: Literature of Exile, Immigration and Ethnicity
- _____ Spanish 409: Federico García Lorca
- _____ Spanish 411: Latin American Literature of the Nineteenth Century
- _____ Spanish 416: Body and Text: Representations of Gender in Modern Spanish Literature
- _____ Spanish 450: Latinidades in Literature and Pop Culture
- _____ Spanish 461: Nineteenth- and Twentieth-Century Women Writers of Spain

Study Abroad Credit: Spanish majors are strongly encouraged to study abroad at one of Holy Cross's programs in Spain or Latin America. Students who attend year-long programs can use up to four Spanish courses taken abroad to satisfy the major requirements. Each of these courses should be equivalent to a semester-long class at Holy Cross (year-long courses at Spanish and Latin American universities count as two semester-long courses at Holy Cross). Typically, the year-long Spanish

language and culture course that Holy Cross students must take abroad serves to satisfy both area 2 (Focused Language) and area 3 (Culture and Cinema) major requirements, but it can also be counted as an elective if the student has already satisfied one of these requirements. Students who attend semester programs can use up to two courses taken abroad to satisfy the major requirements. Upon their return from study abroad, students must still take two advanced (400-level) Spanish courses at Holy Cross in their senior year.

Directed Independent Study of Spanish: Students interested in learning Spanish have the option of taking Directed Independent Spanish Curriculum (DISC) courses. These elementary- and intermediate-level language courses offer an alternative approach to language instruction for students who are motivated to work independently and enjoy using technology. Students use computer-based materials to direct their own learning but are required both to correspond and to meet with a professor frequently as well as attend weekly conversation classes with Foreign Language Assistants.

Language Common Area Requirement: All Holy Cross students must satisfy the College's common area requirement for language study (the "G" requirement). This requirement can be satisfied by two consecutive semesters of Spanish. Students who have not studied Spanish in high school can satisfy the requirement by completing two semesters of Spanish at the elementary level.

Placement through the Spanish Background Questionnaire: All students who plan to study Spanish at Holy Cross (including beginners, students planning to continue Spanish studied in high school, and native or heritage Spanish speakers) must first take the Spanish Background Questionnaire to determine the appropriate entry course for enrollment. The Background Questionnaire takes into account previous experience with Spanish and any advanced placement (AP or IB) test scores that you have earned to determine whether you need to take the Spanish Placement exam.

Native and Heritage Speakers of Spanish (students who speak or hear Spanish at home or in their local community but who may not have formally studied the language) will be placed according to their responses on the Spanish Background Questionnaire. Note that native speakers and heritage students with a high level of oral Spanish proficiency will typically start with SPAN 302 (Composition for Bilingual Speakers), but they may be able to enroll in other courses (particularly SPAN 303, 304 or 305) depending on their responses to the Background Questionnaire.

College Credit for Advanced Placement: A score of 4 or 5 on an AP Language exam earns college credit and counts towards the language studies common area requirement; a score of 4 or 5 on a Literature exam earns college credit and counts towards the language studies or literature common area requirement. Students with AP credit in Spanish earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students with AP or IB credit will be advised of their placement in Spanish by taking the obligatory Spanish Background Questionnaire.

Courses

Spanish 101 — Elementary Spanish

Annually

The first course in the two-semester elementary sequence, which provides an introduction to all elements of the Spanish language and the culture of the Hispanic world. Only students who have not studied Spanish in high school can enroll in this course. Five class hours weekly, including two hours of practicum. One and one-quarter units.

Spanish 101 — Elementary Spanish 1

Annually

The first course in the two-semester elementary sequence, which provides an introduction to all elements of the Spanish language and the culture of the Hispanic world. Only students who have not studied Spanish in high school can enroll in this course. Five class hours weekly, including two hours of practicum. One and one-quarter units.

Spanish 102 — Elementary Spanish 2*Fall, spring*

The second course in the two-semester elementary sequence, which provides an introduction to all elements of the Spanish language and the culture of the Hispanic world. For students who have completed Spanish 101 or its equivalent. Five class hours weekly, including two hours of practicum. One unit and one-quarter units.

Spanish 103 — Intensive Elementary Spanish*Annually*

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

Spanish 105 — Directed Independent Elementary Spanish 1*Fall, spring*

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

Spanish 106 — Directed Independent Elementary Spanish 2*Fall, spring*

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

Spanish 108 — Directed Independent Intensive Elementary*Fall, spring*

An alternative approach to Span 103 which allows students to complete course requirements by working independently with technology-based materials. Two class hours weekly and laboratory practice. One unit.

Spanish 201 — Intermediate Spanish 1*Fall, spring*

The first course in the two-semester intermediate sequence, this class provides further practice in all aspects of the Spanish language, with a continued focus on Hispanic culture. For students who have completed Spanish 102 or its equivalent. Four class hours weekly, including one hour of practicum. One unit.

Spanish 202 — Intermediate Spanish 2*Fall, spring*

The second course in the two-semester intermediate sequence, this class provides further practice in all aspects of the Spanish language, with a continued focus on Hispanic culture. For students who have completed Spanish 201 or its equivalent. Four class hours weekly, including one hour of practicum. One unit.

Spanish 215 — Directed Independent Intermediate Spanish 1*Fall, spring*

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

Spanish 216 — Directed Independent Intermediate Spanish 2*Fall, spring*

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

Spanish 217 — Directed Independent Intensive Intermediate Spanish*Fall, spring*

An intensive review of all the topics covered in both Spanish 201/215 and 202/216 using an alternative approach which allows students to complete course requirements by working independently with technology-based materials. One class hour weekly and laboratory practice. One unit.

Spanish 219 — Directed Independent Medical Spanish*Fall, spring*

A course which integrates science-based vocabulary and health-related cultural issues into a post-intermediate language curriculum. Medical Spanish continues to provide grammar and vocabulary instruction while developing writing, reading, speaking and listening skills required for effective communication with Spanish speaking clients. One hour per week of practicum required. Prerequisite: Spanish 202 or the equivalent. One unit.

Spanish 301 — Spanish Composition and Conversation*Fall, spring*

A prerequisite to other 300- and 400-level courses taught in Spanish, this course provides intensive composition and conversation practice while solidifying the student's command of Spanish grammar and vocabulary. Though the main focus is on speaking and writing, the course also emphasizes listening, reading and the development of a better understanding of the Hispanic world. Includes two one-hour Practicum sessions. Prerequisite: Spanish 202 or the equivalent. One unit.

Spanish 302 — Composition for Bilingual Speakers*Fall, spring*

A prerequisite to other 300 and 400 level courses taught in Spanish, this course is the equivalent of Spanish 301 for native speakers and heritage speakers with a high level of oral proficiency. The course provides intensive reading and writing practice through the analysis and discussion of works of contemporary Latino writers and filmmakers as well as some review of vocabulary and common grammatical structures. One unit.

Spanish 303 — Aspects of Spanish Culture*Annually*

This course covers the history and culture of Spain from prehistoric times to the present, including primitive cultures, Roman Spain, the Muslim invasion, the Reconquest, Imperial Spain, the age of Enlightenment, and modern Spain. The course will focus on the most relevant political, historical, social, and artistic manifestations of each period. Special emphasis will be given to outstanding cultural and artistic examples (i.e. architecture, painting, philosophy, and literature), as well as to the evolution of thought and ideology throughout the centuries. Through the use of a wide range of audiovisual materials, cultural readings, and online newspapers, students will have the opportunity to familiarize themselves with current political and social events in Spain and conduct research on a topic of their interest, which they will present in class at the end of the semester. Prerequisites: Spanish 301 or 302 or the equivalent. One unit.

Spanish 304 — Aspects of Spanish-American Culture*Annually*

Devoted to the study of examples of Spanish-American culture from pre-Columbian times to the present, including the early civilizations, the colonial period, the struggles for independence, the modern period and Hispanics in the U.S. Readings, lectures, and discussions in Spanish. Includes a Community-Based Learning project in the local Latino community. Conducted in Spanish. Prerequisites: Spanish 301 or 302 or the equivalent. One unit.

Spanish 305 — Introduction to Literary Genres*Fall, spring*

Designed as an introduction to drama, poetry, and prose fiction of 20th-century Spain and Spanish America, this course familiarizes students with literary analysis and further develops their oral and written skills. The course is a prerequisite to all other literature courses at the 300 and 400 level. Conducted in Spanish. Prerequisite: Spanish 301 or 302 or the equivalent. One unit.

Spanish 308 — Readings in Latin American Literatures*Alternate years*

A thematic examination of Latin American literature from Colonial times to the present day. Through representative readings form the rich variety of Hispanic cultures in Latin America, including South and Central America, the Caribbean, and U.S. Latino culture, the course teaches students to analyze primary and secondary sources related to a particular theme as well as to contextualize representative primary texts' significance within Latin American culture. A variety of writing, reading, and research exercises will help students to form and present their own perspectives on Latin American literatures and to enhance their writing and speaking skills. A semester of Readings is a prerequisite to 400-level literature courses. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

Spanish 314 — Spanish for Business*Alternate years*

This course seeks to expand the students' overall command of Spanish and develop their ability to communicate effectively in a variety of formal and professional settings. The class covers key terminology and grammatical structures, focusing on areas such as advertising, tourism, transportation, international travel, imports, exports, human resources, financing and job hunting, among others. The course emphasizes both oral and written skills, and it also addresses cross-cultural differences in business practices and etiquette. Prerequisite: Spanish 301 or 302 or the equivalent. One unit.

Spanish 315 — Advanced Spanish Composition and Conversation*Fall, spring*

In a small group setting, this course helps students perfect their conversational and writing skills while exploring contemporary Spanish and Latin American culture. Through the analysis of literary selections and the viewing of films on Latin American and Latino issues, the course seeks to provide further practice in all the skills of advanced language study, including pronunciation and difficult grammatical structures. One hour per week of practicum required. Prerequisite: Spanish 301 or 302 or the equivalent. One unit.

Spanish 318 — Phonetics and Phonology*Every third year*

This course is aimed at students seeking to improve their pronunciation of Spanish and their knowledge of the sound system of Spanish. It provides an overview of articulatory phonetics and the sound system of the standard language and other varieties, as well as hands-on practice with diction, phonetic transcription and pronunciation analysis. Conducted in Spanish. Prerequisite: Span 305. One unit.

Spanish 319 — Debate and Advanced Oral Expression*Alternate years*

This course provides students with the opportunity, resources and stimuli to refine their oral skills in Spanish through structured and meaningful practice. Students will use language in context to expand self-expression through a variety of activities: poetry recitation, dialogues, role playing, debates and oral presentations. This course will also acquaint students with the rhythms, intonations and gestures typical of contemporary spoken Spanish. Students will use a variety of resources: literary texts, films, newspaper articles, and video

interviews (reflecting a wide range of dialectal variation) and will explore controversial topics designed to provoke substantive conversation. Finally, frequent writing assignments and research tasks will complement the main emphasis on development of oral skills. Native speakers are not eligible to enroll in this course. Prerequisite: Spanish 301 or 302. One unit.

Spanish 399 — Special Topics

Annually

New offerings at the pre-advanced (300) level in Hispanic linguistics, literature or culture. Topic varies with each separate offering. One unit.

Spanish 400 — Topics in Medieval Spanish Literature

Alternate years

Focuses on different aspects of Medieval Spanish Literature. Topics previously offered have included Medieval Heroes, Saints and Sinners, The Image of Women, Love in Medieval Spain, Death and Dying. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 310). One unit.

Spanish 401 — Topics in Golden Age Literature

Alternate years

Focuses on different aspects of Spanish Golden Age Literature. Topics previously offered have included Golden Age Drama and its Staging, Spanish Golden Age Sentimental Fiction, and The Evolution of Spanish Romance. Conducted in Spanish. Prerequisite: Spanish 305 and one semester of survey (preferably Spanish 310). One unit.

Spanish 402 — Don Quixote

Alternate years

A close reading of Cervantes's 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's 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 or Readings. One unit.

Spanish 403 — Topics in Modern Spanish Literature

Every third year

Thematic studies of literature and culture in Spain from the late Enlightenment to the fin de siglo. Focusing on the relationship between writing, culture, and modernization, the course considers some of the ways in which authors such as Jovellanos, Mesonero Romanos, Larra, Bécquer, de Castro, Pardo Bazán, and Galdós helped determine the course of romanticism, realism, and naturalism in Spain. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

Spanish 404 — Topics in 20th-Century Spanish Narrative

Every third year

A study of major trends in writing after the realist and naturalist eras in Spain. Through works by authors such as Unamuno, Pío Baroja, Cela, Sender, and Matute, this course examines the formal and thematic characteristics of Spanish narrative before and after the Spanish Civil War. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

Spanish 405 — Topics in Modern Spanish-American Narrative

Every third year

Explores the response of several modern Spanish-American writers to the following questions: What is fiction? What are the roles of the author, the narrator, and the reader? Special attention is given to such outstanding novelists of the "Boom" as Rulfo, Cortázar, Cabrera Infante and García Márquez, and to the development of their works within the context of the modern novel. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 313). One unit.

Spanish 406 — Topics in Modern Spanish Drama

Every third year

Focuses on the different trends of 20th-century Peninsular theatre: poetic theatre, socio-political theatre, theatre of the absurd, guerrilla theatre, and feminist theatre. Students will examine relevant linguistic, stylistic, and literary components of the plays while exploring how the topics and themes developed in these works relate to some of the most important political, social, and moral conflicts of modern Spain. Includes readings from such representative playwrights as Federico García Lorca, Antonio Buero Vallejo, Alfonso Sastre, Antonio Gala, Fernando Arrabal, Lidia Falcón, Paloma Pedrero, and Concha Romero. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

Spanish 407 — Topics in Modern Spanish and Spanish-American Poetry

Alternate years

Examines various aspects of Spanish and Spanish-American poetry since Modernismo. Among these are: Rubén Darío and Modernismo; Antonio Machado; Hispanic vanguard poetry; the Grupo poético de 1927; Pablo Neruda; and Spanish-American social poetry. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311 or 313). One unit.

Spanish 408 — Gabriel García Márquez*Every third year*

Provides a general introduction and overview of García Márquez' writing career and analyzes some of his most notable novels. Students learn to read works analytically in order to uncover the relationship between the aesthetic and historical dimensions of García Márquez' literary universe. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 313). One unit.

Spanish 409 — Federico García Lorca*Alternate years*

A study of the life and works of Spanish poet and dramatist Federico García Lorca. Through analysis of his poems and plays, as well as his letters and speeches, the seminar will contextualize García Lorca's works within the complex political, social and literary movements during his lifetime. Discussion will focus on the power with which theater and poetry can communicate such vital and controversial human themes as gender identity, political ideology, freedom of self, feminist issues, public behavior and private desires, inequality, death, race and religion. Taught entirely in Spanish. Prerequisite: Spanish 305 and a semester of Readings or the equivalent. 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 biculturality and displacement is dramatized in the literature of these authors. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 313). One unit.

Spanish 413 — Spanish in the US: A Sociolinguistic Perspective*Alternate years*

This course examines the presence and use of Spanish in the United States, with a particular focus on the most salient sociolinguistic aspects characterizing Latino communities in this country. Among other areas, the course focuses on topics such as bilingualism, language acquisition, language maintenance and loss, 'Spanglish' and other language-contact phenomena, bilingual education, the Official English movement, linguistic identity and ideology, and the interaction between language, gender, race, social class and ethnicity. Includes an optional Community-Based Learning Project in the local Latino community. Conducted in Spanish. Prerequisite: Two 300-level courses beyond Spanish 301 or 302 or the equivalent. One unit.

Spanish 414 — Second Language Acquisition and Spanish*Alternate years*

This course offers an introduction to the study of second language acquisition, with a particular focus on Spanish. Among other topics, the course examines age-related effects on language acquisition, the difference between learning a second language and acquiring our native tongue, study abroad, 'immersion' vs. classroom learning contexts, the role of input and output practice, 'heritage speakers', theories of language acquisition, and approaches to second language teaching. Moreover, the course also explores different areas of development in Spanish as a second language, including pronunciation, vocabulary, grammar, and sociolinguistic and pragmatic competence. Conducted in Spanish. Prerequisite: Two 300-level courses beyond Spanish 301 or 302 or the equivalent. One unit.

Spanish 416 — Body and Text: Representations of Gender in Modern Spanish Literature*Every third year*

This advanced literature course explores the evolution of the concept of gender and its literary representations in 19th- through 21st-century Peninsular writings. Students will examine the influence of Church and State on gender formation and explore the body as a site of conflict and, ultimately, awareness. Through the study of particular essays, novels, and short stories, this course analyzes the social and aesthetic tensions between the traditional ideal of the sexes (i.e. women and men as belonging to separate and irreconcilable spheres) and the revolutionary emerging notion of the "new woman," whose role is no longer confined to the home. The selected texts reflect these different representations of gender while highlighting the tensions and transitions between the old and the new social roles. This course is reading intensive and is conducted entirely in Spanish. Format: Lecture and discussion. Strong student participation is expected. Prerequisites: Spanish 305 and one semester of Survey (preferably Span 311) One unit.

Spanish 420 — Topics in Latin American Film*Every third year*

Serves as an introduction to film analysis, studies the development of the medium in Latin America, and explores issues of cultural difference through discussion of the cinematic portrayal of representative historical periods, figures, and intellectual and political movements. Conducted in Spanish. Prerequisite: Spanish 305. One unit.

Spanish 421 — 20th-Century Spain through Film*Alternate years*

Studies some of the most relevant historical, political, and social issues in 20th-century Spain as depicted through film. Focuses on films which portray Spain at its different historical stages (pre-Franco era, Francoist Spain, transition era, and modern Spain). Conducted in Spanish. Prerequisite: Spanish 305. One unit.

Spanish 450 — Latinidades in Literature and Pop Culture*Alternate years*

A seminar dedicated to exploring the ways in which U.S. Latina and Latino identities (*Latinidades*) are constructed in literature and popular culture. Through a variety of texts, including poetry, theater, fiction, and graphic novels, students will explore questions surrounding how nation-specific identities both work with and challenge the monolithic label of Latina/o. Theoretical texts will help guide such questions as: What does it mean to be a Latina/o? How do we construct and assume *Latinidad*? How are *Latinidades* reflected in literature and pop culture? Do these art forms challenge or reaffirm mainstream stereotypes about Latinos? In what ways are literature and pop culture viable means to discuss differences and pluralities (*Latinidades*) among Chicanos, Dominicans, Cubans, Colombians, Puerto Ricans, and other groups? How do questions of race, ethnicity, nationality, citizenship, and language enter into a discussion about identity construction? Readings and other media will be in Spanish, English, and Spanglish. All discussions will be conducted in Spanish. Prerequisites: Spanish 305 and one semester of Readings or its equivalent (preferably Spanish 308).

Spanish 461 — 19th- and 20th-Century Women Writers of Spain*Alternate years*

Examines some of the outstanding women writers of the 19th and 20th centuries of Spanish literature. Explores the most prominent literary, social, cultural, and existential issues expressed in their works. These works are studied in the context of the major trends of European literature in the past two centuries. Conducted in Spanish. Prerequisite: Spanish 305 and a semester of survey (preferably Spanish 311). One unit.

Spanish 491, 492 — Third-Year Tutorial*Annually*

Eligible third-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

Spanish 493, 494 — Fourth-Year Tutorial*Annually*

Eligible fourth-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

Spanish 499 — Special Topics*Annually*

New offerings at the advanced (400) level in Hispanic linguistics, literature or culture. Topic and prerequisites vary with each separate offering. One unit.

Theatre

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

The Department of Theatre offers a variety of complementary perspectives on performance. Our acting classes teach students to interpret dramatic texts through a combination of western and eastern techniques for training body and voice. We offer dramatic literature and theatre history courses to place texts in historical and thematic contexts while focusing 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 simultaneously. Film classes and tutorials in playwriting and screenwriting are also offered.

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 with two major emphases (Acting and Design). The following courses are required of all majors: Theatre History 1, Basic Acting, Design and Technical Production, American Drama 1920 to Present, and Modern Drama or Theatre History 2. Lab experience, combining Theatre Practicum and Advanced Theatre Practicum, is required for three semesters of all majors regardless of emphasis.

Students with the Acting Emphasis are also required to take Voice in Acting 1, Shakespeare Through Performance, one semester of any dance course, and four electives chosen from the following: Scene Study, American Film, World Film, Film as Narrative, Selected American Stage and Film Artists, Comedy on Stage & Screen, Gay Theatre & Film, Holocaust on Stage & Screen, Voice in Acting 2, Kamikaze Acting, Stage Combat, Audition Techniques, Scene Design, Lighting Design, Costume Design, Directing 1, Advanced Directing, Performance Recital, Performance for Audience, Dance Performance, Basic Dance, Ballet 1-2 and 3-4, Modern Dance 1-2 and 3-4, Jazz 1-2 and 3-4, Balinese Dance 1-2 and 3-4, and tutorials in production, film, playwriting, dance, directing, dramatic literature, or design. Students with the Design Emphasis are required to take Scene Design, Lighting Design, and Costume Design, as well as four electives from an approved list of courses (see Department of Theatre website).

Beginning with the Class of 2018, all majors are required to complete a capstone project during their senior year. The capstone requirement is filled by performing, directing, designing (sets, lights, costumes, video, sound, etc.), or stage managing a significant production. Students may create a Film Studies minor through the Center for Interdisciplinary Studies.

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 an approach to understanding, appreciating, and practicing the art of acting and theatre through classroom exercises, improvisations, and performances of scenes from late 20th- and 21st-century plays. One unit.

Theatre 110 — Theatre Practicum

Fall, spring

Weekly lab work introduces students to tools and techniques in costumes, scenery, properties, and lighting. Student participation in Department of Theatre major productions gives them the opportunity to put those skills into practice. This course is taken pass/no pass as an overload and is required with enrollment in Basic Acting or Design and Technical Production. One-half unit.

Theatre 111 — Basic Dance*Fall, spring*

This is an introductory course for students with little or no dance experience. The course is a combination of studio and lecture/discussion. Students will learn proper alignment, basic positions, and dance combinations. Readings will cover the history of dance and the political and social changes that influence the creative process in the development of dance. Movement studies will be integrated with readings. One unit.

Theatre 125 — American Drama 1920 to Present*Alternate years*

American plays from the early work of Eugene O'Neill through that of contemporary dramatists are explored as theatre (through film and video) and as dramatic literature. This course looks at drama in historical and thematic contexts and as the expression of major American playwrights. One unit.

Theatre 126 — Asian Performance Traditions*Alternate years*

Asian Performance Traditions examines Asian culture and its performance methods, theories, and traditions. Artistic forms of these regions include Gamelan, Topeng, Arja, Wayang, Kathakali, Kathak, Bharata Natyam, Thovil, Kabuki, Noh, Butoh, and Chinese opera. These forms are expressions of the belief systems of these areas of the world and present both similarities and vast differences from their counterparts in the West. One unit.

Theatre 127 — Design and Technical Production*Fall*

This class examines the arts and crafts required to mount a live theatrical production during the planning, preparation, and performance phases. It also explores the function and responsibilities of the design team. Class projects and enrollment in Theatre Practicum provide practical experience. One unit.

Theatre 131 — Balinese Dance 1-2*Fall, spring*

Balinese Dance is a performance class that surveys the rich classical, contemporary, and folk traditions of music, mask, dance, and theatre from Bali, Indonesia. Hinduism plays a significant role in the performing arts of Bali and will be discussed in relationship to performance. Students rehearse and perform with Gamelan Gita Sari, the Holy Cross gamelan orchestra. This course can be taken for two semesters. One unit.

Theatre 135 — Comedy on Stage and Screen*Alternate years*

This course provides students with a theoretical foundation for a variety of styles of comedy. Students analyze plays and films and apply comic theory to them. The first half of the semester is devoted to establishing key concepts in the evolving theory of comedy. The second half of the semester focuses on specific comic styles and their conventions. The written work is tiered so that students can increase their mastery or comic theory and apply it to assigned films and plays. One unit.

Theatre 140 — Holocaust on Stage and Screen*Alternate years*

This course uses dramatic literature and film to examine the Nazi policies of genocide that were initiated and enacted before and during World War II. Various representational strategies are analyzed and contrasted in an effort to gauge the relative effectiveness of artists to come to terms with these ineffable events. Issues examined include the relationship between a dramatic text and its historical model, the problem of transfiguration, the applicability of a structural model for organizing texts, documentary versus dramatic enactment, varying national viewpoints, the emergence of feminist and gay perspectives, and the problem of exploitation and revisionism. One unit.

Theatre 141 — Jazz Dance 1-2*Fall, spring*

This is a studio course open to students with less than six months of dance experience. The course focuses on technique and touches on aspects of jazz history and its relationship to music and social history. This course can be taken for two semesters. One unit.

Theatre 145 — Gay Theatre and Film*Alternate years*

Gay Theatre and Film is designed to examine how art (specifically film and theatre) helps us define ourselves, both collectively and individually. Films and plays from different periods and cultures allow the students to examine the evolution of the human condition for gay, lesbian, bisexual and transgendered populations. One unit.

Theatre 151 — Ballet 1-2*Fall, spring*

Beginning ballet technique is offered for those with less than six months of dance experience. The course emphasizes alignment, ballet positions and vocabulary, as well as the mastery of skills such as turning, jumping, and coordination. In addition to technique, the course introduces dance history and dance appreciation

through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students depart from the ballet idiom and experiment with creating a personal movement vocabulary. This course can be taken for two semesters. One unit.

Theatre 160 — American Film

Annually, spring

This introductory course teaches the student how to read a movie. Films are presented by genre and conventional examples of each genre are paired with movies that play with, undercut, or expand the conventions. The syllabus includes American movies from 1930 to the present. One unit.

Theatre 161 — Theatre History 1: Classical to Romantic

Alternate years

This studies eastern and western theatre periods before 1900, including Classical Greek, Medieval, Renaissance, Kabuki, Neoclassical, and Romantic. Readings include plays by Euripides, Marlowe, Shakespeare, Calderon, Molière, Montzaemon, Schiller, Boucicault, and others. One unit.

Theatre 162 — Theatre History 2: Modern and Contemporary

Alternate years

This course studies western and African theatre after 1900, including realism, naturalism, expressionism, epic theatre, metatheatre, and theatre of the absurd. Readings include plays by Ibsen, Strindberg, Shaw, Chekhov, Lorca, Brecht, Ionesco, Pirandello, Beckett, Soyinka, Pinter, Churchill, McPherson, and others. One unit.

Theatre 165 — World Film

Annually, fall

Like American Film, this is an introductory course that teaches the student how to read a movie. However, the content is exclusively non-American films, viewed thematically and historically, as well as in their cultural contexts. The syllabus typically includes films from France, Italy, England, Japan, Sweden, Ireland, Spain, Mexico, Germany, Canada, and other countries. One unit.

Theatre 170 — Modern Drama

Alternate years

This course surveys the major aesthetic movements of the last century, employing dramatic texts and theoretical writings to illustrate successive ideas. Movements such as naturalism, symbolism, expressionism, surrealism, and the absurd are examined through a close reading of works by Ibsen, Chekhov, Shaw, Wedekind, Pirandello, Brecht, Beckett, and others. One unit.

Theatre 181 — Modern Dance 1-2

Fall, spring

This is a basic introductory modern dance technique course for beginners or students with less than six months of dance experience. Students learn beginning modern dance exercises and movement combinations. The basic components of modern dance and its place in 20th-century art are examined. This course can be taken for two semesters. One unit.

Theatre 190 — Stage Combat

Alternate years

Stage Combat unites creativity and critical thinking in a course that investigates the uses and effects of representative violence in classical and contemporary plays. The course introduces both armed and unarmed techniques while developing an appreciation of the use of the human body to express the intentions of the characters and the ideas of the work through physical means. Specific attention is paid to how the physical action can heighten and support the text. One unit.

Theatre 202 — Voice in Acting 1

Annually

Students learn how to correct regionalisms, support the voice, and increase range in songs and dramatic texts. Healthy vocal production, flexibility, relaxation, and support are emphasized. Prerequisite: Theatre 101. One unit.

Theatre 203 — Scene Study

Annually

This is an intensive scene study class. Plays ranging in style from Restoration to contemporary are analyzed and performed. Physical and vocal exercises from Basic Acting and Voice in Acting are continued with the addition of period style work. Prerequisites: Theatre 101 and 202. One unit.

Theatre 210 — Advanced Theatre Practicum

Fall, spring

Students participate in Department of Theatre major productions through crew assignments in scenery and props, lighting, costumes, sound, and stage management. Schedule for the course is determined by the production schedule. This course is taken pass/no pass as an overload and may be taken multiple times. Theatre majors must take it twice. Prerequisite: Theatre 110. One-half unit.

Theatre 227 — Scene Design*Alternate years, 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, spring*

A study of the properties of light and the objectives of stage lighting in drama and dance, this course includes basic electricity and its control, lighting equipment, and drafting. Practical experience is obtained through designing and running a production. One unit.

Theatre 230 — Costume Design*Every third year*

This course introduces students to the process of script and character analysis as it relates to costumes. It develops sketching and painting techniques, as well as research of Greek, Renaissance, and 18th- and 19th-century fashion. Prerequisites: Theatre 101 and either 161 or 162. One unit.

Theatre 232 — Balinese Dance 3-4*Fall, spring*

Advanced Balinese Dance builds on the background and techniques covered in Balinese Dance 1-2. Students delve more deeply into the traditions of Bali and perform more advanced repertoire in a concert setting. Students may take this course for two semesters with the permission of the instructor, progressing to advanced repertoire of both traditional and contemporary Balinese dances, including solos. Prerequisite: Two semesters of Theatre 131. One unit.

Theatre 240 — Directing*Fall*

This course introduces students to the craft and theory of theatrical production. Students function as autonomous artists-writers, dramaturgs, and directors, producing a series of dramatic pieces in a workshop environment. This practical work is augmented by extensive scholarly research that provides a theoretical underpinning. Emphasis is placed upon conceptualization, composition, blocking, textual analysis, and working with actors. Prerequisite: Theatre 101. One unit.

Theatre 242 — Jazz Dance 3-4*Annually*

A studio course open to students with at least one year of previous dance experience. The course focuses on technique and touches on aspects of jazz history and its relationship to music and social history. This course can be taken for two semesters. Prerequisite: Two semesters of Theatre 141 or at least one year of dance experience. One unit.

Theatre 252 — Ballet 3-4*Annually*

The class follows a traditional format, including barre, adagio, waltz, petit allegro, and grand allegro. In addition to technique, the course examines dance history and dance appreciation through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students depart from the ballet idiom and experiment with creating a personal movement vocabulary. Students may take this course for two semesters. Prerequisite: Two semesters of Theatre 151 or at least one year of dance experience. One unit.

Theatre 263 — Selected American Stage and Film Artists*Every third year*

This advanced course is an intensive study of the work of two playwrights and/or filmmakers. By permission. One unit.

Theatre 282 — Modern Dance 3-4*Fall, spring*

This is an intermediate-level modern dance technique class. Students explore the aesthetic of modern dance through modern dance exercises and combinations and by engaging in critical discussion of selected dance performances in class and on video. Students may take this course for two semesters, progressing to choreography and performance. Prerequisite: Two semesters of Theatre 181 or at least one year of dance experience. One unit.

Theatre 302 — Voice in Acting 2*Alternate years*

This is an advanced course for students who are eager to develop their natural voices in a healthy manner. It builds on the vocal technique theory and training presented in Voice in Acting 1. Topics to be covered include an anatomy and physiology review, voice-over and commercial work, duets, solos, high intensity speaking, and a mini-seminar on where to learn about dialects. Prerequisite: Theatre 202. One unit.

Theatre 304 — Audition Techniques*Fall*

This advanced class focuses on monologues. Students prepare contrasting audition pieces that will be juried at the end of the semester. The course is for fourth-year students only. Prerequisites: Theatre 101, 202, 203, and 360. One unit.

Theatre 340 — Advanced Directing*Spring*

This course explores advanced theories and practices of theatrical direction. The semester begins with a series of lectures that introduces the avant-garde ideas and practices of artists such as Grotowski, Beck, Chaikin, Serban, Wilson, Akalitis, Bogart, and Boal. Students are expected to put some of these ideas into action as they tackle a short classical piece (Greek or Elizabethan) and then mount a full-length one-act by a major figure of the modern theatre (e.g., Chekhov, Strindberg, O'Neill, Pirandello, Beckett). Prerequisite: Theatre 240. One unit.

Theatre 360 — Shakespeare Through Performance*Spring*

Functioning as scholarly artists in a laboratory setting, students — working from both the Folio and modern editions — master the rudiments of Shakespearean performance, become acquainted with historical and contemporary staging conventions, investigate the notion of textual integrity, and explore dramaturgical issues. Particular emphasis is placed upon the desirability and/or need to subvert problematic texts through performance. Prerequisites: Theatre 101 and 202. One unit.

Theatre 361 — Film as Narrative*Every third year*

This advanced course deals with narrative issues in film (point of view, time, structure, style, tone, adaptation). The syllabus includes American, British, French, Italian, Japanese and Scandinavian movies. By permission. One unit.

Theatre 370 — Kamikaze Acting*Alternate years*

Students write, coach, design, and act in original work that they develop. Directors, actors, and theorists who stretch the limits of performance — stylistically, socially, or conceptually — serve as models for students. Prerequisites: Theatre 101 & 202. One unit.

Theatre 400 — Tutorial/Theatre Fall, spring*Tutorials consist*

of directed study in selected theater, dance, and film topics such as acting, directing, play writing, literature, dance, stage management, set, costume, lighting and sound design, film, and screenwriting. By permission. One unit.

Theatre 405 — Performance Recital*Fall, spring*

This course is designed for the individual needs of advanced acting students. Rehearsal and performance in a major production is the main basis of grading. Prerequisites: Theatre 101 and 203. By permission. One unit.

Theatre 406 — Performance for Audience*Fall, spring*

Advanced acting work in a major role. Prerequisites: Theatre 101 and 203. By permission. One unit.

Theatre 450 — Dance Performance*Fall, spring*

This course is designed for the individual needs of advanced students doing movement-based work. It requires rehearsal and performance of major dance segments in a main stage production or a dance concert. Prerequisite: Any dance course. By permission. Two units.

Visual Arts

Michael L. Beatty, M.F.A., *Associate Professor and Chair*

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 forums, and regular trips to Boston and New York galleries and museums. There are two divisions in the Department of Visual Arts, art history and studio art. Students may major or minor in either art history or studio art. Students may also combine a major in one area with a minor in the other.

Art history reveals the past not simply through a review of data, but through a search for transcendent values that inform creative expression. The field is unusually open to interdisciplinary cooperation, relating in special ways to studies in history, literature, religion, and philosophy. The practice of art history provides both cognitive and discursive skills to probe past developments and confront those of the present. It empowers students to see differences yet discern common links that in a global, complex, culture, becomes a means of welcoming the diversity of the present.

The art history major requires a minimum of 10, a maximum of 14 courses. This includes: Introduction to the Visual Arts or Survey of Art, one studio course, and four courses distributed among the following five areas of the discipline (Ancient, Medieval, Renaissance/Baroque, Modern, Architectural History), and three electives in Art History. The Concentration Seminar is for fourth-year students (mandatory for majors). Montserrat courses in Art History are accepted as the equivalent of an introductory course. 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 Student Art Society (SAS) sponsors exhibits in the Hogan Campus Center. Students with extensive previous experience may be allowed to bypass either Fundamentals of Drawing or 3D Fundamentals with a portfolio review by a studio faculty member. In such cases, students may move directly into intermediate level courses.

The studio art major requires a minimum of 10, a maximum of 14 courses, beginning with Fundamentals of Drawing and 3D Fundamentals. One additional drawing course is required. Majors are required to take at least two sequential courses in a particular media, such as Sculpture 1 and 2. A combination of a level 1 course plus a Topics course in the same media may satisfy this requirement, such as Painting 1 and Topics: Visual Concepts of Painting. Studio majors are required to take two art history courses which should include Contemporary Art, VAHI 210, along with a second course selected in consultation with his or her advisor. The remaining courses are selected from the areas of Drawing, Painting, Photography, Printmaking, Sculpture, and Digital Imaging, plus Special Topics courses. Studio art majors and minors are required to participate in the Majors and Minors Review.

During the senior year studio majors are required to take the Studio Concentration Seminar which focuses on the development of an individual body of work. Students are provided with a workspace in Millard Art Center. Studio Art Majors are required to take the fall semester (VAST 300) and are eligible for the spring semester (VAST 301). While both semesters are strongly recommended for the major, students will be admitted to the spring semester based on an evaluation of their work by studio art faculty. Only students taking the spring semester, Studio Concentration Seminar 2, will participate in the senior exhibition in Cantor Art Gallery. Students are expected to declare the Studio Art major no later than the fall semester of their junior year in order to ensure placement in the Studio Concentration Seminar. Students who declare later than this deadline may be required to consult the department chair to seek an alternative course to complete the major.

The studio art minor requires a total of six courses including Fundamentals of Drawing and 3D Fundamentals plus one art history course. The remaining three elective courses may be chosen from Drawing, Painting, Photography, Sculpture, Printmaking and Digital Imaging, plus Special Topics Courses. Studio minors participate in the studio reviews in their senior year, and exhibit their work in the Spring Senior Minor's exhibition in the SAS gallery in Hogan Campus Center.

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. Courses may not be double counted across the two divisions; 16 courses are required for a combined major and 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.

Courses

Visual Arts History

Visual Arts History 101 — Introduction to The Visual Arts

Fall, spring

Fundamental, introductory course in art history and visual culture. Emphasis is on the acquisition of basic visual skills and an understanding of the major periods in the history of art. Exposure to works of art through the collections of The Worcester Art Museum is an integral part of the course. One unit.

Visual Arts History 102 — Survey of Art: Renaissance to Modern Art

Fall, spring

A cultural history of the major periods of western art since 1300: Renaissance, Baroque, Modern Art. Emphasis is on developments in painting, sculpture and architecture during these periods. Social and historical factors that influenced the art are also given attention. One unit.

Visual Arts History 104 — Introduction to Islamic Art

Alternate years

An introductory course exploring the art and architecture dating from the inception of Islam in seventh-century Arabia through the 16th and 17th centuries in Safavid Iran, Mughal India, and the territories ruled by the Ottoman Turks. The religious, and social, cultural, and political significance of Islamic art is analyzed. One unit.

Visual Arts History 105 — Art of Africa and Americas*Alternate years*

An introductory course exploring the art of Africa and the Americas. Art is considered within its cultural context (e.g., Benin, Yoruba, Maya, Aztec, Hopi) and within the larger contexts of imperialism, western and non-western ideologies, and practices of collection and exhibition. Deeper questions about the nature and function of art across cultures provide the focus for discussion. One unit.

Visual Arts History 111 — Survey of the History of Architecture*Annually*

This course is the first part of a year-long survey of the history of architecture from pre-history to post-modernism, examining significant global monuments and their social, cultural, political, environmental and historical contexts. The fall semester focuses on buildings and cities from pre-history to the European Renaissance and Ming Dynasty. This is an introductory course and stresses the development of basic skills in the formal and historical analyses of architecture. 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.

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.
Intermediate Courses

Historical Periods**Visual Arts History 204 — Arts of Religion***Fall*

Deals with art from the fourth century and the era of Constantine, to the age of the great cathedrals in the 13th century. Architecture, manuscript illumination, stained glass, and sculpture are included. Receives both Arts and Religion Distribution requirements. One unit.

Visual Arts History 205 — Global Commerce in 15th-Century Italy*Annually*

Early modern Italy was a commercial hub for the western world, with trade networks radiating across the Mediterranean into Europe, Africa, and Asia. We will consider how conditions in this flourishing economic crossroads favored the development of the unprecedented artistic culture of the early Renaissance. (Formerly Early Renaissance Art.) One unit.

Visual Arts History 206 — Art & Antiquity in 16th-Century Italy*Annually*

From “the rediscovery of classical antiquity” in Rome and the outpouring of artistic energy known as the High Renaissance, we will move outward to investigate the role of art and architecture in shaping the political and cultural realignments that defined this critical turning point in European history. (Formerly High Renaissance Art.) One unit.

Visual Arts History 207 — Art, Science, & Power in the 17th-Century (formerly Baroque Art)*Annually*

This course explores the explosive artistic creativity of 17th-century Europe as a process shaped by complex political and economic dynamics as well as by scientific discoveries. We will consider how the emergence of Baroque art was tied to the incipient scientific revolution, as well as the constant need to reinforce rulership, status, and authority. One unit.

Visual Arts History 209 — Art in the Modern World, 1780 to 1940*Annually*

Traces major European art movements from the late 18th to the mid-20th centuries (including Neoclassicism, Romanticism, Realism, Impressionism, Expressionism, Cubism, Dada, Surrealism, and others) with a focus on the development of Modernism. One unit.

Visual Arts History 210 — Contemporary Art, 1940 to the Present*Annually*

Movements discussed include Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, performance and installation art, time-based and digital art, activist art, public art, and current art. 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 240 — Modern Architecture

Alternate years

Exploration of the major movements and architects of American modernism of the 20th century. Strong emphasis on critical reading, class discussion, and preparation of research projects and/or models. One unit.

Visual Arts History 299 — Topics in Art History

Annually

Special topics in art history, architecture and criticism are offered regularly by all professors. Responds to special interests evidenced by students, outgrowths of topics addressed in an intermediate course, or research interests of the faculty. Often interdisciplinary in nature and sometimes offered without prerequisites. Examples of recent Special Topics are: "Catholic Collecting: Catholic Reflection Outreach," "Art and Contemplative Practice," "Life and Death in 14th-Century Art," "The Power of Paint," "Contemporary Art and Architecture," "Building on Fragments," "Architecture, Space, and Time," "Designing the Built Environment." One unit.

Advanced Courses

Visual Arts History 301 — Concentration Seminar

Fall

Designed for majors, this course provides a critical examination of issues and methods in the literature of the history of art. Students also complete a capstone project, often concentrating on the collection of the Worcester Art Museum or other important local sites. Prerequisite: 4th-year majors. One unit

Visual Arts History 420 — Tutorials

Annually

Tutorials relate to all areas covered by Visual Arts History 200 courses. One unit each semester.

Visual Arts Studio

Introductory Courses

Visual Arts Studio 101 — Fundamentals of Drawing

Fall, spring

An exciting introduction to studio art through an exploration of drawing media. Slide talks, class critiques and discussions, and museum visits insure the beginning student of a solid introduction to the creative process. Taught by the studio staff and a prerequisite for all intermediate courses. One unit.

Visual Arts Studio 102 — 3-D Fundamentals

Fall, spring

For students who are interested in an introduction to the physical world of sculptural art. Students explore the basic tools, processes and approaches to 3-Dimensional art through wood, clay, wire, cloth and found objects. One unit.

Visual Arts Studio 105 — Digital Art Studio 1

Fall, spring

A hands-on introduction to digital art making processes on Macintosh computers. Generate and manipulate images and files within an artistic context. Think creatively, work digitally and examine the potential of digital art making as a new form of art. In addition to class projects and critiques in the media lab, students discuss contemporary artists who use the computer in their work. Prerequisite: One previous studio art course. One unit.

Visual Arts Studio 130 — Photography 1

Fall, spring

This course is an introduction to photography, with a particular emphasis on understanding images made through camera-based techniques. Students will learn the rudimentary aspects of the medium through regular assignments culminating in a final portfolio project. Topics include proper camera use (camera settings), exposure, editing, printing, and presentation. Class time will be devoted to lab demonstrations as well as critical discussions of student work. In addition, through lectures and discussion, students will become familiar with aesthetic trends and notable practitioners, both historical and contemporary. One unit.

Visual Arts Studio 199 — Introductory Topics in Studio Art*Annually*

Introductory Topics in Studio Art are offered by all professors. These courses explore special techniques or concepts outside the current course offerings. Recent courses have included “Painting and Photography: An Introduction,” and “Introduction to Sculpture Projects.” One unit.

Intermediate Courses**Visual Arts Studio 200 — Painting 1***Fall, spring*

An introduction to the principles, methods, and materials of oil painting in both historical and contemporary contexts. Emphasis placed on developing an understanding of form and space in pictorial compositions, strengthening perceptual abilities, and increasing knowledge of the use of color as it pertains to painting. Supplemental readings and field trips provide further connection and investigations of the history and process of Painting. Prerequisite: Fundamentals of Drawing or previous drawing course. One unit.

Visual Arts Studio 201 — Painting 2*Alternate years*

A continuation and expansion of the skills acquired in Painting 1. Students are introduced to a wider range of experimental painting methods using oil based media, and will be working in large as well as small scale formats. The context of painting in contemporary art will be heavily emphasized in this course. Prerequisite: Painting I. One unit.

Visual Arts Studio 203 — Fundamentals of Color*Alternate years*

Color is the most dynamic and complex of all the visual elements. In this course students explore color theory as it applies to a variety of media, including painting, collage, digital media and installation. Discussion of color and its relationships to composition through harmony and contrast is emphasized. In addition students explore applications of color that are symbolic as well as cultural. Students working in all media will benefit greatly from a solid understanding of color relationships, and will gain the skills to apply their knowledge to any chosen medium. One unit.

Visual Arts Studio 204 — Digital Art Studio 2*Spring*

An explanatory approach to the next level of using digital processes as a fine art medium. Building upon the skills learned in Digital Art Studio 1, students will examine the impact of digital processes on art and artists, research the work of artists who use digital process to produce art, and create computer-based artworks in formats ranging from large format digital prints to web-based art and digital objects. Prerequisite: Digital Art Studio 1 or permission. One unit.

Visual Arts Studio 205 — New Media*Alternate years*

New Media radically explores diverse and contemporary methods of digital production and output (including but not limited to computer graphics, computer animation, Internet art, and interactive technologies, on platforms ranging from computer monitors to projections, video game consoles to portable electronic devices), raising issues regarding the nature of the physical art object, the expanding role of emerging digital processes in artistic production, and the role new media art plays in the production and dissemination of contemporary artistic practice. Prerequisite: Digital Art Studio 1. One unit.

Visual Arts Studio 207 — Life Drawing*Fall*

Students work from the nude model each session. Emphasis is on a structural understanding of the figure and on expressive approach to drawing. Work in a range of media including charcoal, oil stick, acrylic paint and wash. In addition to class work, work on independent, personal projects in drawing. A prerequisite of Fundamentals of Drawing is required to register for this course. One unit.

Visual Arts Studio

Visual Arts Studio 210 — Printmaking 1*Alternate years*

Printmaking is closely linked to drawing, but with a different range of marks, textures, and line quality. This course introduces the process of printmaking, including layering, improvisation and working with multiples. The class begins with monotype and then focuses on intaglio printing, or making images on copper plates. Students learn to use the materials and techniques of printmaking to communicate their individual ideas in a contemporary context. This course can be taken in addition to Print Projects. Prerequisite: Any drawing course or Fundamentals of Drawing. One unit.

Visual Arts Studio 213 — Book Projects*Spring*

Explores the tradition of handmade artists' books and more recent experimental book forms. How do images work together in a sequence? What kind of narrative can be created by blinding images and text into a book

form? What are the possible physical forms for the book? In addition to making conventional and experimental books in the print studio, students make a digital book in the Millard Media Lab. Through readings and discussions, this course examines the emergence of the “artists’ book” in the 1960s and the work of contemporary artists. Prerequisites: Fundamentals of Drawing or any drawing course. One unit.

Visual Arts Studio 220 — Sculpture 1

Spring

Sculpture 1 explores the elements of 3-Dimensional expression in projects of varied media. Students are exposed to sculptural issues via slide presentations on past and present works in sculpture. Class critiques allow students to refine both concepts and expression to create a personal synthesis. Prerequisite: 3D Fundamentals or permission from instructor. One unit.

Visual Arts Studio 222 — Intermediate Drawing

Spring

This course continues to build basic drawing skills and fosters the development of an individual drawing style. The content of Intermediate Drawing includes drawing from models, drawing in color, and other drawing forms such as collage and sequential drawing. Students are encouraged to explore new content in their work. Course includes readings, sketchbook work, and a visit to an exhibition. Prerequisite: Fundamentals of Drawing or Life Drawing, or by permission. One unit.

Visual Arts Studio 230 — Photography 2

Spring

In this studio art course, students will explore contemporary themes and approaches to photography as a medium of self-expression. This course will parallel the ongoing changes in the practice of fine art photography. Instruction will include an overview of the darkroom, including an introduction to medium-format, film-based cameras. The second half of the course will merge these techniques into a digital-based workflow with a focus on inkjet printing. Class time will be devoted to lab demonstrations as well as critical discussions of student work. In addition to learning new photographic techniques and approaches, readings and discussions will serve to illuminate current issues and trends surrounding the medium. Prerequisite: Photography I. One unit.

Visual Arts Studio 299 — Special Topics in Studio Art

Annually

Special Topics in Studio Art are offered by all professors. These courses study special techniques or concepts outside the present course offerings, which respond to particular issues in current art. Recent Special Topics courses have included “Installation Art,” “Photo Projects,” “Digital Imaging in Studio Art” and “The Figure: Represented and Revealed.” Prerequisite: Fundamentals of Drawing or 3D Fundamentals. One unit.

Advanced Courses

Visual Arts Studio 300 — Studio Concentration Seminar 1

Fall

Focuses on developing a “subject” or idea that can serve as the basis for a concise body of artwork reflecting the studio major’s individual viewpoint and distinct aesthetic voice. In creating this body of work, students are challenged to take risks and experience both the discovery and failure that is the basis of the creative process. Each student has an individual space in Millard Art Center for intensive work. Students may work in any combination of media that serves their ideas. Critiques, trips, readings and discussion address the process of developing a body of work as well as issues of professionalism as an artist. Student work is evaluated at the end of fall semester for admission into the Studio Concentration Seminar II. Prerequisite: Permission of the instructor. One unit.

Visual Arts Studio 301 — Studio Concentration Seminar 2

Spring

The second semester of the Studio Concentration Seminar focuses on completing a cohesive body of work for the Senior Exhibition in the Cantor Art Gallery. In addition to producing and selecting work for the exhibition, students develop their artist’s statements. Involvement in all aspects of mounting a professional exhibition including presentation of work, publicity, installation of the show and presentation of work to the College community. Prerequisite: Studio Concentration Seminar I and 4th-year majors. One unit.

Visual Arts Studio 440 — Tutorials

Annually

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

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. Typically students will have a high school diploma or GED. 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), or the International English Language Testing System (IELTS).

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 deadline for filing an application is January 15. Candidates may submit either the Common Application or the Coalition Application. Applicants will be notified of the Committee's decision in early April. Application for admission to Holy Cross is encouraged of all academically qualified candidates regardless of religious affiliation, race, sex, or national origin.

The College of the Holy Cross supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Campus Visits

Visitors are always welcome at Holy Cross and will find their time spent on campus to be most productive when the College is in session. Group information sessions are held on several Saturday mornings during the fall. These sessions include a presentation by a member of the Admissions staff, a discussion period, and a student-guided tour of the campus.

Visitors are invited to take guided tours of the campus, which are conducted by student volunteers, throughout the fall and spring semesters. Tours begin at the Admissions office several times throughout the day. Day visits are available to high school seniors Monday–Friday while classes are in session. These visits can include a tour of the campus, as well as the opportunity to observe classes and to meet informally with our students and faculty members.

Interviews

Personal interviews in the Admissions office are scheduled Monday through Friday except during January, February and March. While not required, they are used in the evaluation of a candidate and, therefore, are highly recommended. We suggest that they be arranged well in advance. The deadline for on-campus interviews for students applying regular decision is December 18. For Early Decision candidates, the deadline is November 20. 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 website (www.holycross.edu). The deadline to request an alumni interview is December 1.

Early Decision

To superior high school seniors who have selected Holy Cross as their first choice, the College offers an Early Decision Program. The Admissions Committee assumes that all students who apply under this program will accept an offer of admission, provided it includes adequate financial aid if such is needed. Students should file an Early Decision application by December 15. Decisions will be made on a rolling basis. Students will be notified of the decision approximately three to four weeks from receipt of all required credentials, including an Early Decision form. Early Decision candidates may file applications for regular admission to other colleges, but upon notification of acceptance to Holy Cross, all other applications must be withdrawn immediately and a validating, non-refundable tuition deposit of \$500 be submitted.

A personal interview on campus is recommended for all Early Decision candidates and should be arranged well in advance. Should the Admissions Committee be unable to grant acceptance, the application will either be denied or deferred for consideration in the regular pool. The candidate must then have an official transcript of seventh semester grades sent to the College.

Early Admission

Through its program of Early Admission, the College will consider the application of superior high school juniors who have attained a high degree of personal maturity, fulfilled their graduation requirements and have the full support of their high school. A personal interview is required for students applying for Early Admission.

Transfer Students

Each semester Holy Cross accepts a limited number of transfer students to the second- and third-year classes. Because of the competition, candidates for transfer must present evidence of strong academic achievement at the college level. The application deadline is November 1 for the spring semester and March 1 for the fall semester. A personal interview is highly recommended for all transfer candidates. Because of departmental limitations, transfer students are admitted to the biology major and the pre-medical program on a space-available basis.

Further Information

Inquiries concerning admissions should be addressed to:

Office of Admissions
College of the Holy Cross
1 College Street
Worcester, MA 01610-2395
(508) 793-2443
1-800-442-2421
www.holycross.edu
Email: admissions@holycross.edu

Expenses

Tuition:	\$48,295
Leave of Absence Fee, each semester:	\$30
Room and Board:	\$13,225
Graduation Fee:	\$150
Health Service Fee:	\$330
Transcript:	\$3
Student Activities Fee:	\$315
Application Fee:	\$60
Continuation Fee:	\$500
Health Insurance:	Optional Charge

Acceptance Deposits

Candidates are usually notified of acceptance from January to April and are obliged to forward a non-refundable reservation deposit of \$500 by May 1. The amount deposited is credited toward the first semester bill.

Property Damage Deposits

All students living on campus will be billed a \$50 property damage deposit for each semester that they are in residence. Room damage charges will be assessed during the academic year. Charges in excess of or less than the deposit will be reflected on the student's last tuition bill of the academic year in the month of June.

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 via email and are due and payable by the date indicated on each statement. Payment can be made online at <https://holycross.afford.com> from a checking or savings account, or, payment can 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, 1 College Street, Worcester, MA 01610.

In accordance with regulations from the Commonwealth of Massachusetts, the College offers an optional group medical plan to all enrolled students. The charge for this insurance is automatically posted on the student's tuition bill. International students may not waive the College's health insurance charge. U.S. citizens living abroad may not waive the College's health insurance charge if their health coverage is with an insurance carrier based outside the United States or with a Foreign National Health Service program. The insurance may be waived upon completion of the online Health Insurance Waiver found at <http://www.holycross.edu/bursars-office/health-vision-and-dental-insurance>. The deadline for submission of the waiver is August 15. A new waiver must be completed each year. Upon receipt of the waiver, the premium charge will be removed.

The College offers a monthly installment payment plan through Tuition Management Systems (TMS). Information regarding this plan is sent to current as well as prospective students and is available through the Bursar's Office.

To avoid problems with student registration and a late payment fee, the semester bill is due and payable as specified on the tuition statement. Whenever necessary, the College will cooperate with parents in arranging for any loan plan. However, in those cases when a balance remains on a student's account and mutually agreed upon arrangements have not been made, the following late fee structure will be implemented:

Balances up to \$1,999.99 = \$50.00 late fee

Balances of \$2,000 – \$2,999 = \$100.00 late fee

Balances of \$3,000 – \$3,999 = \$150.00 late fee

Balances of \$4,000 – \$4,999 = \$200.00 late fee

Balances of \$5,000 and higher = \$250.00 late fee

The policy of the College of the Holy Cross allows for the withholding of transcripts and certifications of academic records from any person whose financial obligations to the College are due and/or unpaid. Delinquent accounts are referred to credit bureaus and a collection agency. If any overdue obligation is referred to an outside agency or to an attorney for collection efforts and/or legal suit, the debt is increased to cover all costs of collection, including interest, penalties, collection agency fees, courts costs, and attorney fees.

Refunds of Tuition, Room, and Board

If a student withdraws during the semester, charges will be prorated if the student has been enrolled for less than or equal to 60 percent of the term. The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of days in the semester including weekends and holidays and excluding Fall Break, Thanksgiving break and Spring break. For example, there are 95 eligible calendar days in the 2016 Fall Semester. If a student withdraws on the 35th day in the semester, the student's charges and financial aid will be prorated to reflect that s/he was enrolled for 36.8 percent of the semester (35 divided by 95).

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal Perkins Loan, Federal Plus Loan, Federal Pell Grant, and Federal SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared. After the 60 percent point, there will be no refund of tuition and fees. Room and board fees will be refunded after the 60 percent point only if the removal from campus is due to disciplinary action or medical hardship. Under these circumstances, refunds of room and board will be calculated on a weekly basis. All refunds are subject to assessment of an administrative fee.

The following items are not subject to the refund policy: Visual arts fees, medical insurance, computer installment payment plans, late fees, leave of absence fees, dormitory fines, parking fines, and library fines.

All refunds are calculated and issued from the Office of the Bursar. Federal regulations require that the final tuition statement of all withdrawing students be finalized no later than 30 days after the withdrawal date. Further information concerning the details of this refund policy may be obtained by contacting the Office of the Bursar.

Credit Balances

If a student's tuition account is at a credit balance after receipt of all financial aid and TMS payments, the Bursar Office would be able to return excess funds upon receipt of a written request from the student. 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, etc.) will be refunded to the student, or the parent with written permission from the student. If a student's tuition account has a credit balance after receipt of all financial aid and after receipt of all TMS payments, the Bursar Office would be able to return excess funds upon receipt of a completed Refund Request Form by the student. Refunds from 529 disbursements are issued to the student or back to the financial institution. A Refund Request Form must be completed by the student before a refund can be processed

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 2015-2016, the College administered a total of more than \$56.9 million in need-based financial assistance to more than 1,734 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 Direct 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 socioeconomic 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 (CSS) PROFILE form. The CSS PROFILE must be completed online at <https://student.collegeboard.org/css-financial-aid-profile>. The FAFSA may be filed online at <http://www.fafsa.ed.gov> or a paper version may be 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 Jan. 15. 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 CSS PROFILE must indicate that the College of the Holy Cross should receive a copy of the analysis report. Students who file only a FAFSA will be considered for only Federal Student Assistance. Additionally, complete, signed copies of actual federal tax forms including all schedules, W-2 wage statements, all business tax returns, schedules and K-1s, must be submitted for both the parent(s) and student to the College Board's Institutional Documentation Service (IDOC) (<http://idoc.collegeboard.org>) by Jan. 15 in order to ensure correct income information is used to determine financial need. 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 Non-custodial Parent Profile (NCP), and will do so online from the College Board's website.

A Business/Farm Supplement is required in cases where the family operates or derives income from a business, corporation, or farm. This form can be obtained either from the College Board's website or from the Holy Cross Financial Aid website (<http://www.holycross.edu/applying-aid/financial-aid-forms-and-links>).

Upper-class 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 postcard will be mailed in the fall to each family that has received aid in the past year. Required application materials include the FAFSA and CSS 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 requested tax year. Additionally, the Non-custodial Parent Profile and/or the Business/Farm Supplement may be required. The priority filing deadline for upper-class and renewal financial aid application materials is Nov. 1. 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 Aug. 15.

Scholarships

Each year, more than 404 first-year students are awarded Holy Cross Scholarships in amounts ranging from \$500 to more than \$48,200, 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 any Holy Cross-funded 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 Massachusetts, 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 with 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.

Massachusetts

Massachusetts Office of Student Financial Assistance
454 Broadway, Suite 200
Revere, MA 02151
Phone (617) 391-6070
Fax (617) 727-0667
Email: osfa@osfa.mass.edu
<http://www.osfa.mass.edu>

Pennsylvania

Pennsylvania Higher Education Assistance Agency
State Grant and Special Programs
PO Box 8157
Harrisburg, PA 17105-8157
Phone (800) 692-7392
Fax (717) 720-3786
Email: granthelp@pheaa.org
<http://www.pheaa.org>

Rhode Island

Office of the Postsecondary Commissioner
560 Jefferson Blvd., Suite 100
Warwick, RI 02886
Phone (401) 736-1100
Fax (401) 7363541
<http://www.riopc.edu/>

Vermont

Vermont Student Assistance Corporation
10 East Allen Street
PO Box 2000
Winooski, VT 05404
Phone (800) 642-3177
Fax (802) 654-3765
Email: info@vsac.org
<http://www.vvac.org>

Grants

Pell Grants

The Federal Pell Grant Program provides grants directly from the Federal Government in amounts ranging from \$598 to \$5,815 for the 2016-2017 academic year. Students may or may not be eligible for this program, depending upon eligibility criteria as well as family financial circumstances. This is the largest federal student assistance program, and all financial aid applicants are required to process a federal Pell Grant application (FAFSA) as a requirement of applying for other assistance at Holy Cross.

Federal Supplemental Educational Opportunity Grant (SEOG)

This is a limited federal grant program for students of exceptional financial need who without the grant would be unable to continue their education. Students who are eligible for Pell Grants will receive priority consideration for this program. The Financial Aid Director is responsible for selecting eligible students in this program as well as determining the amount of the SEOG award.

Loans

The Federal Direct Stafford Student Loan

The Federal Direct Stafford Loan is a low-interest, long-term educational loan available to students. Loan capital is supplied directly by the federal government. The federal government also serves as the guarantor. There are two different forms of this loan: the Federal Direct Subsidized Stafford Loan and the Federal Direct Unsubsidized Stafford Loan. Borrowers of the Federal Direct Subsidized Stafford Loan do not have to pay the interest that accrues on this loan while they are in school; instead, the

federal government forgives the interest on this portion of the loan. Borrowers of the Federal Direct Unsubsidized Stafford Loan are assessed interest on the loan from the time the loan funds are disbursed. The interest may be deferred and capitalized. For the 2015-2016 academic year, the interest rate on the subsidized version of the Stafford Loan is a fixed rate of 4.29 percent and the interest rate on the unsubsidized version of the of the Stafford Loan is also a fixed rate of 4.29 percent. These interest rates are re-set every July 1. The government charges a 1.068 percent origination fee on the total amount of the Federal Direct Stafford Loan. The loan proceeds will be disbursed directly to the student's account, less the 1.068 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 complete the required multiyear Master Promissory Note, as well as entrance counseling, at the beginning of their entering semester upon receipt of correspondence from the Financial Aid office. These requirements must be completed online at <http://www.studentloans.gov>. Loan funds will be tentatively credited to the billing statement pending the completion of the above requirements. Anticipated credits on the student's account will be canceled if all required steps are not completed.

The maximum amount of loan under this program is \$3,500 in the first year, \$4,500 for the second, and \$5,500 for students who have completed two years of study. Students are also eligible to borrow an additional \$2,000 in unsubsidized loan funds for each of their four academic years. For a maximum borrowing capacity of \$23,000 in subsidized funds and \$31,000 in total funds borrowed for an undergraduate education.

Federal Perkins Loan

Holy Cross administers a limited number of loans under the authority of this Federal program. All Perkins Loans are subsidized while the student borrower is enrolled at least half-time. These loans carry an interest rate of 5 percent simple interest for loans in repayment. Repayment and deferment provisions are similar to the Federal Stafford Program, which is described above. 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 4.272 percent origination fee is deducted from the loan proceeds before the funds are forwarded to the school, half in each semester. The current rate of interest is fixed at 6.84

percent for loans originated in the 2015–2016 academic year. This interest rate is re-set every July 1. The repayment options that parents can elect range from entering immediate repayment to deferring repayment of the interest and principal until after the student graduates or ceases to be enrolled at least half time.

Because eligibility is based on borrower credit history, you cannot use the PLUS toward your tuition bill until the College has received 1) your completed PLUS Loan request form and 2) credit approval from the federal servicer.

Additional Financing Options

Most Holy Cross families use a combination of a 10-month payment plan, offered through Tuition Management Services (TMS) and various family alternative loan programs, including but not limited to the Federal Direct PLUS Loan. Beyond the Federal Direct PLUS Loan there are a number of credit-based loans that provide supplemental assistance to students and families to help pay direct and indirect educational expenses. Approval for these loans is not dependent on calculated need. The applicant and/or co-applicant must meet credit and other eligibility requirements. If, after seeking eligibility for federal student and parents loans, you determine that you must borrow additional funds through an alternative private loan, it is suggested that you first check for State-sponsored loans. Otherwise, it is highly recommended that you very carefully research private lenders for all rates and fees. When it comes to borrowing for an education, families need to have the confidence that they are making the best decisions. That starts with an understanding that there is no one-size-fits-all loan; the unique needs of each family dictate the best option. The terms of most concern to families are interest rate, origination fees, frequency of interest capitalization, and total cost of borrowing.

Employment

As part of their financial aid package, some students may be awarded a work-study authorization. The Federal Work-Study Program 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 Work-Study or if the number of eligible students restricts placements of all students who are eligible for Work-Study. Typically, first-year students are placed in Dining Services. 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 monthly tax-free stipend for expenses during the academic year. The monthly stipend is currently \$250 for freshmen, \$300 for sophomores, \$350 for juniors, and \$400 for seniors. Scholarship students also receive a semester book stipend of \$375. In addition, scholarship students at Holy Cross also receive a Holy Cross NROTC Scholarship Incentive Grant, which equals standard room charges each year. The Incentive Grant is only applicable toward on-campus room charges. Additional information can be obtained by contacting the Holy Cross Naval ROTC office at 508-793-2433 or nrotc@holycross.edu.

Army and Air Force ROTC are offered at Worcester Polytechnic Institute and, through the Higher Education Consortium of Central Massachusetts, Holy Cross students may enroll in one of those programs. Students receiving full, four-year Army or Air Force ROTC Scholarships are also eligible to receive the Holy Cross ROTC Incentive Grant, which is equal to standard room charges each year and is also only applicable toward on-campus room charges. For more information, see <http://www.wpi.edu/academics/afas>.

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:

Office of Financial Aid
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.

Julie and Doug Baker '81 Scholarship: Established in 2013 by Julie and Doug Baker '81 to provide financial aid scholarship to students with demonstrated need.

Barrett Family Scholarship: Established in 2014 by Michael G. Barrett '84 to provide scholarship assistance to students who have demonstrated need and have been identified as being among the top applicants.

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 Marjorie W. and Raymond P. Bergan Scholarship Fund: Established in 2008 by Philip J. Bergan '60, to be used for need-based financial aid scholarship.

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 College of the Holy Cross 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, Mass.; Franklin County, Mass.; Hampshire County, Mass.; or Hampden County, Mass.

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. Preference in awarding the Burke Family Scholarship shall be for graduates of the Nativity school network or the Cristo Rey school network without regard for geography."

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 New York City.

The Thomas Callaghan Scholarship: Established in 1914 by the late Thomas Callaghan of Leicester, Mass., limited to residents of Worcester County, preference to be given to those preparing for the priesthood.

Bridget Carney Scholarship Fund: Established in 1972 by Dr. James I. Kearney in memory of his mother, Bridget Carney. The income from the fund is to provide aid to students whose parents were parishioners of St. Ignatius Roman Catholic Church, Kingston, Pa.

The Honorable James Bernard Carroll Scholarship: Established in 1939 by Mrs. James Bernard Carroll as a memorial to her husband, the late Justice Bernard Carroll, of the Class of 1878. Restricted to graduates of St. Michael's Cathedral High School, Springfield, Mass. Selection to be made by the President of Holy Cross College and the Reverend Rector of St. Michael's Cathedral, Springfield, on candidate's character, scholarship and extracurricular achievements.

The Catherine McPherson Carson Scholarship Fund: Established in 1962 by Dr. Alexander F. Carson '19, for the purpose of furnishing scholarships to qualified students selected by the President of the College.

The Carusi Family Scholarship: Established in 2008 by Bruce J. Carusi '74 to provide financial support for students in need.

The Martin W. Caveney, M.D. '08 Scholarship: A merit scholarship established by a bequest from Kathryn L. Caveney.

Challenger Memorial Scholarship: Established in 1986 by Jacob Hiatt, D.H. '73, in memory of the crew of the space shuttle Challenger.

John P. Chiota, Jr. Scholarship Fund: Established by his wife and family in memory of John P. Chiota, Jr. '31. Preference given to graduates of Fairfield Preparatory School.

Class of 1949 Rev. John E. Brooks, S.J. Scholarship: Established in 2009 through gifts from the class of 1949 in honor of their 60th reunion.

Class of 1951 Scholarship: Gifts of members of the Class of 1951 to the Development Fund to be used to establish a scholarship. Started in honor of the Class of 51's 50th Reunion.

Class of 1955 Scholarship in Honor of Joseph J. Reilly '55: Established by gifts from the Class of 1955 on the occasion of their 50th Reunion to honor their classmate, Joseph J. Reilly '55.

Class of 1961 Scholarship Fund: Established by the Class of 1961 to honor scholar-athletes from the Class of 1961. The scholarship will be utilized by the College to provide financial aid support to male or female varsity student-athletes participating in basketball, football, hockey or lacrosse. The intent is to provide merit support for excellent student-athlete recruits that will motivate them to attend Holy Cross.

Class of 1963 Scholarship: Gifts of members of the Class of 1963 to the Development Fund to be used to establish a scholarship.

Class of 1964 Scholarship: Gifts of members of the Class of 1964 to the Development Fund to be used to establish a scholarship.

Class of 2015 Scholarship: Established in 2015 and augmented with gifts from Anthony and Amy Tutrone P15 and John and Catherine Dougherty P15, and parents with students in the Class of 2015 to provide scholarship assistance to students.

William L. and Hazel B. Clifford Scholarship: Established in 1966.

The Michael F. Collins, M.D. '77 Scholarship: Established in 2005 by Michael F. Collins '77, to provide scholarship assistance to students.

The Frank D. Comerford Scholarship Fund: Established by Archibald R. Graustein in 1959.

The Charles F. and Dorothy T. Conlon Scholarship: Established in 1997 from the estate of Dorothy T. Conlon.

The Connecticut Valley Alumni Scholarship: Established in 1912 by the Alumni of Connecticut Valley.

William A. Connell, Jr. '48 Financial Aid Fund: Established in 2003 by the friends of William A. Connell, Jr. '48 on the occasion of his 80th birthday. The Fund supports the College's general financial aid budget.

The Maurice Connor Memorial Scholarship: Established in 1929 by Mr. John T. Connor in memory of his brother, Maurice. The intention of the donor is to provide for one student; board, room, tuition and fee charges, as far as the income will provide them. The single beneficiary is to be chosen by the pastor of St. Mary's Church, Westfield, Mass.

The Monsignor George S.L. Connor Scholarship: Established in 1955, by gift of the late Msgr. George S.L. Connor '07. Selection to be made by the President of the College who shall give first preference to an applicant who is a member of Holy Name Parish in Springfield, Mass. If no such eligible candidate applies, then such a candidate who graduates from Cathedral High School shall be considered; if none such, then any application from the Springfield high schools.

The Rev. Edward T. Connors Memorial Scholarship: Established in 1986 by friends and family in memory of Rev. Edward T. Connors '27 with preference for students interested in the priesthood, public service or military service.

Michael Coogan Scholarship Fund: Established in 1969 by a bequest from the estate of Adeline V. Callahan to educate a student or students who are residents of Millbury, Mass., and who intend to enter the priesthood.

Thomas and Mary A. Corrigan Scholarship: Established in 1972 by a bequest of Henry J.C. Corrigan.

The Myles F. Costello '20 Scholarship Fund: Established by James C. Stokes '66 for students in financial need.

The Thomas Costello and Anna Costello Scholarship: Established in 1947, by bequest of Susan A. Costello in memory of her parents and by a bequest from the estate of Fanny Goodwin Hobbs. Income to be used to aid a student who lacks sufficient financial means for his education and who has expressed the intention of entering the priesthood.

The James J. Courtney '70 Family Scholarship: Established in 1998 by Mary Jo and Langan Courtney in memory of James, Paul, Jimmy and Jenny Anne Courtney. Preference in awarding the scholarship shall be for students who have lost a parent or who have been separated from both birth parents and raised in an adoptive home.

Crispo Family Scholarship: Established in 2014 by G. Alex Crispo '86 and Lori W. Crispo to provide scholarship assistance, with preference to graduates of Vernon Township High School in Vernon, N.J. Second preference to graduates from a high school in Morris County, N.J., then to a graduate from a high school in the state of New Jersey.

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 Robert J. Cousy '50 Scholarship Fund: Established in 2009 by Fr. John Brooks, S.J. '49, in honor of Robert J. Cousy '50, to be used as general endowment scholarship.

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 Josephine J. Dalton Memorial Loyola Scholarship Fund: Established by Howard E. Dalton '59 to relieve the general indebtedness of a Holy Cross student by reducing dependence on loans and campus work study programs.

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, N.J.). St. Vincent is a member institution of the Student/Partner Alliance (SPA), an organization founded to improve educational opportunities for students from Newark and Jersey City. Second preference for awarding this scholarship will be to the graduates of one of the nine other SPA schools.

Charles A. Dana Scholarship: Established in 1982 by a challenge grant from the Charles A. Dana Foundation. Income to be used for students of sound academic ability who have the potential for or have demonstrated desired qualities of character and leadership. Dana Scholars receive stipends based upon financial need ranging from an honorarium up to the amount of tuition.

The Dante Family Scholarship: Established by William Michael Dante '57 in memory of his father, Lee Fischer Dante '33 and his uncle, John Henry Dante '36, to provide need-based scholarship assistance.

The Robert F. and Darryln P. Danahy Scholarship: Established by a gift from Darryln P. and Robert F. Danahy '55.

The John David Dawson Fund in honor of Dr. Roger Paul Dawson '07: Established in 2001 by the Trust Estate of John David Dawson. Income is to be used to provide scholarship aid to premedical students.

The Martha H., Anthony P., and Mary Ann DeBaggis Scholarship: Established by a bequest from the estate of Henry F. DeBaggis '37. Preference will be given to students from inner city high schools or from Catholic high schools who are ranked at the top of their high school class and who have demonstrated significant financial need.

The Denzler Charitable Trust Scholarship Fund: Established with a gift from the Herman and Henrietta Denzler Charitable Trust.

Dr. and Mrs. Carl J. DePrizio Scholarship: Established in 1959. Income to be used for an award to a deserving student in sciences.

The Kenneth R. Desmarais Memorial Scholarship: Established in 1989 by family, classmates and friends to honor Kenneth R. Desmarais '61. Income to be used for a student 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.

The Helen G. and David H. Drinan '69 Scholarship Fund: Established by Helen and David Drinan '69, the fund is to provide financial aid scholarship assistance to College of the Holy Cross students.

Michael J. & Joanna F. Daley Driscoll Scholarship Fund: Established in 1986 by a bequest from the estate of Rev. Frederick G.M. Driscoll '19, in memory of his parents.

The Bertha and Bill Dubois Memorial Scholarship: Established in 2003 by Earl W. DuBois '48 to provide scholarship assistance to students based upon their financial needs with preference to students majoring in physics.

The Charles Leo Dubois Scholarship Fund: Established in 1980 by a bequest from the estate of Charles L. Dubois '34, in memory of his parents, Charles Leon Dubois and Mary Ellen Dubois. The annual income is to be used to aid some student or students, preferably fourth-year students, in continuing or completing their college work.

The Rev. Stephen Duffy, S.J., Scholarship: Established in 1989 to provide full tuition scholarship annually to a fourth-year student graduating from Regis High School.

The Richard E. Duhaime Scholarship: Established in 1987 by a bequest from Richard E. Duhaime '47.

Ann Halleron '87 and William A. Eagan III, '77 Scholarship: Established by Ann Halleron '87 and William A. Eagan III, '77 for preference to students who attended and are graduating from a Catholic high school in the New York City area such as Regis.

The William A. Eagan, Jr. '49 Family Scholarship Fund: Established in 2003 by Constance A. Eagan '81, in memory of her father William A. Eagan, Jr. '49, to provide scholarship assistance.

Earls Family Scholarship: Established by William T. Earls to provide scholarships for young students with preference to students from the Cincinnati, OH.

Kevin M. Earls Scholarship Fund: Established in 1986 by friends in memory of Kevin M. Earls '43.

The Eastman Kodak Company Scholarship: Established in 1960.

The James F. and Mary C. Egan Scholarship: Established in 1987 to honor James Francis Egan '21 and Mary Collins Egan. Income available for a candidate, with a preference for a western Massachusetts or southeastern Connecticut student.

The Theodore T. and Mary G. Ellis Scholarship Fund: Established in 1941 by the estate and through the generosity of the late Theodore T. and Mary G. Ellis. Income from this gift is used to grant an annual scholarship to residents of Worcester.

The William F. and Barbara C. Emswiler Scholarship: Established in 1994 by friends and family of William F. and Barbara C. Emswiler.

The Alison Maloney Estep Scholarship Fund: Established by Eugene F. Maloney '66, in memory of his niece Alison, to provide scholarship assistance to College of the Holy Cross students.

The William T. Fallon Memorial Scholarship Fund: Established by Barbara M. Fallon, the scholarship shall be used to provide scholarship assistance to one or more worthy students majoring in English and/or history.

The Raymond P. Farland Scholarship Fund: Established in 1999 by the Raymond P. Farland Trust. The Fennelly Family Scholarship: Established in 2004 by Katherine and Vincent M. Fennelly '42 to provide scholarship assistance to students.

The Rev. Bernard A. Fiekers, S.J., Memorial Fund: Established in 1973 and augmented by gifts and bequests. Income to be used for scholarship awards to students majoring in chemistry.

The Rev. Patrick J. Finnegan, P.R., Scholarship: Established in 1955, by a bequest from the estate of Rev. Patrick J. Finnegan. Income to be used to assist students from Portsmouth, N.H.

William Fitman Scholarship: Established in 1983 by a bequest from Anna G. Fitman in memory of William J. Fitman. Income is to be used for a student whose domicile is in the State of Massachusetts.

William and Mary Fitman Scholarship: Established in 1983 by a bequest from Anna G. Fitman in memory of William and Mary Fitman. Income for a student whose domicile is in the State of Massachusetts.

The Rev. William FitzGerald, S.J. Merit Scholarship: Established in 2000 by the John and Michele Rugo Family Trust in honor of Rev. William FitzGerald, S.J. to provide scholarships to demonstrably talented, ambitious and hardworking students. At the donor's request preference in awarding the scholarship will be given to students majoring in Classics.

Rev. Bernard J. Flanagan, D.D. Scholarship: Established in 1962 by the Diocese of Worcester in honor of the Bishop of Worcester, Rev. Bernard Flanagan.

The Dr. David B. Flavan and Mrs. Lucy M. Flavan Scholarship Fund: Established by John M. Flavan '53, the scholarship is to provide financial aid to students of the College based on need.

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 Joseph J. Frensilli, M.D. '52 and Vivian Thames Frensilli Scholarship Fund: Established by a bequest from the estate of Vivian Thames Frensilli to be used for scholarship for premedical students based on financial need.

Froude Family Scholarship: Established by Donald E. '78 and Kimberly D. Froude as a need-based financial aid scholarship.

The Mary Gammal Scholarship: Established in 1981 by Mary Gammal to provide income to students who are suffering from a complete loss of hearing, or are profoundly hearing impaired. First preference to students from Worcester, then to those from Massachusetts.

Frank Garvey '35 Scholarship Fund: Established in 2000 by Mrs. Jane Garvey to provide scholarship assistance to students, with preference given to students from Suffolk County, New York.

General Motors College Plan Scholarship: A four-year scholarship offered semi-annually by General Motors Corporation. The amount of the award varies with the financial need of the recipient as determined by the General Motors Scholarship Committee.

The E. Burke Giblin Scholarship: Founded and augmented by gifts in memory of E. Burke Giblin, a Trustee of Holy Cross from 1973 to 1980. Mr. Giblin was chairman of the Warner-Lambert Company.

John P. Glowik Jr., Basketball Scholarships: Established in 1997 by John P. Glowik '73. To be used for scholarships for one member of the varsity men's basketball team and one member of the varsity women's basketball team.

The In Memory of David Goggin Scholarship: Established in 1925 by Mrs. Catherine M. Goggin, in memory of David Goggin. Preference to be given to a relative.

The Goizueta Scholarship Endowment Fund: Established in 2002 by a grant from the Goizueta Foundation for Hispanic/Latino students.

The John J. Gonynor '49 Scholarship: Established in 2000 by a bequest from the estate of Ruth P. Gonynor in memory of her brother to provide scholarship assistance to College of the Holy Cross students.

Hector R. Gonzalez '55 Family Scholarship Fund: Established by Hector R. Gonzalez '55 for preference for students from Ponce, Puerto Rico with a second preference for students from other areas of Puerto Rico.

Grain Family Scholarship: Established in 2014 by David J. Grain '84 to provide scholarship assistance to students who have demonstrated need and have been identified as being among the top applicants by the Admissions office.

The Richard T. Gralton Scholarship: Established in 1986 by a bequest from Richard T. Gralton. Augmented by gifts from friends and family of Richard T. Gralton '54.

Catherine and Frederick H. Grein, Jr. '68 Loyola Scholarship Fund: Established by Catherine and Frederick H. Grein, Jr. '68 to provide scholarship assistance with a preference in awarding the named scholarship to a junior or senior who is associated with the prebusiness program.

John Griffin and Isabel Griffin Scholarship Fund: Established by the estate of John J. Griffin, Jr. '34 and Isabel Griffin to provide scholarship aid for deserving students who demonstrate financial need as determined by the Office of Financial Aid.

The Monsignor Griffin Scholarship: Established in 1895, limited to residents of St. John's Parish, Worcester, Mass.

The Thomas F. Grogan Scholarship: A memorial to the deceased father of Dr. Richard H. Grogan '35 and his brother, Fr. Thomas Grogan, S.J.

The Dale T. Gutekunst Scholarship: Established in 1981 by Mrs. Eugenia S. Gutekunst in memory of her son, Dale Thomas Gutekunst, of the Class of 1970.

The Mary A. Haberlin Memorial Scholarship: For students chosen by the President or faculty of the College.

The Joseph T. Hackett Memorial Scholarship: Established by a bequest from the estate of Malachi C. Hackett. Income to be awarded to students with preference given to residents of Meriden, Conn.

The Halleron Family Scholarship: Established in 2000 by John J. Halleron III '60 in memory of John J. Halleron Jr. '27 to provide financial aid to qualified students.

The John H. Halloran Scholarship I: Established in 1909 by Mr. John H. Halloran of New York, as a memorial to his brother, the late William J. Halloran of Worcester.

The John H. Halloran Scholarship II: Established in 1921 by Mr. John H. Halloran of New York as a memorial to his brother, the late William J. Halloran of Worcester, Mass. Selection to be made from students of the public and parochial schools of Northampton, Mass., by means of competitive examinations.

The John P. Hamill '61 Scholarship Fund: Established by John P. Hamill '61 for general financial aid scholarship.

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 Hartnett Family Scholarship: Established by John F. Hartnett '87 with preference for students who are graduates of the Nativity School of Worcester. If no such candidate exists, then it may be awarded to deserving students who reside in Worcester, Mass.

The Elizabeth A. Hayes '86 and Family Scholarship: Established in 2010 by Barbara Hayes for students studying English at Holy Cross.

The Rev. Jeremiah J. Healy Scholarship I: Established in 1912 by the Rev. Jeremiah J. Healy, of Gloucester, Mass., for a candidate for the priesthood.

The Rev. Jeremiah J. Healy Scholarship II: Same as the Rev. Jeremiah J. Healy Scholarship I.

The Richard Healy Scholarship: Established in 1908 by Mr. Richard Healy of Worcester, Mass., open to competition for residents of Worcester County regardless of creed.

The Mr. and Mrs. Richard Healy Scholarship: Established in 1916 by Mr. and Mrs. Richard Healy of Worcester, Mass., for the benefit of a direct relative of donors.

The Rev. Frederick W. Heaney, S.J., Scholarship: Established in 1920 by Miss Lillian Heaney, in memory of her brother, the Rev. Frederick W. Heaney, S.J.

William R. Hearst Foundation Scholarship: Established in 1998 by a grant from The Hearst Foundation to support students from the Greater Boston and Worcester areas who intend to reside in the United States after completing their studies.

The Cornelius 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.

The Holy Cross/U.S. Marines Corps Scholarship Fund: Established in 2009 by Park '54 and Linda Smith to provide scholarship assistance for marine veterans and children of disabled marine veterans.

The Holy Cross Physicians and Scientists Fund: Established in 1997 by Dr. Joseph E. Murray '40 with preference for premedical students with an interest in patient care and biological science. The Scholarship is meant to encourage and support students who exemplify physical well-being and have participated in sports, with special emphasis on tennis.

Katherine H. Hoy Scholarship: Established in 1959, by a bequest from the estate of James M. Hoy '05. Income to be used to assist a student with preference given to a student of St. Stephen's Catholic Parish of Worcester, Mass.

C. Keefe Hurley Scholarship: Established in 1970 by C. Keefe Hurley '29 to support and maintain an endowed athletic scholarship for students.

The John Collins Hurley Scholarship: Established in 1953, by a bequest from the estate of Margaret M. Hurley. Income to be used for education of a graduate of Durfee High School, Fall River, Mass.

The Warren Joseph Hurley Scholarship: Established in 1929 by Mrs. Jeremiah J. Hurley in memory of Warren Joseph Hurley '29 for the benefit of one or more students aspiring to the priesthood.

The "In Memoriam" Scholarship: Established in 1915 by an alumnus of the College for a deserving student.

The Todd A. Isaac Memorial Scholarship: Established by John W. Young III '94 and Virginia C. Young for financial aid scholarship with preference for African American students from Metro New York or ALANA students preferably from Metro New York.

Jeans Family Financial Aid Fund: Established in 2010 by Michael Jeans '70 to provide financial aid assistance to College of the Holy Cross students based upon their financial needs.

The Jesuit Community of Holy Cross Scholarship for Worcester Students: Established by the Jesuit Community of Holy Cross to provide scholarship assistance to students from the greater Worcester area.

Thomas R. and Elizabeth Johnson Scholarship: Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of students from Worcester, Mass., with preference given to students within the boundaries of Holy Rosary Parish.

The Thomas P. Joyce Memorial Scholarship: Established in 1995 by family and friends to honor Thomas P. Joyce '59.

Timothy F. Kane Scholarship Fund: Established in 1968 from the estate of Timothy F. Kane. Preference is to be given to students from South Boston or Dorchester, Mass.

Dr. John J. and Maytie Kelley Fund: Established by the estate of Alicia M. Kelley, for students of Worcester County who maintain a "B" average.

The James and Carol Kelly Scholarship Fund: Established by James M. Kelly '66, the fund is to provide scholarship assistance to graduates of Chaminade High School in Mineola, New York based upon need as determined by the Office of Financial Aid.

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 Stephen and Anne Kenny Scholarship Fund: Established by Michael T. Kenny '83 to provide scholarship assistance to Holy Cross students based upon their financial needs as determined by the Office of Financial Aid.

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.

Mimi and Sam Krug '65 Family Scholarship: Established in 2015 by Mimi and Sam Krug '65 to provide scholarship assistance, with first preference to graduates of St. Ignatius High School in Chicago, Ill., second preference to high school graduates from a Catholic High School in the greater Chicago area, and third preference to high school graduates from Illinois.

Rev. Joseph LaBran, S.J. Scholarship Fund: Established by William J. '81 and Mary Lynch '82 Supple in honor of Joseph LaBran, S.J. for general scholarship support.

The Patrick W. Lally Memorial Scholarship: Established in 1954 from the estate of James Lally to be awarded to a graduate of St. Mary's High School, Milford, Mass.

Dr. Gail J. Lambert-Edwards Scholarship Fund: Established in 2014 by Francis X. Edwards to provide scholarship assistance to a chemistry major with financial need.

Eleanor Laux Memorial Fund: Established in 1974 by John C. Laux '23 in memory of his wife.

Helen M. Lavigne Memorial Scholarship: Established in 1983 by Omer D. Lavigne '36 and his three children, in memory of his wife Helen.

The Richard J. LaVigne, M.D., Scholarship: Founded and augmented with gifts in memory of Dr. Richard J. LaVigne '37, Joseph W. LaVigne and Dr. E. John Mango, the income from the fund will be used annually to assist a premedical student.

The Michael J. Lawlor Scholarship: Established in 1949 by a bequest from the late Retta M. Lawlor. Income to be used to aid a student, a resident of Waterbury, Conn.

Father Leahy Fund: Established in 1960 by a bequest from the estate of Joseph C. Bland for the education of students entering the College of the Holy Cross.

The Leonard F. Leamy '41 Scholarship: Established in 2006 by the estate of Anne M. Leamy in honor of Leonard F. Leamy '41. Income is to be awarded to students intending to major in Math with preference to students who intend to teach Mathematics as a career.

W.H. Lee Milk Company Endowment Fund: Established in 1959 with the provision that the income be added to the principal until Sept. 1, 1973. After September 1, 1973 the income is to be used for scholarship aid in accordance with specifications as set down in the agreements.

The Archibald R. LeMieux Scholarship: Established under the will of Archibald R. LeMieux for students attending the College of the Holy Cross.

The H. Edgar and I. Katherine Lentz Scholarship Fund: Established in 2005 by H.E. Lentz Jr. '67. Income will be awarded to students who, in the judgment of the admissions office and the athletic office, combine excellence in both academic and athletic endeavors.

The John J. Leonard Scholarship of the M.C.O.F.: Founded in 1926 and restricted to members, or sons of members of the M.C.O.F. Selection is to be made by competitive examinations.

Clemens M. Linga Jr. Scholarship: Established in 1983 by Mr. and Mrs. Clemens M. Linga Sr. in memory of their son, Clemens Jr. '71. Income to be awarded to students from Worcester County with an interest in the field of law.

The James B. and Catherine W. Longley Fund: Established by James B. Longley in memory of his mother and father.

The David B. Lovell Jr. Scholarship: Established in 1989 by a bequest from David B. Lovell Jr. '23. Preference given to residents of the State of Rhode Island.

The Lisa Smits Macaluso Financial Aid Fund: Established in 2008 by William D. Macaluso '87 in memory of his wife. The Fund supports the College's general financial aid budget.

Magilligan Memorial Scholarship: Established to honor the memory of Donald J. Magilligan '24 and Donald J. Magilligan '61, by Mr. and Mrs. Maurice H. Hartigan II, to provide scholarship assistance.

Joseph H. Maguire '58 Endowed Scholarship Fund: Established by Edward J. Ludwig '73 in April, 2015 to provide financial aid scholarship assistance to College of the Holy Cross students who are graduates from one of the Worcester, Massachusetts schools. In the event a Worcester, Massachusetts public school graduate is not eligible for the scholarship, the College will award the scholarship to a student from another public school in Massachusetts.

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 Maheu Family Scholarship Fund: Established in 2009 by Ronald T. Maheu '64, restricted for male Economics, Prebusiness or Accounting majors. Preference is for graduates of Lawrence Central Catholic High School, as well as for participants in varsity athletics, with football being the highest priority.

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 Ferdinand F. Martignetti '48 Scholarship: Established in 1991 by Robert and Mary Crane to honor Ferdinand F. Martignetti '48.

Matteo Family Scholarship: Established in 2013 by Cassandra and Michael Matteo '80 to provide scholarship assistance to graduates of Xavier High School in Middleton, Conn., or Mercy High School in Middleton, Conn., as a second preference followed by graduates of Kingsford Oxford School in West Hartford, Conn., and Loomis Chaffee School in Windsor, Conn. If there are no eligible students from the above schools, the funds will be awarded to graduates of high schools in the state of Connecticut.

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.

Timothy P. McCaffrey '80 Endowed Scholarship: Established in 2011 by Timothy P. McCaffrey '80 to provide merit scholarship assistance to students studying mathematics or computer science.

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.

McDonald Family Scholarship in memory of Daniel McDonald '54 and Anne McDonald Ferrari '80: Established in 2010 by Lawrence M. and Lynne McDonald Harding '85 to provide scholarship assistance to students based on their financial needs. Preference is for graduates of Academy of Our Lady of Mercy High Luralton Hall in Milford, Conn. Should no graduates from this school be enrolled, then the Fund shall support graduates of a Connecticut high school.

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.

Elizabeth and Robert McKay '55 Family Scholarship: Established in 2014 by Robert McKay '55 to provide scholarship assistance, with first preference to graduates of Sacred Heart High School in Waterbury, Conn., second preference to high school graduates in the greater Waterbury, Conn. area, and third preference to high school graduates in Connecticut.

The Dr. Frederick J. McKechnie Scholarship: Established in 1962 by a bequest from the estate of Mary I. Dunn.

The Monsignor John W. McMahon Scholarship: Established in 1938 under provisions of the will of Rt. Rev. Msgr. John W. McMahon '67 to give scholarship aid to a Holy Cross student to be designated by the Reverend Pastor of St. Mary's Parish, Charlestown, Mass. Preference is to be given to students coming from St. Mary's Parish.

Brian and Margaret McNeill Scholarship: Established by Brian W. '77 and Margaret McNeill as a Loyola scholarship to provide scholarship assistance to Holy Cross students.

The Katherine McQuade Scholarship: Established in 1967 by a bequest from the estate of Katherine McQuade.

The Joanne F. and William J. McVay '54 Scholarship: Established in 1992 by Joanne F. and William J. McVay, M.D. '54 to provide financial aid to pre-medical students from the greater Pittsburgh, Pennsylvania area.

The Edward A. Meyers, M.D. '46 Financial Aid Fund: Established in 2009 by Edward A. Meyers to provide financial aid assistance.

Migliaccio Scholarship Fund: Established in 2001 by Karen and Gerald P. Migliaccio '77 to provide scholarship assistance for students, with preference to students majoring in the sciences.

The Charles E.F. Millard Scholarship: Established by John F. Power Sr. '28, Cynthia and Jack Rehm '54 and other friends, classmates and family members to honor Charles E.F. Millard '54. Income will be awarded to applicants from inner city communities in the Northeast or Midwest.

The Francis L. Miller Scholarship: Founded and augmented by gifts in honor of the late Francis L. Miller, Bursar of the College from 1931 to 1961. Income to be awarded with preference given to fatherless students.

The Francis Joseph and Esther Smith Moakley Scholarship: Established in 1996 by the estate of Francis Joseph Moakley '32. Annual income to provide partial scholarships to Connecticut domiciled high school graduates based on demonstrated good character, high scholastic achievement, leadership ability, local community volunteer involvement and the potential for greater contributions to the United States of America.

The Jim and Lisa Mooney Scholarships: Established by Lisa and James F. Mooney III '90 to provide financial aid support for students from Catholic high schools located in the Archdiocese of Boston. The intent is to provide merit support for students who demonstrate need beyond the standard calculation that is used to award need-based assistance and would not likely be able to attend the College without this additional merit offering.

Mooney "Brooks Fellows" Scholarship: Established in 2014 by Lisa and James F. Mooney III '90 to provide support for students who are underserved by American higher education. Applicants selected by the Office of Admissions will, at the time of admissions, be offered a scholarship that meets their full need as determined by the Office of Financial Aid and will be designated as Brooks Fellows.

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 Bob and Maggie Moran Scholarship Fund: Established by Robert P. Moran '83, preference in awarding the scholarship should be given to graduates of Chaminade High School in Mineola, N.Y. and Sacred Heart Academy in Hempstead, N.Y. Should no graduate of these schools be enrolled at the College in any given year, it is the donor's preference that the fund should support a graduate of a Catholic high school on Long Island.

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 Flora and John F. Moriarty '36 Financial Aid Scholarship Fund: Established in 2003 by the late John F. Moriarty '36 for the purpose of providing scholarship assistance to Holy Cross students, with preference to students from Massachusetts.

The Henry B. and Helen B. Morrill Financial Aid Fund: Established by Rev. Bruce T. Morrill '81, in loving memory of his parents, Henry and Helen Morrill, for financial aid assistance.

The Morris & Dopson Families Scholarship: Established in 2005 by Dr. Robert E. Morris '65 and Mrs. Angela D. Morris, in memory of Kenneth Dopson, George Patrick Morris, Anna Golden Morris, and Rev. John Golden, S.J., to provide financial aid to a student from South Boston or Trinidad and Tobago who has demonstrated scholastic excellence.

The Mary F. Mourin Memorial Scholarship Fund: Established in 1975 from the estate of Mary F. Mourin to aid students residing in Worcester or Worcester County.

Mullman Family Cristo Rey Scholarship Fund: Established by John '82 and Susanne Boyle '82 Mullman to provide scholarship assistance to Holy Cross students who are graduates of one of the Cristo Rey high schools; If no Cristo Rey graduate is available in any given year, scholarship will be awarded to a student from a socioeconomic background most similar to that of a Cristo Rey graduate.

The Patrick J. Murphy Scholarship: Established in 1944 by Mrs. Ellen M. Murphy as a memorial to her husband, the late Patrick J. Murphy, of Worcester, Mass.

The Paul F. Murray '37 Financial Aid Scholarship Fund: Established in 2001 by Florence K. Murray. Preference to be given to students from John Baptist Memorial High School, or students from Maine.

The Ellen M. and Robert C. Murray '68, P'93 Scholarship Fund: Established in 2002 by gifts from Ellen and Robert Murray. Preference shall be for African American students with large financial need.

James H. Napier Foundation Scholarship for Financially Needy Students: Established in 2002 by the James H. Napier Foundation for the purpose of providing scholarship assistance to Holy Cross students, with preference to seniors.

The Monsignor Richard Neagle Scholarship: Established in 1943 by His Excellency the Honorable Alvan T. Fuller, former Governor of the Commonwealth of Massachusetts, in memory of the late Rt. Rev. Msgr. Richard Neagle of the Class of 1873.

The O'Brien Family Scholarship Fund: Established in 2004 by Andrew J. O'Brien '85 to benefit Holy Cross students who are residents of Westchester County, N.Y.

The Robert E. O'Coin '41 Scholarship: Established in 1987 by the Worcester Chamber of Commerce for financial aid scholarships for Worcester residents attending Holy Cross with preference given to commuters.

The Christopher Jude O'Connor Scholarship Fund: Established in 2005 by Peter D. O'Connor '64 to provide scholarship assistance to Holy Cross students.

The Dennis F. and Lorretto Radle O'Connor Scholarship: Established in 1955 by Dr. Dennis F. O'Connor '93.

Rev. Leo J. O'Connor, S.J., Scholarship: Established by friends of Father O'Connor to provide scholarships for students.

The O'Driscoll Scholarship: Established in 1874, for a student (limited to residents of Worcester), who is a candidate for the priesthood and is selected by the Bishop of Worcester or his delegate.

The May and Sylvan Oestreicher Scholarship: Established on Dec. 30, 1957 by a gift from Sylvan Oestreicher.

The John F. O'Keefe Memorial Scholarship: Founded in 1984 and augmented with gifts in memory of John F. O'Keefe '51, Vice President for Business Affairs and Treasurer of the College from 1970 to 1984. Income to be awarded to a first-year student, preferably a Worcester-area student.

Rev. Adrian P. O'Leary '43 Scholarship: Established in 2006 through a bequest by Rev. Adrian P. O'Leary '43 to provide scholarship assistance to Holy Cross students.

The Mary C. O'Neil Fund for Bristol County Students: Established in 1955, by gifts from Margaret T. O'Neil, to be used to aid a student from Bristol County.

The Rev. Daniel H. O'Neill Scholarship I: Established in 1895; limited to residents of St. Peter's Parish, Worcester, Mass.

The Rev. Daniel H. O'Neill Scholarship II: Established in 1908; limited to residents of Worcester.

Patrick and Louise Whealen O'Reilly Merit Scholarship: Established in 2001 by James N. Barrett to honor the memory of his Newfoundland born maternal grandparents, Patrick J. O'Reilly and Louise Whelan O'Reilly. Income to be awarded to students born in the Canadian province of Newfoundland and Labrador. Should such a student not be found, there are conditions under which a student from Texas may be substituted.

Edward A. O'Rourke Scholarship Fund: Established by the Estate of Edward A. O'Rourke '29 to be used for scholarships.

Penhall-O'Rourke Scholarship: Established in 1958, by a bequest from the estate of Dr. James J. O'Rourke '09 to be used for scholarships.

Reverend Lawrence F. O'Toole Scholarship: Established in 1966 in memory of Rev. Lawrence F. O'Toole '13 by his sister, Mrs. Florence Drury. Preference to priesthood aspirants with preference, first, to a member of St. Bernard's Parish, Worcester, Mass., and second, to anyone in the Diocese of Worcester.

The Lawrence F. O'Toole Scholarship: Established by a bequest from Lawrence F. O'Toole '10.

The Joseph A. & Dorothea H. Perrotta Memorial Scholarship: Established in 1986 by a bequest from the estate of Dorothea H. Perrotta, widow of Joseph A. Perrotta '28, Secretary to the President of the College from 1933 to 1972.

The Rev. Dr. Patrick B. Phelan Scholarship: Established in 1917 by Rev. Dr. Patrick B. Phelan, Class of 1869; preference for graduates of the Sacred Heart School, Holyoke, Mass.

The Phelan Family Scholarship Fund: Established by William J. Phelan '73 to provide scholarship assistance to students.

The Reverend Michael G. Pierce, S.J., Scholarship Fund: Established by gifts from Robert H. McCooey '52.

The Reverend Michael G. Pierce, S.J., Scholarship: Established in 1983 by a bequest from George F. Duffy. Preference for a student from the St. Mary of the Hills Parish, Milton, Mass.

The Charles A. Polachi '43 Scholarship Fund: Established by Charles A. Polachi, Jr. '75 and Martha Johnson Polachi '76 in honor of Charles Polachi '43, the fund is designed to provide scholarship assistance with preference to students who are Chemistry majors based upon their financial needs as determined by the Office of Financial Aid.

The Ann and Timothy L. Porter '68 Scholarship: Established by Timothy L. Porter '68 to encourage students to consider a year abroad by providing them with financial support.

The David H. and Mary Murphy Posner Foundation Scholarship: Established in 1957 by a bequest from the estate of Mary M. Posner.

The Mr. and Mrs. Aloysius F. Power Scholarship: Established by a gift from Mr. Aloysius F. Power '23.

The Rev. John J. Power Scholarship: Established in 1907 by the late Rev. John J. Power, D.D., limited to residents of St. Paul's Parish, Worcester, Mass.

Power Family Classes of '20, '53, '69, '93 & '14 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, Mass.

The Mary A. Prendergast Scholarship: Established in 1945 under the will of the late Mary A. Prendergast for deserving orphan students.

Stephen John Prior Scholarship Fund: Established in 1971 by the Prior family in memory of their son Stephen.

The Purple Patcher Scholarship: Established in 1963 by the staff of the yearbook, "The Purple Patcher," Class of 1963 and augmented by the staffs of the Classes of 1964, 1965, 1966 and 1967.

The Quid Retribuam Scholarship: Established in 1907 by a friend of education in gratitude for divine favors.

The Lillian A. Quinn Scholarship Fund: Established in 1968 by a bequest from the late Lillian A. Quinn. Preference given to students from Immaculate Conception Parish, Worcester, Mass.

The Patrick W. Rafferty Scholarship: Established in 1920 and open to competition among deserving students of Worcester.

D. Barry Reardon '53 Scholarship Fund: Established by D. Barry Reardon '53 to provide scholarship assistance.

In Memory of Dennis M. and Josephine R. Reardon Scholarship: Established in 1952 by a bequest from the estate of Josephine F. Reardon. Income to be used to aid a student preparing for the holy priesthood.

Matthew W. Reedy Scholarship: Established in 1983 by a bequest from Anna G. Fitman in memory of Matthew W. Reedy. Income for a student whose domicile is in the State of Massachusetts.

The John Reid Scholarship: Established in 1894 and limited to residents of Worcester, Mass.

Reverend Maurice F. Reidy, S.J., Scholarship: It is the donor's (Judith Paletta and George A. Paletta '84) preference that, going forward, the scholarship grant be made exclusively to a men's lacrosse player at the discretion of the lacrosse coach in coordination with the Admissions office. Originally awarded to a sophomore for a three-year term, the donors would like the scholarship to now be awarded to an incoming freshman (or freshmen), ideally for a four-year term.

The Catherine F. Reilly Scholarship: Established in 1955 by a bequest from the estate of Joseph J. Reilly '04, in memory of his mother.

The James H. Reilly Scholarship: Established in 1955 from the estate of Joseph J. Reilly '04, in memory of his father. **The Reilly Memorial Scholarship:** Established in 1922 by the late Joseph J. Reilly '04.

The Monsignor Paul Riedl Scholarship: Established in 2000 by a bequest from the estate of John Riedl in memory of his brother to provide assistance to College of the Holy Cross students with preference for graduates of public or parochial high schools in Worcester, Mass., or St. John's High School in Shrewsbury, Mass.

The Herve S. and Cecil M. Robert Scholarship Fund: Established by the estate of Herve S. Robert '36.

Robert Family Scholarship: Established in 2011 by Paul L. Robert '77 to provide scholarship assistance to students.

The Mary J. Robinson Scholarship: Established in 1943 by the late Mary J. Robinson in memory of her mother and father and brothers to assist deserving young men of the Roman Catholic faith in obtaining a collegiate education at the College of the Holy Cross.

The Michael J. Roche Family Fund: Established in 2005 from the estate of Catherine A. Roche to provide scholarship assistance to students of Hartford County, Connecticut.

The Rev. William H. Rogers Scholarship: Established in 1918 by Rev. William H. Rogers, Class of 1868.

Patrick and Mary McCauley Ronayne Scholarship: Established in 1973 by a bequest from the estate of Elizabeth E. Johnson for the education of students from Worcester.

The Dorothy H. and Lewis Rosenstiel Scholarships: Established in 1968 through a grant from The Dorothy H. and Lewis Rosenstiel Foundation, in memory of Dorothy H. Rosenstiel, to be awarded with preference to members of disadvantaged minorities.

The Hon. John E. Russell Scholarship: Established in 1907 by a Friend of the College.

The Ryan Family Scholarship Fund: Established by Paul V. Ryan, the scholarship is to benefit students majoring in Classics.

The Mr. and Mrs. John A. Ryan Family Scholarship Fund: Established in 1967 by Miss Mabel C. Ryan.

The Mabel C. Ryan Scholarship: Established in 1997 by the estate of Miss Mabel C. Ryan.

The Rev. Michael J. Ryan Scholarship: Established in 1990 by a bequest from Rev. Michael J. Ryan. Income to be used for a student from St. Paul's Parish, Warren, Mass.; if none, any student.

The Robert E. Scannell Memorial Scholarship: Established in 1994 by family, classmates and friends to honor Robert E. Scannell '61.

Clarence G. Schilling Scholarship: Established in 1982 by a bequest from Clarence G. Schilling, a member of the Department of Mathematics faculty from 1945 to 1951.

The Scholler Foundation Scholarship: Established in 1955. The John F. Scott Fund: Established by gifts from John F. Scott '08. Income to be used to aid students from the State of Maine.

The Father Francis Xavier Seelos Scholarships for First-Generation or Non-Traditional Local Students: Established in 2006 by David S. Zamierowski, M.D. '64 in honor of Father Francis Xavier Seelos. Income will be used to provide need-based scholarship assistance to Holy Cross students who are (1) first-generation students of higher education or are (2) non-traditional local students.

The Monsignor Seiter Scholarship: Established by a bequest in 1981 from the estate of Monsignor Aubrey R. Seiter '23. Income to be used for a student from St. Michael's Parish, Rome, N.Y.

The James J. Shea, Sr., and Barbara Shea Brennan Scholarship Fund: Established in 1979 by a gift from Edward J. Brennan, Jr. '52 to honor James J. Shea, Sr., a recipient of an Honorary Degree from Holy Cross in 1968. Mr. Shea was Board Chairman of Milton Bradley Company of Springfield, Mass. Augmented by a gift in 1985 in memory of Barbara Shea Brennan.

Timothy A. Shea Scholarship Fund: Established by bequests from the estate of Timothy A. Shea in memory of his parents, Mr. and Mrs. Daniel M. Shea; a brother, Michael F. Shea; and sisters, Katherine and Elizabeth. Income to be used exclusively for non-resident students residing in Worcester and awarded on a competitive basis.

The Christy & Timothy G. Sheehan '80 Loyola Scholarship: Established in 2005 by Christy and Timothy G. Sheehan, in loving memory of Fallon O'Toole McIntyre, to provide scholarship assistance to Holy Cross students.

Sheehan Family Scholarship: Established by an anonymous donor in 2006 with first priority to students from southeastern Massachusetts, northeastern Massachusetts, the cape and the islands.

Audrey Sheldon Memorial Fund for Music and the Arts: Established in 1982 by the Merlin Foundation. Income is designated for the Dana Scholars Program.

Lt. Timothy J. Shorten Scholarship Fund: Established by his wife Darlene in memory of 1st Lieutenant Timothy J. Shorten, U.S.M.C.R., '64.

The Dr. John J. Slattery Scholarship Fund: Established in 1985 by a bequest from the estate of Dr. John J. Slattery '24 for the purpose of aiding students who are desirous of obtaining a premedical education.

The Elizabeth Spang Scholarship: Established in 1936 by the will of Elizabeth Spang of West Haven, Conn.

The Garrett H. Spillane III Scholarship: Established in 1986 by Garrett H. Spillane and Frances C. Spillane in memory of their son, Garrett H. Spillane III '80.

The Francis X. Stankard '53 Family Endowed Scholarship Fund: Established by Elsa and Francis Stankard '53, the fund is to be utilized to provide financial aid to students from St. Sebastian's School in Needham, Mass., and Montrose School in Medfield, Mass., by providing merit support for students who would not likely be able to attend the College given the normal financial aid package being offered. Student recipients should have high academic achievement, high potential to impact the College community and have need for merit grant. In the event that a graduate of St. Sebastian's or Montrose is not eligible, the College will award the scholarship to a student from another Catholic high school.

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 William J. Stoloski and Bonnie Walsh Stoloski Scholarship: Established by William J. Stoloski '58, the scholarship is to provide financial assistance to needy students. First preference should be given to a student with demonstrated need who has served in the Tutor Corps Program at the Guadalupe Center of Immokalee, Fl. Realizing there may not always be such a qualified student, second preference should be given to a student with demonstrated need who is a graduate of Josephinum Academy of Chicago, Ill. or to a student from a Nativity or Cristo-Rey or a comparable Catholic school.

The Robert J. Stransky Scholarship and Research Fellowship in the Sciences: Established in 2000 by the Robert J. Stransky Foundation to provide scholarship support and research fellowship in the sciences. The Fund is restricted to juniors and seniors majoring in the 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.

Edward, Gertrude and Mary Joan Sugrue Memorial Scholarship: Established in 2014 from the estate of Mary Joan Sugrue in memory of her parents, Edward D. Sugrue '26 and Gertrude Sugrue for premedical 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.

The Timothy B. Sullivan '61 Scholarship: Established in 2003 with a gift from Louise Sullivan and her children, Cornelius J. Sullivan '85 and Kathleen S. Wunderlick '88 and Robert V. Wunderlick '88 to honor Timothy B. Sullivan '61. The Scholarship supports financial aid awards or other extraordinary financial needs of students from Foxboro, Mass., or students from Bishop Feehan High School in Attleboro, Mass., the school attended by the children of Timothy and Louise Sullivan.

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 Troy Family Scholarship Fund: Established by Thomas F. Troy '77 to provide financial aid support with a preference given to students from Cristo Rey New York High School, St. Anthony's High School in Jersey City, or St. Ignatius Nativity Middle School. If a qualified student from one the three schools noted is not available, the Scholarship can be awarded to a student from a Catholic high school from the New York metropolitan area.

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 Rev. David W. Twomey, S.J., Scholarship: Established in 1955 by gifts from family and friends of Fr. Twomey, S.J.

Francis X. Van Houten, M.D. '61 Financial Aid Fund: Established in 2010 by Karen Van Houten '86, Paul Van Houten and Scott Van Houten to provide unrestricted support to the College's financial aid budget in support of deserving students. Should the donors increase the principal funding level, the donors request the Fund to provide financial aid to students from single parent families or for students who were adopted at birth.

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.

Walsh Family Scholarship: Established in 2012 by Mark A. Walsh '81 to provide merit aid support for students who demonstrate financial need beyond the standard financial aid calculation, and who have high academic achievement and high potential to impact the Holy Cross community.

The Rev. Robert Walsh Scholarship: Established in 1895, limited to residents of the Immaculate Conception Parish, Worcester, Mass.

The Daniel J. Wellehan, Jr. Family Scholarship Fund: Established in 2005 with a gift from Daniel J. Wellehan, Jr. '55, to provide assistance to students with preference to students from Maine.

The Charles S. Whelan M.D. '29 Premedical Scholarship Fund: Established in 1998 to provide scholarship assistance to Holy Cross premedical students.

The George J. White Memorial Scholarship Fund: Established in 1994 by a gift from George J. White '39 for a resident of Worcester, Mass.

The Paul J. Whitney '45 Scholarship: Established in 2003 by the estate of Paul J. Whitney '45 to provide scholarship assistance to students with preference given to English majors.

The Stephen W. Wilby Scholarship: Founded by the Naugatuck Valley Alumni Association and friends in Connecticut.

The Kathleen Willett '08 Scholarship Fund: Established by Janice and Joseph Willett P08 to provide scholarship assistance to Holy Cross students.

The Edward Bennett Williams Scholarship Fund: Established in 1988 by family, friends and trustees of the College in honor of Edward Bennett Williams of the Class of 1941.

The John A. Willo Scholarship: Established by a gift from Mrs. John A. Willo in memory of her late husband.

The Wilson Family Fund: Established in 2006 by H. James Wilson '67, for general support of the financial aid budget.

Owen J. Wood Scholarship Fund: Established in 1967 in memory of Owen J. Wood '66 by The Worcester Undergraduate Club. The income is to be used to provide financial aid to a Worcester area student, with preference given to orphans.

Worcester Federal Savings and Loan Association Educational Fund: Established in 1960.

The Suzanne and Bob Wright Scholarship Fund: Established in 2005 by Robert C. Wright '65 as a merit scholarship for students from Chaminade High School in Mineola, N.Y.

The Edward A. Wyatt Scholarship Fund: Established in 1998 by John E. Luth '74 and Elizabeth S. Wyatt in honor of her father, Edward Avery Wyatt IV. The scholarship shall provide financial aid to one or more students who have a demonstrated interest in journalism or other literary pursuits.

Financial Aid Acknowledgements

Many Holy Cross alumni clubs sponsor students of their selection for complete or partial tuition scholarships. Among those who have participated in this program are: Holy Cross Alumni Club of Worcester, Holy Cross Club of Boston, Holy Cross Club of Long Island, Holy Cross Club of New York, Holy Cross Club of Rhode Island, the Holy Cross Club of Eastern New York, Holy Cross Club of Rochester, and the Holy Cross Club of Pioneer Valley. Many of these clubs are annual contributors; others contribute at various times. Grateful acknowledgement is also due to the many corporations, foundations, fraternal organizations, P.T.A.s, high school associations and similar groups that have aided students by financial contributions toward tuition costs.

Office of the College Chaplains

Inspired by our Jesuit identity and mindful of the realities of our age, the College Chaplains affirm the value of integrating faith and the intellectual life. In a spirit of hospitality and dialogue, we invite all members of the Holy Cross community to grow in faith through worship, contemplation, study, service, and solidarity.

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

Through relevant learning experiences, students begin to take ownership of their lives and develop skills needed for life and work. The professionals in Student Affairs are committed to providing students with cocurricular experiences which educate them for social responsibility, engage them in self-discovery, and empower pursuit of their passions, preparing them to be active, creative, knowledgeable and ethical participants in a globally connected world.

In the context of a residential environment, the Division of Student Affairs assists students in their growth and development in every facet of life: intellectual, psychological, social, spiritual, cultural, physical, and vocational. Our programs and services help students develop the skills that will enable them to live purposeful and balanced lives. In partnership with other members of the College community, we foster an environment in which the pursuit of excellence permeates our efforts.

Informed by Ignatian principles, we encourage students to seek God in all the diversity of persons and things. We teach students to exercise leadership in service to others, and to participate and promote a community characterized by caring and respect for the worth and dignity of every human being. Our contribution to the quality of the Holy Cross education is measured by the degree to which our students become known as leaders, are seen for their strength of character, are respected for their commitment to faith, family, and community, and are regarded as exemplary citizens who apply their talents and abilities in service to others.

Office of the Vice President for Student Affairs/Dean of Students

Fourteen departments/offices, each under an associate dean or director, report directly to the Vice President for Student Affairs/Dean of Students. These offices represent the distinctive functions of the Division: Student Life, Student Development Services, Student Conduct and Community Standards, Multicultural Education, Public Safety and Center for Career Development.

Community Standards

When students accept admission to the College of the Holy Cross, they accept the rights and responsibilities of membership in the College's academic and social community. High standards have been established for membership in this community, including high standards for personal conduct and behavior.

The College of the Holy Cross assumes that all students will abide by the policies, rules, and regulations of the College as well as by state, local, and federal laws. Community Standards and Disciplinary Procedures have been established to define standards of student conduct and address allegations of misconduct. The College's Community Standards and Disciplinary Procedures may be found in the Student Handbook.

Office of Multicultural Education

The Office of Multicultural Education educates, promotes and serves to empower the campus community on issues of diversity, multiculturalism, and the value of human differences. In keeping with Holy Cross' mission and heritage of developing caring and just communities, the Office of Multicultural Education advocates for an awareness of and sensitivity toward differences of race, culture, ethnicity, national origin, gender, age, sexual orientation, religion and disabilities among its students, faculty, administrators, and staff. Through classes, workshops, training sessions, peer education and consultations, opportunities are provided for growth and development of each member of the community.

These programmatic activities are offered to increase educational awareness, initiate critical thinking, encourage dialogue and discussion, and promote constructive analysis around differences within the human experience. It is our belief that through the exchange of diverse ideas we open ourselves to achieving greater understanding and greater engagement of thought. Participation by all campus members ensures our campus to be one which is responsive to and reflective of the diversity found within its community.

Our mission statement also guides us to be a community with shared responsibility for integrated learning—challenging our own assumptions, exposing our own beliefs, and expanding our own experiences, thereby preparing our students to become socially responsible and informed citizens in our ever-changing national and global arenas. Underlying this mission is the goal for the entire community to acquire further knowledge and the applicable skills needed to effectively address any behaviors, thoughts, and feelings that interfere with honest exchange and cross-cultural understanding.

The College of the Holy Cross is firmly committed to the positive development of a campus that is supportive of and conducive to all of its members. It is an institutional priority.

Student Life

Residence Life and Housing

As a residential college, much of campus life at Holy Cross is centered in the 11 residence halls. The residential experience is designed to complement and enhance in-class learning. Building positive communities within the residence halls is essential for personal growth and development. By living and learning with other students in shared residence, it is our hope students will develop a sense of identity and purpose, allowing for meaningful interactions with others. Opportunities and responsibilities associated with citizenship exist in the residence halls and other campus communities. With these goals in mind, a dedicated staff of Residence Life professionals and upper-class student leaders live in the halls. Resident Assistants (RAs) are student leaders who help build community, respond to concerns and provide guidance. These students are selected for their maturity, responsibility and leadership qualities. They are trained to respond to the needs of students. They are supported by Head Resident Assistants (HRAs), Student Resident Directors (SRDs) and professional staff.

Every residence hall has a live-in professional staff member. Community Development Coordinators (CDCs) typically have earned Masters Degrees and have experience in higher education and student development. Some have spouses and children who also live in the residence halls.

Student Involvement

Holy Cross offers a wide variety of student activities, recreational programs, leadership experiences, cultural events, and formal and informal entertainment that not only provides a respite from the rigors of academic life, but also encourages individual creativity, intellectual development, and an awareness of issues confronting society. Cocurricular involvement has long been considered an integral part of the College and all students are encouraged to participate in the wide range of clubs, organizations, events and activities available.

There are more than 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 Student Government Association (SGA). The central representative body of Holy Cross students, SGA consists of elected officers and students who are appointed to serve on various faculty, student and campus-wide committees.

New students and parents are introduced to the College at our Summer Gateways Orientation program in June. Students have the chance to meet classmates, their class dean, their class chaplain, faculty, and administrators. They meet with an advisor regarding course selection and become acquainted with many resources. A separate program for parents includes introductions as well as topic presentations.

Students return to campus on move-in day and participate in a comprehensive orientation that addresses academic and cocurricular interests.

Leadership is a significant component of the student life experience. Opportunities for skill enhancement, self reflection, and competency development are offered throughout the year in cooperation with faculty and other administrative offices.

Events

Many organizations and departments coordinate events, including distinguished speakers, musical performances, social engagements, cultural programs and other activities ranging from intellectually stimulating to purely entertaining. With more than 100 Recognized Student Organizations (RSOs) planning approximately 250 events per year, there is always something to do on "The Hill."

In light of demanding academic schedules, the College recognizes the necessity of having positive social outlets for students. When it comes to late night activities, a variety of Friday night programs can be found. These events include comedians, singer-songwriters and cultural performances. Every weekend we offer a diverse calendar of late night programming. Some of these events include The Edge, a late night dance party, Stress Free Saturday, coffee house performances, and more. During afternoons and evenings the SGA provides shuttles to the Shoppes at Blackstone Valley and on the weekends to Providence and Boston so students can enjoy shopping and entertainment opportunities in local and metropolitan areas.

Recreation, Intramurals, and Club Sports

The College promotes a wide range of recreational activities and organizations that provide students with on- and off-campus opportunities to participate, compete, lead, learn and grow in accord with the Jesuit ideal of Cura Personalis (Care of Self and Others – Mind, Body, Spirit). Holy Cross currently has 24 club sports that are student-led Recognized Student Organizations (RSOs), which arrange activities around a common interest in a particular sport, vary in competition level and intensity, and are eligible to compete against other colleges and universities. The Intramurals program includes several on-campus sports leagues and events such as soccer, volleyball, flag football, handball, basketball, and softball, which are open to all members of the Holy Cross community. Intramural participants have the opportunity to play against other Holy Cross teams in weekly league play, culminating in an intramural league championship. The Office of Recreation, Intramurals and Club Sports (RICS) supports on- and off-campus recreational activities including the Family Fun Run/Jesuit Jaunt, dodgeball, broomball, Indoor soccer tournaments, “Get off the Hill” skiing, canoeing and hiking excursions, triathlons, as well as collaborative recreational programming with student-run organizations focused on the concept of service for and with others.

Holy Cross Band Program

Whether performing in world-class concert halls or historic athletics venues, the Holy Cross Bands are committed to serving and engaging the campus community with quality music, excellent people and enjoyable experiences.

Dating back to 1845, the band program at Holy Cross has one of the longest running legacies of any organization on campus. Comprised of three performing ensembles and exploratory programs for new musicians, the Holy Cross Bands provide opportunities for all students to participate in marching, pep and concert bands.

The band department is a catalyst between the Office of Student Life, Department of Athletics and the music department. We support many events and functions on campus, in our community and even abroad. Because of our relationship with our campus community, the Holy Cross Bands provide opportunities for our students and audiences that no other program on campus offers.

We are actively seeking new members to participate in our program and ensembles. For more information, please visit our website at www.holycross.edu/bands or email us at bands@holycross.edu.

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* 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 Counseling Center is accredited by the International Association of Counseling Services, Inc. The following services are offered at the Counseling Center:

Individual Counseling and Psychotherapy: Clinicians are available to meet individually with students to address a variety of concerns. The number of sessions is determined collaboratively with the student.

Group Counseling: A variety of groups is offered periodically, giving students the opportunity to meet with a staff member and other students experiencing similar issues.

Consultation: Clinicians are available to provide consultations to members of the College community who desire psychological advice regarding concerns about students.

Outreach Programs: A variety of workshops for students is offered on topics such as stress management, relationship issues and raising awareness about mental health. The Counseling Center psychologists also facilitate two peer education programs—Counseling Outreach Peer Educators (COPE) and Relationship Peer Educators (RPE).

Psychiatric Services: A consulting psychiatrist is available, for a fee, to students who are participating in counseling.

Crisis & Emergency Services: Appointment times are 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.

Students interested in making an appointment may call the Counseling Center at (508) 793-3363 or visit us at Hogan 207 Monday through Friday from 9 a.m.–noon and 1–5 p.m. during the academic year. For more information about the Counseling Center, please visit our website at www.holycross.edu/counseling_center.

Office of Disability Services

The Office of Disability Services coordinates assistance for students with disabilities in order to promote equal access to College programs and services. The Office seeks to assist students and their families in making the necessary arrangements to facilitate full participation in academic and cocurricular pursuits.

The College of the Holy Cross complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, the ADA Amendments of 2008, and applicable local, state and federal statutes regarding nondiscrimination against persons with disabilities.

The Office of Disability Services is located in Room 215A of the Hogan Campus Center. The director of the office or the coordinator of Disability Services is available for consultation and may be contacted by telephone at (508) 793-3693, or FAX: (508) 793-3585. For further information please visit our website at:<http://www.holycross.edu/health-wellness-and-access/office-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 are available by appointment Monday through Friday, 20 hours per week. Health Services is also staffed by nurse practitioners and registered nurses. Students are referred to specialists or emergency room medical care, if indicated. In addition, nutrition-medical therapy, asthma education, smoking cessation, and massage therapy are available at Health Services. Demonstrating its commitment to quality and excellence, Health Services is accredited by the Accreditation Association for Ambulatory Health Care, Inc. and is an institutional member of the American College Health Association.

Health Services is located in Loyola Hall. Hours of operation are Monday through Friday: 9 a.m.–noon and 1–5 p.m. during the academic year. Public Safety responds to emergencies. An on-call physician is available for acute illness after hours at (508) 334-8830. Appointments can be scheduled by calling (508) 793-2276.

Wellness Programming

The primary goal of the Office of Wellness Programming is to coordinate the Alcohol and Drug Prevention Program of the College. All departments within the Office of Student Affairs play a role in implementing the college alcohol and drug policy through education or enforcement. Students are informed about the laws pertaining to alcohol and drugs, the college policy, community standards, and the consequences to oneself and others as the result of participating in high risk drinking and/or drug use. Wellness Programming aims to create an atmosphere on campus that encourages students to make responsible, low risk choices in regards to the use of alcohol and/or other substances.

In addition, Wellness Programming provides opportunities for students, faculty and staff to participate in activities that will promote optimal wellness.

The resources and programs offered by the office include: the coordination of AlcoholEdu and Haven; two online programs that educate students about alcohol and understanding sexual assault, individual meeting with students who have been sanctioned for alcohol or drug violations, an on-line student health newsletter, a variety of exercise options including Yoga, Pilates, Kickboxing, Zumba and Spinning, 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. New initiatives this year have included holding an AA Meeting on campus and initiating programs for students in recovery. Zentangle workshops and an annual massage workshop are held to help with stress reduction, and relaxation downloads appear on the Office of Wellness Programming web page. The office is located in Hogan 225, and is open from 9 a.m.–5 p.m. Monday through Friday.

Career Development

Center for Career Development

A strong liberal arts education is an excellent foundation for professional and personal success. The achievements of Holy Cross graduates across the spectrum of careers are a testimony to the value of a Holy Cross education in relation to career development. While the academic experience at Holy Cross develops skills that are crucial for career success, it does not necessarily focus or direct a student to any particular occupational area. For this reason, early involvement in career development activities maximizes the opportunities that will be available to a student throughout her/his time at the College as well as upon graduation.

The staff of the Center for Career Development assist students in identifying and clarifying their career objectives, provide vehicles to explore careers and industries, teach skills and strategies for conducting a successful internship and job search, and provide resources for students to connect with employers who are hiring for internships and full-time jobs. Students are encouraged to engage with the Center for Career Development beginning in their first year and throughout their four years at Holy Cross.

The resources and programs offered by the Center include: individual career counseling, internship and job databases, workshops, resume and cover letter critiques, mock interviews, career panels, a shadowing program, on-campus recruiting, resume referral, career fairs, networking receptions, employer visits, a credential file service, and web resources. A database of Holy Cross graduates who have volunteered to serve as career advisors is also available to all students. The Center for Career Development also administers the Summer Internship Fund, meant to provide limited financial assistance for students who secure unpaid internships. The Center is also a member of the Liberal Arts Career NetWORK (LACN), a consortium that provides online career information and additional internship opportunities for students.

Career Development services are available to all students. The Center is located in Hogan 203 and is open from 8 a.m. to 5 p.m. during the academic year. Summer hours are 8:30 a.m. to 4:30 p.m.

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 email, 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

Mission Statement

The Mission of the Department of Athletics at the College of the Holy Cross is to promote the intellectual, physical, and moral development of our students. Through Division I athletics participation, our young men and women learn a self-discipline that has significant present and long-term positive 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 in a team environment. 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 important virtues, a few sports played at Holy Cross have the added value of focusing alumni, student, and fan support in enhancing our reputation locally, regionally and nationally. Holy Cross commits itself to accomplishment and distinction in these sports, which are a rich part of our tradition, choosing 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 athletics teams. Intercollegiate sports for men are baseball, basketball, cross country, football, golf, ice hockey, lacrosse, rowing, soccer, swimming & diving, tennis, and indoor and outdoor track & field. Crusader women compete in basketball, cross country, field hockey, golf, ice hockey, lacrosse, rowing, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, and volleyball. A charter member of the Patriot League, Holy Cross competes with American, Army, Boston University, Bucknell, Colgate, Lafayette, Lehigh, Loyola (Md.) 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, American Athletic Conference and America East Conference. The men's ice hockey team is a member of the Atlantic Hockey Association.

Facilities

The College's athletics fields are superbly maintained by its award-winning grounds staff. The football stadium seating 23,500, the lighted baseball stadium seating 3,000, eight tennis courts, and a softball fields are located on lower campus. On upper campus, the lighted Linda Johnson Smith Soccer Stadium seats 1,250, and Kuzniewski Field serving Lacrosse and Football seats 1,290. Also located on upper campus is a lighted artificial-turf field serving Field Hockey, surrounded by an eight-lane running track.

The Hart Center at the Luth Athletic Complex—home to the Crusader Basketball, Swimming & Diving, and Ice Hockey teams—is currently undergoing a renovation and expansion which will serve both the championship dreams and wellness goals of the entire Holy Cross student body. In addition to the 4,000-seat basketball arena, 1,200-seat ice rink, and six-lane swimming pool with a separate

diving area, the Hart Center houses squash and racquetball courts, locker and shower facilities, exercise equipment, and a rowing practice tank. Also located in the Hart Center is a fully equipped wellness center for use by the general student body, and a specialized strength and conditioning facility for varsity student-athletes.

The fieldhouse serves as the home of the Volleyball team, which plays and practices on a Response Sport Court. For general use, the fieldhouse has a tartan surface and contains basketball and volleyball courts, a running track, and locker rooms. The fieldhouse also serves as a practice site for several teams and clubs.

The Men's and Women's Rowing teams practice and compete on nearby Lake Quinsigamond, one of the world's finest venues for crew and scene for many years of the Eastern Sprints rowing regatta. The lake also serves as the home port for the College's sailing club.

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William J. Williams, Jr. '58*

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Debora Cain, RN-BC

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

Sylvia M. Schmitz-Burgard

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

Jack Schneider

Ph.D., Stanford University
Assistant Professor, Education

Melissa A. Schoenberger

Ph.D., Boston University
Visiting Assistant Professor, English

Leslie Schomp

M.F.A., Massachusetts College of Art
Visiting Assistant Professor, Visual Arts

Daniel Schwab

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

Bianca R. Sculimbrene

Ph.D., Boston College
Associate Professor, Chemistry

Aaron M. Seider

Ph.D., University of Chicago
Assistant Professor, Classics

Lorelle D. Semley

Ph.D., Northwestern University
Associate Professor, History

Gary Senecal

Ph.D., University of West Georgia
Visiting Assistant Professor, Psychology

Ann M. Sheehy

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

Janine Shertzer

Ph.D., Brown University
*Distinguished Professor of Science
Professor, Physics*

May Sim

Ph.D., Vanderbilt University
Professor, Philosophy

D. Neel Smith

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

Edward J. Soares

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

William V. Sobczak

Ph.D., Cornell University
Professor, Biology

Giovanni Spani

Ph.D., Indiana University
Associate Professor, Italian

Matthew Gardner Spencer

Ph.D., Cornell University
*Visiting Assistant Professor, Mathematics
and Computer Science*

Sarah Stanbury

Ph.D., Brown University
*Distinguished Professor of Arts and Humanities
Professor, English*

William E. Stempsey, S.J.

M.D., State University of New York, Buffalo
Ph.D., Georgetown University
Professor, Philosophy

Shannon R. Stock

Ph.D., Harvard University
*Assistant Professor, Mathematics and
Computer Science*

Cynthia L. Stone

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

Karsten R. Stueber

Ph.D., University of Tübingen
Professor, Philosophy

Lulei Su

Cand. Ph.D., Ohio State University

Visiting Instructor, Chinese

Kathleen Suchenski

M.A., University of Wisconsin, Madison
Visiting Lecturer, French

Sally Sullivan

M.Ed., Cambridge College
Visiting Lecturer, Education

Susan Crawford Sullivan (2)

Ph.D., Harvard University
Associate Professor, Sociology

Justin C. Svec

Ph.D., Columbia University
Associate Professor, Economics

Jennifer Swalec

Cand., Ph.D., Brown University
Visiting Instructor, Classics

Susan Elizabeth Sweeney

Ph.D., Brown University
Professor, English

Yutian Tan

Cand., Ph.D., Ohio State University
Visiting Instructor, Chinese

Karen Teitel

Ph.D., University of Massachusetts, Amherst
Associate Professor, Accounting

Ward J. Thomas (3)

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

Catherine I. Thompson

Ph.D., University of Connecticut
Visiting Assistant Professor, History

Benjamin Tiven

M.F.A., Tufts University
Visiting Lecturer, Visual Arts

Karen L. Turner

Ph.D., University of Michigan
*Distinguished Professor of Humanities
Professor, History*

Madeline Vargas

Ph.D., University of Connecticut
Professor, Biology

Frank Vellaccio

Ph.D., Massachusetts Institute of Technology
Associate Professor, Chemistry

Steve Vineberg

Ph.D., Stanford University
*Distinguished Professor of Arts and Humanities
Professor, Theatre*

Edward J. Vodoklys, S.J.

Ph.D., Harvard University
Senior Lecturer, Classics

Jessica P. Waldoff (1)

Ph.D., Cornell University
Associate Professor, Music

Kevin A. Walsh

Ph.D., Cornell University
Assistant Professor, Computer Science

Lihua Wang

Ph.D., Northeastern University
Visiting Assistant Professor, Sociology

Melissa F. Weiner (3)

Ph.D., University of Minnesota, Minneapolis
Associate Professor, Sociology

James Welu

Ph.D., Boston University
Visiting Lecturer, Visual Arts

Michael R. West

Ph.D., Columbia University
Associate Professor, History

Helen M. Whall

Ph.D., Yale University
Professor, English

Marguerite T. White

M.F.A., University of Texas
Visiting Lecturer, Visual Arts

Jessica Lucas Whitt

Ph.D., University of Maryland
Visiting Assistant Professor, Biology

Kelly Wolfe-Bellin

Ph.D., Iowa State University
Lecturer, Biology

William C. Woody, S.J.

M.A., Fordham University
Pre-doctoral Teaching Fellow, Philosophy

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

Ph.D., University of Cambridge
Professor, History

Timothy D. Wrenn

B.A., United States Naval Academy
Instructor, Naval Science

De-Ping Yang

Ph.D., University of Connecticut
Professor, Physics

Stephanie E. Yuhl

Ph.D., Duke University
Professor, History

Code Key for Faculty:

- 1 - On Leave 2016-2017
- 2 - On Leave fall 2016
- 3 - On Leave spring 2017

Professors Emeriti, 2016–2017

John B. Anderson

Associate Professor Emeritus, History

Charles A. Baker

Associate Professor Emeritus, French

Ross W. Beales

Professor Emeritus, History

Eckhard Bernstein

Professor Emeritus, German

Robert L. Brandfon

Professor Emeritus, History

Hanna Buczynska-Garewicz

Professor Emerita, Philosophy

Edward F. Callahan

Professor Emeritus, English

John R. Carter

Professor Emeritus, Economics

Hermann J. Cloeren

Professor Emeritus, Philosophy

Robert K. Cording

Professor Emeritus, English

Daniel G. Dewey

Associate Professor Emeritus, Mathematics

Caren G. Dubnoff

Associate Professor Emerita, Political Science

James T. Flynn

Professor Emeritus, History

Theodore P. Fraser

Professor Emeritus, French

William A. Green

Professor Emeritus, History

Hilde S. Hein

Associate Professor Emerita, Philosophy

Edward J. Herson, Jr.

Associate Professor Emeritus, Theatre

Mary E. Hobgood

Associate Professor Emerita, Religious Studies

George R. Hoffman

*Distinguished Professor of Science Emeritus,
Biology*

Carolyn Howe

*Associate Professor Emerita, Sociology
and Anthropology*

David M. Hummon

Professor Emeritus, Sociology

Patrick J. Ireland

Associate Professor Emeritus, English

James M. Kee

Professor Emeritus, English

Edward F. Kennedy

Professor Emeritus, Physics

Ambroise Kom

Professor Emeritus, French

George N. Kostich

Associate Professor Emeritus, Russian

Anthony J. Kuzniewski S.J.

Professor Emeritus, History

Alice L. Laffey

Associate Professor Emerita, Religious Studies

Normand J. Lamoureux

Professor Emeritus, French

Vincent A. Lapomarda, S.J.

Associate Professor Emeritus, History

Thomas M.C. Lawler

Professor Emeritus, English

Mary Lee S. Ledbetter

Professor Emerita, Biology

Jerry L. Lembcke

Associate Professor Emeritus, Sociology

Mark E. Lincicome

Associate Professor Emeritus, History

Kornath Madhavan

Professor Emeritus, Biology

Richard E. Matlak

Professor Emeritus, English

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

William R. Morse

Associate Professor Emeritus, English

James B. Nickoloff

Associate Professor Emeritus, Religious Studies

David J. O'Brien

Loyola Professor Emeritus, History

John D. O'Connell

*Associate Professor Emeritus, Accounting
and Economics*

John F. O'Connell

Professor Emeritus, Economics

Clyde V. Pax

Professor Emeritus, Philosophy

Peter Perkins

Professor Emeritus, Mathematics

Frank Petrella, Jr.

Professor Emeritus, Economics

James F. Powers

Professor Emeritus, History

John P. Reboli, S.J.

Associate Professor Emeritus, Visual Arts

Robert W. Ricci

Professor Emeritus, Chemistry

Susan Rodgers

*Distinguished Professor Emerita, Sociology
and Anthropology*

Philip C. Rule, S.J.

Professor Emeritus, English

William J. Rynders

Associate Professor Emeritus, Theatre

Nicholas Sanchez

Professor Emeritus, Economics

Royce A. Singleton, Jr.

Professor Emeritus, Sociology

Victoria L. Swigert

Professor Emerita, Sociology

Frank Tangherlini

Associate Professor Emeritus, Physics

Melvin C. Tews

Associate Professor Emeritus, Mathematics

Edward H. Thompson, Jr.

Professor Emeritus, Sociology

Jorge H. Valdes

Associate Professor Emeritus, Spanish

Charles Weiss

Associate Professor Emeritus, Psychology

William J. Ziobro

Associate Professor Emeritus, Classics

William L. Zwiebel

*Professor Emeritus, Modern Languages
and Literatures*

College Councils and Committees, 2016-2017

Finance and Planning Council

Ex Officio

Philip L. Boroughs, S.J., *President*

Tracy Barlok, *Vice President for the Office of Advancement and Alumni Relations*

Margaret N. Freije, *Vice President for Academic Affairs and Dean of the College*

William Campbell, S.J., *Vice President for Mission*

Dorothy A. Hauver, *Vice President for Administration and Finance*

Marybeth Kearns-Barrett, *Director, Office of College Chaplains*

Jaqueline D. Peterson, *Vice President for Student Affairs and Dean of Students*

Frank Vellaccio, *Senior Vice President*

Teaching Faculty

Division A

Alisa DeStefano (June '17)

Division B

Helen Whall (June '17)

Division C

Justin Svec (June '18)

Division D

Kendy Hess (June '18)

Administrative Faculty

Ann McDermott (June '17)

Student Life Division

Paul Irish (June '18)

Students

Edward DeLuca '17

Sean Manning '19

Matthew Ray '17

Student Life Council

Ex Officio

Paul Galvinhill, *Director, Counseling Center*

Paul Irish, *Associate Dean of Students*

Marybeth Kearns-Barrett, *Director, Office of College Chaplains*

Neal E. Lipsitz, *Associate Dean for Student Development*

Mable Millner, *Associate Dean of Students for Diversity and Inclusion*

Jaqueline D. Peterson, *Vice President for Student Affairs and Dean of Students*

Nathan Pine, *Director, Athletics*

Derek Zuckerman, *Associate Dean for Student Life*

Estrella Cibreiro-Couce, *Class Dean*

Teaching Faculty

Predrag Cicovacki (June '17)

Andre Isaacs (June '18)

Edward O'Donnell (June '18)

Students

Campbell Loeber '18

Ameer Phillips '17

Keith Plummer '17

Jordan Swift '17

Academic Affairs Council

Ex Officio

Susan Amatangelo (June '18)

Margaret N. Freije, *Vice President for Academic Affairs and Dean of the College*

Teaching Faculty

Division A

Leon Claessens, *Biology* (June '18)

Elizabeth Landis, *Chemistry* (June '18)

Timothy Roach, *Physics* (June '18)

Constane Royden, *Mathematics & Computer Science* (June '17)

Division B

Ji Hao, *Modern Languages and Literatures* (June '17)

Scott Malia, *Theatre* (June '17)

K.J. Rawson, *English* (June '18)

Susan Schmidt, *Visual Arts* (June '17)

Cynthia Stone, *Spanish* (June '17)

Jessica Waldoff, *Music* (June '17)

Division C

Renee Beard, Sociology and Anthropology
(June '17)

Donald Brand, Political Science (June '18)

Miles Cahill, Economics and Accounting
replacing Prof. O'Connor

Gregory Di Girolamo, Psychology (June '18)

Daina Harvey, Sociology and Anthropology
replacing Prof. Beard

Debra O'Connor, Economics and Accounting
(June '17)
on leave Spring 2017

Jack Schneider, Education (June '17)

Division D

Robert Green, Religious Studies, (June '18)

Justin Peche', History (June '18)

John Manoussakis, Philosophy (June '18)

Aaron Seider, Classics (June '18)

Administrative Faculty

Mable Millner (June '17)

Patricia Ring (June '18)

Students

Emily Breakell '17

Mark Lies '17

General Committees of the Faculty

Committee on Faculty Affairs

Division A

Joshua Farrell, *Tenured Rank* (June '18)

Julia Paxson, *Untenured Rank* (June '17)

Division B

Daniel Dicenso, *Untenured Rank* (June '17)

Debra Gettelman, *Tenured Rank* (June '18)

Division C

Stephenie Chaudoir, *Untenured Rank* (June '18)

Kolleen Rask, *Tenured Rank* (June '17)

Division D

Sahar Bazzaz, *Tenured Rank* (June '17)

Peter Fritze, *Untenured Rank* (June '18)

At-Large

Paul Oxley (June '17)

Committee on Tenure and Promotion

Ex Officio

Margaret N. Freije, *Vice President for Academic
Affairs and Dean of the College*

Teaching Faculty

Division A

David Damiano

replacing Prof. Ober

Karen Ober (June '17)

on leave Fall 2016

Bianca Siculimbrenne (June '18)

Division B

Sarah Luria (June '18)

Thibaut Schilt (June '17)

Division C

Jumi Hayaki (June '18)

Debra O'conner

replacing Prof. Thomas

Ward Thomas (June '17)

on leave Spring 2017

Division D

Andrea Borghini (June '18)

Caroline Johnson Hodge (June '17)

Faculty Compensation Committee

Tenured Rank

Melissa Boyle (June '18)

Victor Matheson (June '17)

Untenured Rank

Eric Ruggieri (June '17)

Shannon Stock (June '18)

Standing Committees of the Faculty

Committee on Academic Standing

Ex Officio

Margaret N. Freije, *Vice President for Academic
Affairs and Dean of the College*

Ann B. McDermott, *Director of Admissions*

Patricia Ring, *Registrar*

Teaching Faculty

Rosa Carrasquillo (June '17)

K.J. Rawson (June '18)

Aaron Seider (June '17)

Ann Sheehy (June '18)

Committee on the Curriculum

Ex Officio

Loren Cass, *Director, Center for Interdisciplinary Studies*

Ronald M. Jarret, *Associate Dean of the College*

Patricia Ring, *Registrar*

Teaching Faculty

Division A

Robert Bertin (June '18)

Paul Oxley (June '17)

Division B

Josep Alba-Salas (June '18)

Daniel DiCenso (June '17)

Division C

Florencia Anggoro (June '17)

Ellis Jones (June '18)

Division D

Lorraine Attreed (June '17)

D. Neel Smith (June '18)

Students

Mark Lies '17

Victoria Pennacchio '17

Committee on Interdisciplinary Studies

Ex Officio

Loren Cass, *Director, Center for Interdisciplinary Studies*

Susan M. Cunningham, *Associate Director, Center for Interdisciplinary Studies*

Gary P. DeAngelis, *Associate Director, Center for Interdisciplinary Studies*

Teaching Faculty

Alo Basu (June '17)

Min Lee (June '18)

Jennifer Lieb (June '17)

Leila Philip (June '18)

Students

TBD (2)

Committee on Faculty Scholarship

Ex Officio

Stacy Riseman, *Director, Sponsored Research*

Division A

Janine Shertzer (June '18)

Division B

Susan Amatangelo (June '17)

Division C

Stephenie Chaudoir (June '17)

Division D

Mary Ebbott (June '18)

Committees of the Faculty Appointed by the Dean of the College

Committee on Study Abroad

Ex Officio

Jimena Collingwood, *Assistant Director, Study Abroad*

Brittain Smith, *Director, Study Abroad*

Teaching Faculty

TBD

Health Professions Advising Committee

Ex Officio

Miles Cahill, *Advisor*

Teaching Faculty

Jumi Hayaki, *Associate Advisor* (June '17)

TBD

Allison Bryant Ludden (June '17)

TBD

Mary Doyle Roche (June '17)

TBD

TBD

Committee on Distinguished Fellowships and Graduate Studies

Ex Officio

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

Estrella Cibreiro, *Class Dean of the College, Class of 2018*

Patricia Kramer, *Class Dean of the College, Class of 2017*

Teaching Faculty

Cynthia Hooper (June '17)

TBD

TBD

TBD

Community Standards Board

Ex Officio

Paul Irish, *Associate Dean of Students*

Jacqueline D. Peterson, *Vice President for Student Affairs and Dean of Students*

Teaching Faculty

Alisa DeStefano (June '16)

Christopher Dustin (June '16)

TBD

TBD

TBD

TBD

College Committees Reporting to the President of the College

Board of Directors of Alumni Association

Edward Soares (June '18)

TBD

Athletic Council

Ex Officio

Dorothy A. Hauver, *Vice President for Administration and Finance*

Nathan Pine, *Director of Athletics*

Frank Vellaccio, *Senior Vice President*

Teaching Faculty

Andrea Borghini (June '18)

John Gavin (June '19)

Paige Reynolds (June '17)

Campus Center Advisory Council

Ex Officio

Dorothy A. Hauver, *Vice President for Administration and Finance*

Jeremiah O'Connor, *Director of Conference Services and Hogan Center*

Jacqueline D. Peterson, *Vice President for Student Affairs and Dean of Students*

Frank Vellaccio, *Senior Vice President*

Teaching Faculty

TBD

TBD

TBD

Alumni

TBD (2)

TBD (2)

Students

TBD (2)

TBD (2)

Incorporation and Accreditation

The College of the Holy Cross is a Massachusetts not-for-profit corporation subject to oversight by the Massachusetts Secretary of the Commonwealth and the Massachusetts Attorney General. The College of the Holy Cross is recognized as a tax-exempt 501(c)(3) corporation by the Internal Revenue Service.

Financial Information: For a copy of the College's current Financial Report, call the Treasurer's Office at (508) 793-2327. The report may also be viewed online at www.holycross.edu/abouthc/president/report.

Accreditation: The College is accredited by the New England Association of Schools and Colleges, Inc. (NEASC), a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the NEASC applies to the institution as a whole; as such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the NEASC should be directed to the administrative staff of the school or college. Individuals may also contact NEASC at 209 Burlington Road, Suite 201, Bedford, MA 01730-1433 or online at www.neasc.org.

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.

The Office of the General Counsel is located in O'Kane Hall, Room 158. Telephone (508) 793-3759.

Nondiscrimination Statement

The College of Holy Cross rejects and condemns all forms of harassment, wrongful discrimination, retaliation and disrespect and is committed to sustaining a welcoming environment for everyone and especially for those vulnerable to discrimination on the basis of race, religion, color, national origin, age, marital or parental status, veteran status, sex, disabilities, genetic information, sexual orientation or gender identity. It is the policy of the College to adhere to all applicable state and federal laws prohibiting discrimination. The College does not discriminate unlawfully in admission to, access to, treatment in or employment in its programs and activities on the basis of a person's race, religion, color, national origin, age, marital or parental status, veteran status, sex, disability, genetic information, sexual orientation or gender identity or any other legally protected status, while reserving its right where permitted by law to take action designed to promote its Jesuit and Catholic mission.

Unlawful discrimination, harassment and retaliation are prohibited and will not be tolerated at the College. Such behavior violates College policies and may result in disciplinary action, up to and including termination or dismissal from the College. To review the College's policies regarding discrimination and harassment and related investigation and resolution procedures, please see the following links: Sexual Misconduct Policy and discriminatory harassment policy.

The College has designated the Director of Human Resources and the Title IX Coordinator to oversee its compliance with state and federal non-discrimination and equal opportunity laws including, but not limited to, the Title IX Coordinator with respect to the Title IX of the Education Amendments Act of 1972 (Title IX) and the Director of Human Resources with respect to Section 504 of the Rehabilitation Act of 1973 (504) and the Americans with Disabilities Act of 1990 (ADA). Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment or retaliation may contact the Director of Human Resources or the Title IX Coordinator.

David Achenbach

Director of Human Resources
College of the Holy Cross
One College Street
O'Kane 72
Worcester, MA 01610
(508) 793-3320
dachenba@holycross.edu

Elizabeth Canning

Title IX Coordinator
College of the Holy Cross
Hogan Campus Center, Room 505
Worcester, MA 01610
508-793-3040
ecanning@holycross.edu

The College has appointed the following individuals to serve as Deputy EO/Title IX Coordinators:

Deputy Title IX Coordinators:

Josep Alba-Salas

Stein Hall, Room 414
508-793-2539
jalba@holycross.edu

Paul Irish

Hogan Campus Center, Room 109
508-793-2669
pirish@holycross.edu

Melisa Jaquez

Hogan Campus Center, Room 203
508-793-3592
mjaquez@holycross.edu

Ellen Keohane

Smith Hall, Room 101
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ekeohane@holycross.edu

Kate Kilby

O'Kane Hall, Room B72
508-793-3568
kkilby@holycross.edu

Theresa McBride

O'Kane Hall, Room 363
508-793-2770
tmcbride@holycross.edu

Rose Shea

Fieldhouse
508-793-2318
rshea@holycross.edu

In addition to the College's policies and procedures regarding discrimination and harassment, individuals who believe that they have been subjected to unlawful discrimination, harassment, or retaliation may file a complaint with government authorities by contacting the appropriate agency listed below:

**The U.S. Department of Education
Office for Civil Rights**

5 Post Office Square, 8th Floor
Boston, MA 02109-1424
(617) 289-0111
Fax (617) 289-0150; TDD (877) 521-2172
ocr.boston@ed.gov

Equal Employment Opportunity Commission

John F. Kennedy Federal Building,
475 Government Center
Boston, MA 02203
(617) 565-3200/(800) 669-4000

Massachusetts Commission Against Discrimination

Worcester City Hall
484 Main Street, Rm. 320
Worcester, MA 01608
(508) 453-3630

Boston Office
One Ashburton Place
Sixth Floor, Room 601
Boston, MA 02108
(617) 994-6000

Springfield Office
436 Dwight Street
Second Floor, Room 220
Springfield, MA 01103
(413) 739-2145

New Bedford Office
800 Purchase Street
Room 501
New Bedford, MA 02740
(508) 990-2390

Sexual Misconduct Policy and Discriminatory 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.

Unlawful discrimination, harassment, including sexual harassment and sexual violence, and retaliation are prohibited and will not be tolerated at the College. Such behavior violates College policies and may result in disciplinary action, up to and including termination or dismissal from the College. To review the College's policies regarding discrimination and harassment and related investigation and resolution procedures, please see the following links: Sexual Misconduct Policy and discriminatory harassment policy. For further information, including contact information for College officials who oversee the College's compliance with federal and state non-discrimination and equal opportunity laws, please see the Nondiscrimination Statement section of this catalog.

Title IX

The Office of the Director of Title IX Initiatives supports the College's commitment to a safe and inclusive community as evidenced by the College's Sexual Misconduct Policy. The work of the office is aligned with the mission of the College, where students are challenged to answer the question "What are our obligations to one another?" Respect for, and obligation to, another individual is the foundation of health relationships and the key to prevention.

The Director of Title IX (who is also the Title IX Coordinator) supports the College community through policy, education, and response. The Director manages the College's Sexual Misconduct Policy and collaborates with multiple departments on providing resources for those affected by sexual misconduct as well as educational opportunities for the prevention of sexual misconduct. The Director also manages concerns and complaints by all community members that relate to sexual misconduct and manages the response, investigation and resolution of complaints.

The Director of Title IX welcomes your questions and encourages all community members to understand the Sexual Misconduct Policy, including the definitions of prohibited behaviors, available resources to support community members, and the process for the investigation and resolution of complaints. If you would like to learn more, please stop by or make an appointment.

Elizabeth Canning, JD

Director of Title IX Initiatives/Cleary Act Compliance and Title IX Coordinator

College of the Holy Cross

Hogan Campus Center, Room 505

1 College Street,

Worcester, MA 01610

(508)793-3040

www.holycross.edu/sexual-respect-and-titled-ix

Clery Act Statement

Holy Cross is committed to assisting all members of the Holy Cross community in providing for their safety and security. Information regarding campus safety and security including crime prevention, public safety law enforcement authority, crime-reporting policies, crime statistics for the most recent three-year period, and disciplinary procedures is available upon request or can be found on the Holy Cross website.

If you would like a brochure containing this information, please contact the Public Safety Department at Holy Cross, One College Street, Worcester, MA 01610-2395, or telephone (508) 793-2224.

Bequests

Remembering Holy Cross in Your Will

A bequest to Holy Cross can be a powerful expression of your faith in the future of the College. A legacy gift provides significant future support to Holy Cross, while allowing you to retain the flexibility to update your plans as circumstances change. If you would like to join classmates and friends in the 1843 Society by making a bequest, simply include the following language in your will or trust:

I hereby give, devise, and bequeath to the Trustees of the College of the Holy Cross, a corporation existing under the laws of the Commonwealth of Massachusetts, located in Worcester, Massachusetts Tax Identification Number 04-2103558, (hereinafter referred to as “Holy Cross”), the following described property: _____

OR the sum of: _____.

OR _____ percent (_____%) of the rest, residue, and remainder of my estate.

Holy Cross shall use this gift...

Examples:

- ... for the College’s highest priorities.
- ... to provide financial aid to worthy students.
- ... for athletics.
- ... for faculty resources.

All types of assets, including cash, securities, real estate, and tangible personal property, can be transferred to Holy Cross through your estate. If you are interested in creating a restricted fund through your estate plan, we encourage you to contact the Holy Cross Office of Gift Planning to discuss the specifics of your desired gift and how it aligns with the College’s needs. This conversation will also help ensure that your wishes can be fulfilled by the College.

You may also consider naming the College as the beneficiary of your qualified retirement plan, donor advised fund, or a life insurance policy.

Quick Facts:

Legal Name: Trustees of the College of the Holy Cross

Tax ID Number: 04-2103558

Contact for Executors:

Karen S. Turpin, Director
Office of Gift Planning
College of the Holy Cross
One College Street
Worcester, MA 01610
508-793-2379
giftplanning@holycross.edu
<http://holycross.giftplans.org>

Over the last 15 years, Holy Cross alumni have bequeathed nearly \$30 million to the College through their wills and estates. These critical resources help to support and affirm the Jesuit Catholic mission. The support of these gifts from alumni, parents, and friends have allowed Holy Cross to grow and flourish through the years, generation after generation.

(This information is not intended as legal, tax, or investment advice. For such advice, please consult an attorney or a tax or investment professional.)

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