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Saint Mary's College of California

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Saint Mary's College of California

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

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

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

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

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

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

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

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

History

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

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

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

In 1889, the Saint Mary's campus moved from San Francisco to Oakland to the corner of 30th and Broadway, occupying a facility affectionately known as the "Brickpile." The College operated there until 1928, when it was moved to its current location in Moraga. The original Moraga campus was much smaller than the current campus; 11 of the original buildings, constructed in 1928 and 1929, are still in use today. They include the Chapel, Dante Hall, and Galileo Hall.

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

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

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

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

Chronological History

- 1863** Saint Mary's College on Mission Road in San Francisco dedicated on July 9 by Archbishop Joseph Sadoc Alemany.
- 1868** Arrival of the Christian Brothers, August 11, commercial curriculum established.
- 1872** Chartered by the state of California, May 20, Saint Mary's conferred its first bachelor of arts and its first bachelor of science.

- 1873** First master of arts degree conferred.
- 1889** Saint Mary's College moved to 30th and Broadway in Oakland; the Brickpile dedicated on August 15.
- 1894** Fire severely damaged the Brickpile; the College returned to the San Francisco campus for a year during rebuilding.
- 1901** Civil and mechanical engineering curriculum established.
- 1905** Art curriculum established at Saint Mary's College, the first Catholic college west of the Mississippi to offer a full art curriculum.
- 1906** School of Commerce established.
- 1910** Pre-medical curriculum established.
- 1921** School of Engineering, and School of Foreign Trade established.
- 1924** School of Education, and School of Law (evening) established.
- 1927** The College became the first Catholic men's college to join the Northwestern Association of Schools and Colleges.
- 1928** Saint Mary's College moved to the Moraga campus and was dedicated on September 3; School of Law remained in Oakland, and closed in 1931.
- 1933** School of Economics and Business Administration established.
- 1935** School of Arts and Letters, and School of Science (engineering, pre-medical, pre-dental and science curricula combined) established.
- 1941** World Classics Core Curriculum (now Collegiate Seminar) established.
- 1942-46** After the attack on Pearl Harbor, the Navy conducted preflight training at the College.
- 1946** School of Liberal Arts established.
- 1969** Brother Mel Anderson, FSC, became president of Saint Mary's College; 4-1-4 calendar established for undergraduate programs.
- 1970** Women are admitted to Saint Mary's College.
- 1974** Graduate and extended education divisions established.
- 1981** Intercollegiate baccalaureate program in nursing with Samuel Merritt College established.
- 1985** School of Extended Education, and School of Education established.
- 1987** 125th anniversary of the College's founding; its 60th year in Moraga.
- 1997** Brother Mel Anderson, FSC, D. Litt., L.H.D., retired after 28 years as president of Saint Mary's, and Brother Craig Franz, FSC, PhD, named new president.

- 1999** School of Education established College's first doctoral program, EdD in Educational Leadership.
- 2004** Brother Ronald Gallagher, FSC, PhD, named new president of Saint Mary's; Geissberger Observatory opens.
- 2007** Brousseau Hall christened, honoring Brother Alfred Brousseau.
- 2008** New home to the Kalmanovitz School of Education-Filippi Academic Hall-opens.
- 2012** Saint Mary's College celebrates its sesquicentennial or 150th anniversary.
- 2013** James A. Donahue, PhD, named new president of Saint Mary's.

Statement of Mission

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

The Mission of Saint Mary's College Is:

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

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

- **To create a student-centered educational community whose members support one another with mutual understanding and respect.**
As a Lasallian college, Saint Mary's holds that students are given to its care by God, and that teachers grow spiritually and personally when their work is motivated by faith and zeal. The College seeks students, faculty, administrators, and staff from different social, economic, and cultural backgrounds who come together to grow in knowledge, wisdom, and love. A distinctive mark of a Lasallian school is its awareness of the consequences of economic and social injustice, and its commitment to the poor. Its members learn to live "their responsibility to share their goods and their service

with those who are in need, a responsibility based on the union of all men and women in the world today and on a clear understanding of the meaning of Christianity." (*From The Brothers of the Christian Schools in the World Today: A Declaration*).

Faculty

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

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

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

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

Academic Organization

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

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

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

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

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

Kalmanovitz School of Education and the School of Economics and Business also publish separate brochures describing these programs.

Accreditation

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

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

The Schools

School of Liberal Arts

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

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

The undergraduate departments and programs in the school are:

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

Saint Mary's College confers the Bachelor of Arts degree upon completion of the general College requirements and a major in one of the following areas: anthropology, art and art history, classical languages, communication, English, French, history, kinesiology, performing arts (music, dance and theatre), philosophy, politics, sociology, Spanish, and theology and religious studies. Interdisciplinary majors are available in environmental studies, ethnic studies, global and regional studies, justice, community and leadership, and in women's and gender studies. The Bachelor of Arts is also conferred in the Integral Program.

Minors are available in all of the major disciplines as well as in archaeology, cinematic arts, digital studies, East Asian studies, German studies, Italian studies, and law and society. Academic programs abroad are offered in both semester-long and summer programs.

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

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

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

For information on the Master of Arts degree in Intercultural Communication, contact the Department of Communication,
P.O. Box 4730, Saint Mary's College,
Moraga, CA 94575-4730;
(925) 631-4048;
macomm@stmarys-ca.edu.

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

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

School of Science

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

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

The departments and programs of the School of Science are:

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

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

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

School of Economics and Business Administration

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

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

SEBA offers distinguished undergraduate programs in **Accounting, Data Science, Economics, and Business Administration**. The school confers the following degrees: the **Bachelor of Science in Accounting**, the **Bachelor of Science in Business Administration**, the **Bachelor of Science in Data Science**, and the choice of a **Bachelor of Arts** or **Bachelor of Science in Economics**. Our Business Administration majors have an opportunity to choose a concentration in any of the following areas: **Marketing, Finance, Global Business, Entrepreneurship, and Business Analytics**. In addition, Business Administration majors can choose an interdisciplinary concentration in **Digital Media** or **Intercultural-Interfaith Leadership**. Economics students may choose concentrations in Sustainability or International and Development.

The business administration and accounting programs are AACSB-accredited.

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

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

Graduates of SEBA are trained to assume leadership roles as entrepreneur, manager, financier, teacher, lawyer, investor, or researcher.

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

SEBA also offers graduate degree programs, which include the Professional MBA, Executive MBA, Global EMBA, MS in Finance, MS in Accounting, MS in Business Analytics, MS in Management and Technology, and an Executive Doctorate in Business Administration.

For information on the graduate programs, please send your inquiries to:

School of Economics and Business Administration

P.O. Box 4230

Moraga, CA 94575

Email: smcmba@stmarys-ca.edu

Kalmanovitz School of Education

The **Kalmanovitz School of Education** (KSOE) and its programs enjoy a stellar reputation for educational excellence and innovation due to its unique student-centered learning environment. Through the practice of shared inquiry, active collaborative learning, and community engagement, students are empowered to lead change according to the principles of social justice and the common good.

Saint Mary's College's commitment to training teachers began in 1967, when coursework and field experiences leading to a secondary teaching credential were established. In 1971, the elementary education program began, and master's degree programs formed soon after. Counseling Leadership began in 1978, and the Department of Education became the School of Education in 1985. In 2000, an Education Doctorate (EdD) in Educational Administration, now Educational Leadership, became the first doctoral program at Saint Mary's College; and in 2014, the Graduate Leadership Department, which includes bachelor's and master's degrees in leadership, became part of the KSOE. As of fall 2019, under its Teachers for Tomorrow (TFT) pathway, the Justice, Community, and Leadership (JCL) undergraduate major offers three teacher education concentrations: Education Specialist, Multiple Subject, and Single Subject (4+1).

KSOE departments include Counseling, Leadership, and Teacher Education and they range from teaching and counseling licensure to degrees at the master's and doctoral levels. Innovative programming includes the Center for Environmental Literacy, which explores and promotes educational programming and professional development opportunities for educators to integrate nature and the arts into academic curricula designed for elementary, middle, and high school students, as well as for Saint Mary's College research and coursework.

The KSOE prepares students annually for certificates, credentials, and degrees. A bachelor's degree in Leadership and Organizational Studies is offered for working adults. Master's degrees are offered in education, teaching leadership, general counseling, marriage and family therapy and professional clinical counseling, school counseling, school psychology, career counseling, college student services, leadership, and educational leadership. The Teachers for Tomorrow program, in collaboration with the School of Liberal Arts' (SOLA) JCL Program, features undergraduate teacher education pathways. Credential programs are offered in seven areas recognized by the California Commission on Teacher Credentialing: administrative services, teaching leadership, multiple subjects (K-8), single subject (secondary), school counseling, school psychology, and special education. The Educational Doctorate degree in Educational Leadership features an emphasis on social justice, collaborative learning, and community-based research.

Three academic centers are housed in the KSOE: The Center for Environmental Literacy (CEL), The Leadership Center, and the Reading Recovery® Center. CEL explores and promotes environmental education in schools and communities worldwide. River of Words, CEL's signature program, provides tools for teaching environmental literacy to children, teens, and teachers through art and poetry. The mission of the Leadership Center is to enhance leadership capacity to meet the unique challenges and opportunities in the 21st century. The programs integrate contemporary academic theories of leadership and organizational change with proven, practical, action-based approaches to serving communities, organizations, and society. Reading Recovery is an early intervention program for first graders who are at risk for learning to read and write, and Saint Mary's is a University Training Center (UTC) for this professional development program.

Student Life

Student Life Provides Integrated Learning Experiences, Empowering Students to Become Engaged, Global, and Ethical Persons

Student Life is guided by the Lasallian Core Principles:

- **Faith in the Presence of God**
- **Concern for the Poor and Social Justice**
- **Quality Education**
- **Respect for All Persons**
- **Inclusive Community**

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

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

Vice Provost for Student Life

The vice provost leads the Student Life area in building, sustaining, and enhancing a community focused on student learning by providing services and support for students outside the classroom. Student Life areas include: Dean of Students Office, Residential Experience, Community Life, New Student and Family Programs, Campus Housing, Meetings, Events & Conferences, Counseling and Psychological Services, Campus Assault Response and Education, Health and Wellness Center, Student Involvement and Leadership, Intercultural Center, Center for Women and Gender Equity, Office of Sustainability, and Public Safety and Transportation. Student Life administrators and staff work

together and in association with other campus departments to form key relationships for the benefit of Saint Mary's students.

Student Life Offices and Services

Dean of Students

The Office of the Dean of Students is a department within the division of Student Life, and serves as a key link between students and other areas of campus life to support student success. The Dean of Students' staff and programs enhance the out-of-classroom experiences of students in an effort to develop responsible, civic-minded, and engaged citizens. The Dean of Students' staff coordinates the College's response to crisis situations that involve students, and frequently serves as a liaison between students, faculty, and other administrators or offices in a variety of situations. The six offices that report to the Dean of Students focus on various elements of student life. Residential Experience is responsible for student programs, building community, and living experiences in the residence halls. Community Life encourages personal integrity and accountability through the student discipline process. New Student and Family Programs support the transition of students to the College. Campus Housing organizes living arrangements within the residence halls. Meetings, Events, and Conference Services offers opportunities for external and sponsored (internal) client business for a year-round use of College facilities for programs and events. Student Involvement and Leadership fosters co-curricular engagement, and success of the student community, cultivating opportunities for student leadership, meaningful relationships, and lifelong learning. The Dean of Students is available to guide students and families to resolve complex issues, and provide resources to enhance the Saint Mary's experience.

Residential Experience

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

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

Living Learning Communities (LLCs)

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

- A unified theme and shared sense of goals within the community.
- Intimate engagement with Saint Mary's through conscious contribution and fellowship.
- Improved academic and social transition in each stage of student development.
- Increased personal and academic learning and development.

- A supporting and challenging environment in which students engage in ideas, and explore diverse views and values.

International House - A Global Living and Learning Community

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

Science Living Learning Community

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

Sustainability

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

Green Living Learning Community

The Green Living Learning Community at Saint Mary's College is a coalition of sophomore students seeking to work with their peers in adopting sustainable practices and reducing their environmental footprints. Housed in Claeys Hall South, students in the Green Community have a unique opportunity to carry out the Catholic, Lasallian, and liberal arts

traditions of the College through campus leadership in projects such as Recycle Mania, Flip the Switch, Food Justice, and Green Consumer Guide. Ultimately, the Green Living Learning Community will serve as a model, growing into a sustainable legacy that will influence following generations of students. For more information about the Green Living Learning Community, contact the coordinator at Campus Housing at housing@stmarys-ca.edu.

Lasallian Living Learning Community

For sophomore students, the Lasallian Living Learning Community at Saint Mary's College is a residential experience grounded in the themes of faith, service, and community. In addition to living together in Becket Hall, participants in the Lasallian LLC attend a fall retreat together, engage in regular service opportunities at a local school or non-profit organization, enjoy fellowship with one another during community nights, and participate in twice-monthly classroom discussions in a .25 Community Engagement course: [Listening to Life: Living Lasallian I \(TRS 017\)](#). The Lasallian Community is sponsored by the Mission and Ministry Center in partnership with the Office of Residential Experience. For more information, contact the Mission and Ministry Center at (925) 631-4366 or mmc@stmarys-ca.edu.

Community Life

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

Student Handbook

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

New Student and Family Programs

New Student and Family Programs is dedicated to providing a seamless transition into the campus community for new students and their families by engaging them through programs, outreach, and publications. New Student Orientation, Weekend of Welcome, and other signature programs of the First Year Experience offer first-year students and transfer students opportunities to connect academic, personal, social, cultural, and spiritual development into their educational goals and practices. New Student and Family Programs also promotes family involvement and partnership with the College through several engagement opportunities such as a Family E-Newsletter and annual Family Weekend.

Campus Housing

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

Meetings, Events, & Conferences

The Office of Meetings, Events, & Conference Services (MECS) strives to assist the Student Life Department accomplish its goals by providing quality customer service and event planning assistance to both internal and external clients. All requests to utilize one or more of the various campus facilities are managed through MECS. The one-stop-shop model is a key component of the office to make the event planning experience easy and convenient. As a revenue generating office, MECS maximizes resources to drive external business to Saint Mary's to help improve and maintain the academic programs for current and prospective students. This includes events during the academic year followed by multi-day, overnight camps and conferences during the summer.

Counseling & Psychological Services

Counseling & Psychological Services (CAPS) is the primary provider of counseling and psychological services to the full-time undergraduate and graduate students. CAPS staff provides confidential, short-term psychotherapy to individuals, couples, and groups at no additional cost. Therapy is provided in an open, non-judgmental, and culturally sensitive environment. CAPS professional staff helps students with personal concerns, such as adjustment to college, relationships, stress, anxiety, depression, body image, self-esteem, grief and loss, sexuality, sexual orientation, and issues related to alcohol and drug use. Students who need longer term therapy or specialized treatment are referred to mental health providers in the community. CAPS has an extensive list of sliding scale referrals and refers students to providers on the Saint Mary's College Insurance Plan or other insurance companies. Additionally, CAPS provides outreach programming throughout the year to students, families, faculty, and staff.

Health and Wellness Center

The Health and Wellness Center (H&WC) is located on the ground floor of Augustine Hall. The H&WC provides medical care in an urgent care model to all full-time undergraduate students and international graduate students. In addition to providing direct medical care, the H&WC can help with referrals to local off-campus medical providers, if needed. Please visit stmarys-ca.edu/health-wellness-center for a detailed list of services, hours of operation, incoming student requirements, and health educational materials. Local after-hours medical care resources can also be found on the H&WC website, including the After-Hours Nurse Advice Line, which is a medical advice resource when the H&WC is closed and can be reached using the H&WC number (925) 631-4254.

Intercultural Center

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

Student Involvement and Leadership (SIL)

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

Associated Students (AS)

The AS is the official student government, representing the undergraduate student body of Saint Mary's College. As a cooperative campus organization based on mutual confidence among students, faculty, and administration, the AS constitution, bylaws, and fiscal allocations are subject to review and approval by Student Involvement and Leadership. The administrative structure of AS includes the elected Executive Council (president, vice president for administration, vice president for finance, and vice president for student organizations), and an elected Student Senate comprised of class chairs, vice chairs, and senators. In an effort to provide checks and balances it also includes a Judicial Tribunal. In partnership with SIL, the AS charters, supports, and funds over 60 student organizations, including the AS programming branch known as Campus Activities Board (CAB).

Student Organizations

The diversity of Saint Mary's clubs and organizations reflects the interests and commitments of our student population. Currently, there are more than 60 registered organizations with members who are actively pursuing their academic, social, cultural, athletic, professional, service, and unique special interests through student organizations and clubs. For a current listing of recognized and affiliated clubs and organizations on campus, contact Student Involvement and Leadership or visit SPOT from the Saint Mary's portal.

Center for Women and Gender Equity

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

Campus Assault Response and Education (Care) Center

The CARE Center promotes a campus culture of care, safety, and respect for all persons. It empowers students through education and outreach and provides a supportive, trauma-informed, and student-centered approach in response to gender and power-based personal violence to all students. CARE strives to promote well-being by helping students develop lifelong skills that improve the quality of life and their relationships. The Center provides a supportive space for students to explore their own knowledge, experiences, and beliefs about healthy sexuality, consent, healthy/unhealthy relationships, and communication. The CARE Center director serves as a confidential resource for students and provides direct response and intervention for victims of sexual violence and/or harassment, intimate partner violence, and/or stalking.

Public Safety

Public Safety is responsible for safety and security programs, crime prevention, parking control, and escort services on campus property. Public Safety officers patrol the campus; respond to reports of crimes, fire alarms, medical emergencies, and requests for assistance; and enforce campus traffic and parking regulations. While the Moraga Police Department is the official governmental law enforcement agency for our campus, the Department of Public Safety, as a non-sworn security organization, provides the day-to-day, 24-hour security and safety presence on campus. The College requests that all crimes be reported to the Department of Public Safety. While the Department of Public Safety contacts the Moraga Police Department for further investigation and follow-up on criminal matters as appropriate, all

victims of crimes retain the right to contact the Moraga Police Department directly for any criminal matter. Public Safety can be contacted 24 hours/7 days a week by calling (925) 631-4282.

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

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

Student Life Staff

[Click here to meet the Student Life Staff](#)

Mission and Ministry Center

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

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

Faith Formation

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

Lasallian Mission

The Lasallian Mission area provides opportunities for Lasallian Mission programs on campus, partnerships with the Lasallian Mission in local, national, and international settings, and close collaboration with the College's Office of

Mission. Aware that we are a Lasallian Catholic college, each person is invited and encouraged to become more deeply involved in the expression of our Lasallian heritage and mission at the College. Further, we offer a January Term course each year, Lasallian Service Internship, that provides students an opportunity to serve in Lasallian ministries domestically and internationally, live in community, reflect on issues of economic justice in light of Catholic Social Teaching.

Justice and Education

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

Liturgy and Prayer

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

Residential Ministry

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

Retreats and Vocation

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

Inclusive Community

Approximately half of the students at Saint Mary's College currently self-identify as "non-Catholic." In order to support the spiritual growth and faith development of all our students, the Mission & Ministry Center collaborates across the campus to develop programming, foster relationships, and create spaces that welcome, celebrate, and nourish other

faith traditions. In dialogue with the College Council for Inclusive Excellence (CCIE), the Intercultural Center, CILSA, and the Center for Engaged Religious Pluralism (CERP), we are reaching out in an intentional and sustained way to a broader cross-section of our students in order to more fully honor, value, and support the diversity of faith traditions within our campus community. Further, the Mission and Ministry Center also has the Interfaith Sacred Space on campus for those who seek a place for regular prayer and meditation outside of the main Chapel.

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

Enrollment and Admission

Vice Provost for Enrollment

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

Registrar

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

Articulation and Transfer

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

From Secondary School

Saint Mary's College welcomes applications from students qualified by scholastic achievement and personal character to pursue successfully the program of studies leading to the bachelor's degree. When evaluating candidates for admission, the Dean of Admissions with the Committee on Admissions reviews the following credentials: completed applications; secondary school records; recommendations; and a required essay. Saint Mary's does not require students to submit Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores as part of the admission process.

Students may choose to submit their SAT or ACT if they feel it reflects their academic ability. Each candidate for admission receives individual consideration. The chief qualities sought in a candidate are academic preparation, seriousness of purpose, and moral integrity. The secondary school record is considered the primary measure of potential college ability. Extra-curricular accomplishments may enhance an application through reflecting special talents, perseverance, and maturity.

High School Preparation

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

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

Application Deadlines

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

1. November 15: Fall First Year Early Action (non-binding)
2. January 15: Fall First Year Regular Decision
3. July 1: Fall Priority Transfer Admission
4. December 1: Spring First Year and Transfer Admission

SAT I and ACT

Saint Mary's College does not require students to submit Scholastic Aptitude Test (SAT) or American College Testing (ACT) scores as part of the admission process. Students may choose to submit their SAT or ACT if they feel it reflects their academic ability. We do not give preference to admission applications that include test scores, however, our admission process remains holistic and selective. It is the combination of these factors that determines admission to the College. The number 4675 should be used in requesting SAT scores be sent to Saint Mary's College. The number 0386 should be used in requesting ACT scores to be sent to Saint Mary's College. SAT II results are not required, but if submitted may enhance candidates' applications.

Application Procedures

Saint Mary's College undergraduate applicants apply using the Common Application or Saint Mary's College Application. Both applications are available at commonapp.org/school/saint-marys-college-california or via the Saint Mary's Admission website at stmarys-ca.edu/admissions. Application procedures are also available via these sites.

Applicants are required to complete Saint Mary's College supplemental questions when completing the Common Application. Additionally, a recommendation is required from the secondary school principal, counselor, or teacher in a college preparatory subject.

Recommendation forms are to be completed by the appropriate official and transmitted directly to the College with the official transcript of record. A non-refundable application processing fee of \$60 must accompany the application form.

High Potential Program

Saint Mary's College has a fundamental mission to provide access to education for dedicated students from economically and educationally underrepresented groups in higher education. The High Potential (HP) Program and TRIO Student Support Services are designed to draw on the strengths and resiliency of first generation and/or students demonstrating financial need as they transition from high school to college. HP staff, faculty, and peer mentors work together with students to develop their academic and leadership skills, and connect them to the college community. The initiative furnishes a continuum of support for approximately 160 students from just prior to the first year of college through baccalaureate degree completion.

Once accepted into Saint Mary's, interested students may submit an application to the High Potential Program and are selected for participation based on the information provided, and a personal statement. High Potential Program students may participate in the Summer Academic Institute for Leaders and Scholars (SAILS), an intensive summer residential program that includes earning units toward graduation. In the fall and spring semesters, HP students enroll in First Year Advising Cohort courses taught by faculty to introduce students to a broad range of academic and personal support programs designed to form a solid foundation for high academic and psychosocial achievement. Over their time at the College and through collaborative interventions with faculty, staff, peer mentors, tutorial services, and other resources of the College, students gain structured academic guidance, personalized support, and leadership development opportunities intended to prepare them for the global workplace and society.

Interested students should contact the High Potential office at (925) 631-4835 or hp@stmarys-ca.edu. For more information, please visit the High Potential Program website: www.stmarys-ca.edu/hp.

International Students

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

International students must submit the following: a completed Common Application with International Student supplements and the application fee; original secondary school records and a certified translation (if the original is issued in a language other than English); demonstration of academic success through secondary education graduation; certified copies of national or other examination results; a letter of recommendation from a teacher, counselor, principal, or school director; and official TOEFL, IELTS, or Pearson Test of English, or Duolingo English results. The SAT I exam is not required for admission of international applicants but will enhance an application. It can be submitted in lieu of other English language proficiency test results. The College requires a Certificate of Finances (COF), which indicates that admitted students have sufficient funds available to pay all tuition, housing, and other fees. The COF is to be supplied once students are admitted. The College must receive the COF before immigration documents can be issued. Also required are a bank statement or other form of financial verification and copy of a passport photo. A test of English proficiency is required of all students whose first language is not English. Saint Mary's College of California code for ETS is 4675. Students may submit IELTS (International English Language Testing System) or Pearson Test of English results in place of the TOEFL. The minimum TOEFL result must be 79-iBT or 550 paper based; the minimum IELTS result must be a 6.5 band overall; the minimum 53 must be earned on the Pearson Test of English; minimum Duolingo English Test (DET) score of 105.

The English Proficiency requirement may be waived if the student completes any of the following: four consecutive years of non-English as a Second Language study at a high school in the United States (in which case ACT or SAT

scores would be required); completion of high school or equivalent in a country where the official language is English; SAT 1 Critical Reading exam result of 450; OR an ACT English exam result of 21. English language proficiency can also be demonstrated through successful performance on University of Cambridge GCSE O or A level examinations in English.

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

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

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

Honors Program

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

The Honors Contract: The Honors Contract process enables motivated students to develop, under the guidance of a professor, an enriched curriculum from an existing upper division course. Honors Contracts demand that students achieve "greater depth and rigor" than what is required of their classmates, and might well be viewed as a primer for graduate study. The student works through the semester in one-on-one consultation with their faculty mentor until the Contract terms are fulfilled. This determination is evaluated by the faculty mentor who in turn determines whether Honors credit is awarded. A student must earn a course grade of at least a B- for the course to achieve honors credit. **The points system:** Honors students accrue Honors Points during their college career by completing Contracts, participating in service and other activities, and by requesting credit for summer internships or research experiences in consultation with the Coordinator of the Program. A student graduates with Honors with 150 points, High Honors with 175 points, and receives the Honors Medallion at 200 points.

For information about the expectations and benefits of the Honors Program, visit stmarys-ca.edu/honors-program, or contact the Honors Program Coordinator.

Transfer Students

Students entering Saint Mary's College from other colleges or universities with 23 or more transferable academic semester units must present records of college performance of a minimum cumulative GPA of 2.0 in academic transferable courses. Transfer students with fewer than 23 academic semester units (or 34 academic quarter units) must meet the standards set forth for admission from secondary school, and must present records of college performance of a minimum GPA of 2.0 in academic transferable courses. Transfer students who would not qualify for admission to Saint Mary's College directly from secondary school will normally be required to present records of at least one year's work at other colleges with a minimum cumulative GPA of 2.0 in 23 or more academic semester units, or 34.5 academic

quarter units transferable to the University of California system from California community colleges or another accredited college or university. The units should be completed with letter grades rather than Pass, Satisfactory, or Credit.

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

All transferable grades from other colleges are considered in determining eligibility for admission. When courses are repeated, only the highest grade will be computed into the grade point average in determining the minimum admission standard of 2.0. Saint Mary's does not accept as transferable for credit any courses in remedial subjects, vocational fields, or non-academic areas such as typing, and secondary school mathematics.

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

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

Advanced Placement

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

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

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

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

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

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

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

Tuition and Fees

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

Graduate Programs

See separate bulletins.

Payment

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

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

Saint Mary's College does NOT accept credit card payments for tuition and fees. Payments may be made by mailing a check (payable to Saint Mary's College) to 1928 St. Mary's Road PMB 4600, Moraga, CA 94575-4600, by electronic check via the MySMC portal (GaelXpress), by cash at our office window, or by wire transfer. In order to ensure proper posting, please notify the Business Office at business@stmarys-ca.edu if payment will be made by wire or ACH transfer. Payments made via our website are posted in real time to student accounts, while wires and ACH transactions may require extra time due to manual notification and posting. For more information, please visit stmarys-ca.edu/tuition. Parents must be set up as Authorized Users by their student in order to view the eBill and make online payments. Students may set up Authorized User profiles on GaelXpress under "Student Account Center."

Monthly Payment Plan

Undergraduate students may choose to pay for their tuition and fees monthly for a small set-up fee. Information on our monthly payment plan is available at stmarys-ca.edu/tuition or by contacting the Business Office. The monthly payment plan is voluntary and allows families to pay over four or five months starting June 15 and ending October 15 (for the fall semester), and November 15 through March 15 (for the spring semester).

Billing

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

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

Withdrawal and Refund Policy

Tuition

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

Room and Board

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

Overpayments or Financial Aid Proceeds

Refunds will only be issued on credit balances after all allowable charges have been covered and any payment plan is paid in full. Refunds of overpayment may be requested in person or in writing to the Business Office. Refunds from federal loan proceeds (if any) will be issued within 14 days of disbursement. If the disbursement creates a credit, the refund will be issued to the borrower of the loan. Refunds from a personal payment will only be issued after the personal check has cleared. Once the academic term begins, refunds will be available every Wednesday and Friday afternoon for all valid requests received within the previous 48 hours. Refunds will not be processed prior to the beginning of the term or for any pending aid not yet disbursed. Students have the option to pick up their refund, have it mailed to the address on file, or directly deposited to their checking or savings account. Valid bank numbers must be entered through GaelXpress "my Bank Acct /eReimbursement" for the direct deposit option to take effect. Refunds will not be mailed to campus housing. During the first two weeks of each semester, refunds are generally held for pick-up in the Business Office unless the student has selected to be refunded by eReimbursement. For the 2020-2021 academic year, students who have not set up eReimbursement will have their refunds mailed to the addresses on file. If the student is no longer eligible to receive financial aid or student loans, their account will be adjusted accordingly. **Any refund previously received from these funds must be repaid to Saint Mary's College immediately.**

Student Insurance

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

All full-time undergraduate students are covered by a secondary accident insurance policy that provides protection during regulatory attendance on the campus, and while attending college-sponsored activities. The policy covers only accidents and should not be considered to be a replacement for a comprehensive health insurance plan. Any loss or injury sustained resulting from the use of alcohol and/or drugs is not covered.

Part-Time Enrollment

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

- Graduating seniors registered in a fall semester with FEWER THAN THREE (3.0) course units needed to complete graduation requirements. Seniors are required to submit a Declaration of Part-Time Enrollment Status when appropriate.
- New students who begin their Saint Mary's College enrollment in the spring semester. In this instance part-time enrollment is defined as FEWER THAN three (3.5) course units. New spring enrolled students wishing to enroll part-time are required to submit the declaration form.

The Declaration of Part-Time Enrollment Status must be submitted to the Business Office, with all appropriate signatures, by the end of the add/drop period in the semester that the student realizes they will be enrolled part-time for the academic year. The Business Office will adjust the student's tuition in accordance with the current Part-Time Tuition rate, following the submission of an appropriately signed declaration form, and verification of the number of enrolled course units for the specified academic year. Part-time enrollment does not carry over to subsequent years, and is approved by exception only. Part-time students will be billed course by course for the rate in effect at that time. Part-time students will also be billed for Jan Term, and quarter credit courses.

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

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

Tuition

Students

Annual Full-time (4 courses per semester plus 1 Jan Term)	\$ 51,368
Part-time (per course)	\$ 6,422
Additional courses (per course)	\$ 6,422
Open Enrollment (per course)	* \$ 3,858
<i>*(No more than 4 courses per year - 2 per term only)</i>	

Room and Board

Traditional Style Residence Halls (includes required meal plan):

Single Room	\$ 17,000
Double Room	\$ 16,004

Suite Style Halls (includes required meal plan):

Single Room	\$ 17,330
Double Room	\$ 16,300

Suite+ Style (includes required meal plan)

Single+ Room	\$ 17,676
Double+ Room	\$ 16,618

Townhouse Style Housing

Double Room without Meal Plan	\$ 11,220
Double Room with Meal Plan	\$ 16,020

Optional meal plan available for off-campus students	\$ 4,800/year
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Miscellaneous Fees

Application fee (this fee is required with all applications for admission and non-refundable)	\$ 55
Registration fee (Required of all new undergraduate students at time of initial registration; payable once, non-refundable)	\$ 30
Tuition commitment deposit (Required of all new students. Applied to tuition, non-refundable)	\$ 300
Room reservation deposit (Required of all resident students. Applied to room and board; non-refundable)	\$ 350
New Student fee (Required of all new undergraduate students)	\$ 300
Late payment fee (monthly service charge)	\$ 50
Student Body fee (required of all full-time students)	\$ 200
Medical insurance fee (required, see above)	\$ 3,668
Degree fee	\$ 115
Late registration fee	\$ 175
Opening bill late payment fee	\$150
Transcript of record	\$ 5
Laboratory fees (see description of courses in course catalog)	TBA

The schedule of fees is effective July 1, 2020 and subject to change without notice.

Financial Aid

Financial Aid Program

Saint Mary's College, through its Financial Aid Office, is committed to helping students and families obtain the needed assistance, both monetary and advisory, to make attendance possible. Saint Mary's Financial Aid staff partner with students and their families to help make college affordable. We know that many families can't provide for all the resources to fund a college education. That's why our Financial Aid staff are available to help you navigate the financial aid process, and explain the types of aid and options to help you meet your college expenses. Here at Saint Mary's, we believe that we have partnership with the students and their parents to prepare and plan for a student's college experience. Students who matriculate as First Years are eligible for Saint Mary's aid for a maximum of four years only. It is important that students plan their academic schedules accordingly to ensure graduation within four years to maximize their financial aid. In addition to demonstrating financial need, applicants for aid must:

1. Be citizens or permanent residents of the United States
2. Be enrolled or accepted for enrollment at Saint Mary's College on at least a half-time basis but for Saint Mary's institutional aid students must be full-time;
3. Be making satisfactory academic progress (SAP) toward a degree or certificate (see SAP requirements here)

Applying for Aid

New Students

1. Complete an application for admission to Saint Mary's College and arrange to have test scores and high school/college transcripts sent to the Office of Admissions before February 15.
2. Complete the Free Application for Federal Student Aid (FAFSA) by February 15. Follow the instructions at fafsa.gov to file the form and be sure to enter "Saint Mary's College of California (Federal School Code 001302)" as the recipient of the form.
3. California residents should complete the GPA Verification Form no later than March 2 to be considered for the state grant programs. Forms are available in high school and college counseling centers, online at calgrants.org, or from the Financial Aid Office.

Continuing Students

Students wishing to renew their aid for a subsequent year should file the FAFSA by February 26. Only new applicants for Cal Grants need to file the GPA Verification Form (see item 3 under "New Students" section above).

Selection Criteria

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

Packaging for Financial Aid

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

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

Financial Aid from Saint Mary's College

Saint Mary's College Scholarships

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

Federal Supplemental Education Opportunity Grant (SEOG)

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

Saint Mary's College Tuition Allowance

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

Saint Mary's College Athletic Grant

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

Student Employment

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

Students who qualify for the Pell Grant may be awarded Federal College Work-Study as part of the annual award. The award letter will list the funds reserved to pay the student during the academic year. Listings of work-study positions are available online (stmarys-ca.joinhandshake.com) through the Career and Professional Development Services.

The Career and Professional Development Services also posts notices of general student employment opportunities both on- and off-campus. These jobs are open to any undergraduate or graduate student enrolled at least part-time at the College. In addition, the Career and Professional Development Services department offers career strategizing, résumé writing, interview workshops, internships, and career and graduate school exploration.

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

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

Financial Aid From State and Federal Agencies

Cal Grant A

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

Cal Grant B

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

Federal Pell Grant

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

Federal Subsidized Direct Loans

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

Federal Unsubsidized Direct Loans

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

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

Federal Plus Loans

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

Alternative Payment Plans

Gifts and Loans to Children

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

Ten-month Payment Plan

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

College Refund Policy

Return of Title IV Funds (R2T4) Policy

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from courses for any reason, including medical reasons, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. Saint Mary's College of California (SMC) students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

General Requirements:

Federal aid is disbursed based on the assumption that a student will attend courses for the entire term and is therefore eligible for the entire amount of the disbursement. When you discontinue enrollment, the Office of Financial Aid Services must calculate the amount of financial aid you have earned prior to the date the action was filed. Any aid received in excess of the earned amount is considered unearned. The unearned financial aid must be returned to the respective federal programs. If the student has not earned enough Title IV funds to cover all institutional charges, then the student may owe a balance directly to SMC. The R2T4 calculation is completed by the Office of Financial Aid Services.

An R2T4 calculation is not required in the following situations:

- The student never actually began attendance for the payment period.
- The student continues to attend at least one course.
- The student began attendance but was not eligible to receive a Title IV aid prior to withdrawal-the student is not considered an eligible Title IV recipient.

SMC has its own institutional refund policies, as set forth in the College Catalog under "Tuition Refund Policy," which determine the charges that a student will owe after withdrawing; however, these policies are separate from and will not affect the amount of Title IV aid the student has earned under the Return of Title IV funds calculation.

Determination of Withdrawal Date

The withdrawal date used in the R2T4 calculation of a student's federal financial aid is the actual date indicated on the official withdraw record. If a student stops attending classes without notifying SMC, the withdrawal date will be the midpoint of the semester or the last date of academic activity determined by the Office of the Registrar.

Calculating Return of Title IV (R2T4) Amount

Students who receive federal financial aid must "earn" the aid they receive by staying enrolled in classes. The amount of federal financial aid assistance the student earns is on a pro-rated basis. Students who withdraw or do not complete all registered classes during the semester may be required to return some of the financial aid they were awarded based on the Return of Title IV (R2T4) calculation. **Once 60% of the term is completed, a student is considered to have earned all of their financial aid and will not be required to return any federal funds.**

The following formula is used to determine the percentage of unearned aid that has to be returned to the federal government:

- The **percent earned** is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).
- The **payment period** for most students is the entire term.
- The percent unearned is equal to 100 percent minus the percent earned.

Post-Withdrawal Disbursement (PWD)

In compliance with federal regulations, an evaluation will be done to determine if all eligible aid had been disbursed as of the withdrawal date. If not, and the student meets the federal criteria for a PWD, the student will be notified of their eligibility within 30 days of determining the student's date of withdrawal. After being notified of PWD eligibility, students must reply if they wish to accept the post withdrawal disbursement. A PWD would first be used toward any outstanding charges before any funds are returned to you. If no response is received within approximately two weeks of notification, the award will be canceled.

Student Notification of Repayment

A notification letter outlining the amount returned to the federal and institutional program(s), along with the federal government's repayment worksheet, will be mailed to the student's permanent address. SMC will return funds on the student's behalf to the appropriate federal and institutional aid program(s) and subsequently will bill the student's bursar account. A statement reflecting these charges will be sent to the student. **The student is responsible for all charges and overpayments resulting from a Return of Title IV Calculation.**

Repayment of the Student's Loans

Any loan amounts that are owed to the Department of Education after the return of funds by the school must be repaid to the loan holders according to the terms of the borrower's promissory note.

Return of Grant Funds by the Student

Any grant overpayment identified in Step 10 of the R2T4 calculation must be repaid by the student within 45 days of receiving notification from the Office of Financial Aid Services. If the grant overpayment cannot be paid in full, a repayment plan may be arranged with the Business Office. If a student does not repay the grant funds or make a

satisfactory payment arrangement within 45 days, the account will be turned over to the U.S. Department of Education (ED) as an overpayment of federal funds.

Students who owe an overpayment of Title IV funds are ineligible for further disbursements from federal financial aid programs at any institution until the overpayment is paid in full.

How a Withdrawal Affects Future Financial Aid Eligibility

Refer to the Office of Financial Aid Services' Satisfactory Academic Progress Policy to determine how a withdrawal will impact future financial aid eligibility.

Disbursement of Awards

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

Gifts and Endowments

Saint Mary's College is a private institution and receives no direct support from taxes or other public funds, or direct financial assistance from the Diocese of Oakland. Annual operating expenses of the College are met principally, but not fully, by tuition and fees. The difference between that income and the actual cost of instruction and other services is underwritten by philanthropic donations from alumni, parents, friends, foundations and corporations, and by income from an endowment principal of approximately \$185 million. Through these contributions, all students, including those paying full tuition, are aided in financing their College education.

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

Veterans Benefits

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

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

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

As part of the Forever GI Bill - Harry W. Colmery Veterans Educational Assistance Act of 2017, Saint Mary's College offers priority registration for classes to all veterans and veteran dependents. If you are currently a recipient of VA educational benefits, you will automatically be entered into the system to receive priority registration before the general student population.

Information for students Using Vocational Rehabilitation and Employment benefits (CH31) or Post- 9/11 G.I. Bill® (CH33)

A student using Vocational Rehabilitation and Employment benefits (CH31) or Post-9/11 G.I. Bill® (CH33) will be allowed to enroll in and attend courses and access campus facilities while the campus awaits payment for tuition and fees from the VA. While awaiting receipt of funds from the VA, Saint Mary's College of California will not impose any penalty, charge late fees or require an eligible student to borrow additional funds to cover tuition or fees. This waiting period begins the date the student provides appropriate documentation and continues either until funds are received from the VA or until 90 days after the School Certifying Official has certified the student's enrollment for tuition and fees.

To demonstrate current eligibility and intent to use Chapter 31 or 33 benefits, a student must provide the following documents:

- VA Form 28-1905 (Authorization and Certification of Entrance or Reentrance into Rehabilitation and Certification of Status); **or**
- Certificate of Eligibility (COE) or Education Enrollment Status form (printed from the VA website).
- A written request to use either VA Vocational Rehabilitation or Post 9/11 G.I. Bill® benefits; **and**
- All additional information requested by the School Certifying Official to properly certify enrollment to the VA.
- DD-214.

For more information regarding this policy, contact your School Certifying Official, Lisa King at 925-631-8004 or lak5@stmarys-ca.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

California State Benefits for Veterans and Eligible Dependents

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

Satisfactory Academic Progress (SAP) Policy

In keeping with government regulations and Saint Mary's College of California policy, **financial aid recipients** must make satisfactory academic progress (SAP) toward a degree in order to receive institutional, federal, and/or state aid. Progress is monitored at the end of the spring semester with the policy as outlined below. Please note that SAP policy is a financial aid policy, and is different from the SMC's Academic Standing Policy and/or Departmental Academic Policy.

SAP Requirements: to maintain satisfactory academic progress for financial aid purposes, a student must meet the following requirements:

Traditional Undergraduate

Minimum Grade Point Average (Qualitative): Cumulative GPA of at least 2.0;

Pace (Quantitative): A minimum 7.25 credits completed each academic year.

Non-traditional Undergraduate

Minimum Grade Point Average (Qualitative): Cumulative GPA of at least 2.0;

Pace (Quantitative): At minimum completes 67% of attempted credits each academic year.

Graduate Students

Minimum Grade Point Average (Qualitative): Cumulative GPA of at least 3.0;

Pace (Quantitative): At minimum completes 67% of attempted credits each academic year.

Maximum Timeframe: All program requirements must be completed within a maximum period of 1.5 times the normal program length, as measured in attempted credits or units. Example, the program 36 credits in length must be completed within 54 attempted credits.

Other Considerations:

Non-passing Grades: Grades of W (Withdraw), I (Incomplete), P/NP (Pass/ No Pass) will be counted toward the number of credits attempted.

Repeat Courses: Repeated credits will be counted toward the number of credits attempted. Repeats of previously unearned credits are eligible for funding within reason. Students may receive funding for a previously passed course one time only.

SAP Status:

Satisfactory: SAP status assigned to a student who met SAP requirements.

SAP Suspension: SAP status assigned to a student who did not meet SAP requirements.

SAP Probation: SAP status assigned to students who failed to meet SAP requirements and who are successful in their appeal.

SAP Notifications:

The Financial Aid Office will notify all students who are placed on financial aid suspension after spring semester. A student under financial aid suspension has the right to appeal.

SAP Appeal Process:

A student who is suspended from financial aid because of failure to maintain satisfactory academic progress may appeal the suspension. A successful appeal will be based on documented extenuating or special circumstances that caused lack of progress. An appeal consists of:

- **Short Letter** addressing why the student failed to make SAP, and what has changed that will now allow him/her to progress.
- **Appropriate Documentation** supporting the reason for the appeal and/or showing how the problem has been resolved. If a student feels it is not possible to document the extenuating circumstances, the letter of appeal must explain why.
- **SAP Appeal Form** completed by the student, his/her success coach, and academic advisor, showing how the student will meet SAP standards by a specific time or complete the program.

A committee reviews appeals, and students will be notified in writing of the results and of any conditions expected. The appeal will be Approved, Tabled, or Denied:

Approved Appeal: Students with an approved appeal are placed on Financial Aid Probation and are eligible to receive funding provided they continue to meet the conditions of the academic plan. The student's grades and pace will be reviewed at the end of each payment period (semester) to ensure that he/she is meeting the terms of the appeal:

- If the student now meets minimum SAP standards, Probation will be removed and the student is in good standing.
- If the student has met the terms, conditions of the appeal, and is following the Academic Plan of Study, but still does not meet minimum SAP standards he/she will continue on Probation.
- Failure to meet the terms and conditions of the appeal or failure to follow the Academic Plan of Study will result in financial aid suspension.

Tabled Appeal: Appeals may be tabled for additional documentation, further explanation, waiting for current grades to post, or any other appropriate materials.

Denied Appeal: Students will be informed of the reasons for the denial of their appeal and given an explanation of how they can restore Financial Aid Eligibility.

Reestablishing Aid Eligibility

Students who are not making satisfactory academic progress and whose appeal was denied may regain eligibility by:

1. Completing coursework without financial aid, either at SMC or other accredited college and universities to make up for SAP deficiencies.

SAP Questions and Inquiries

Contact the Office of Financial Aid at 925-631-4370 or finaid@stmarys-ca.edu.

Academic Officers and Services

Academic Officers

Provost and Senior Vice President for Academic Affairs

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

Vice Provost for Student Academics

The Office of the Vice Provost for Student Academics provides curricular and academic support programs that touch all students, fostering a culture of Commencement by concentrating especially on practices that increase student engagement, persistence, and graduation. The vice provost supports the integration of students' experience across disciplines, degrees, and schools on behalf of our mission to link students' intellectual, existential, affective, and spiritual lives.

Vice Provost for Academic Programs and Planning

The Office of the Vice Provost for Academic Programs and Planning provides leadership and coordination in academic program planning and review, internationalization and global learning, community engagement, strategic planning, educational effectiveness, and organizational learning.

Deans of the Schools

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

Academic Officers and Services

Director of Faculty Development

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

Dean for Library and Academic Resources

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

Student Success Office (SSO)

The Student Success Office (SSO) is a leader in Higher Education known for delivering high-impact practices with proven outcomes. Our practices are focused on providing equity and access to all students. Under the leadership of the Assistant Vice Provost for Student Success, SSO comprises the Academic Honor Council, Career and Professional Development Services, High Potential Program, Lamont Madden Book Fund, Student Disability Services, Student Engagement and Academic Success, Student Success Collaborative (software), and Tutorial and Academic Skills Center.

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

SSO strengthens collaboration among staff and faculty to foster a culture of commencement in which successful graduation is a shared universal expectation. To uphold that expectation, SSO supports an expanded understanding of student success, including academic, personal, and psychosocial well-being. SSO is committed to providing undergraduates and graduates with the guidance and services necessary to help them find the correct balance of support, challenge, structure, and independence needed to realize their full potential.

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

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

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

For more information, please visit: stmarys-ca.edu/success.

Student Engagement and Academic Success (SEAS)

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

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

For more information, please visit: stmarys-ca.edu/seas.

High Potential Program (HP) and Trio Student Support Services

Saint Mary's College has a fundamental mission to provide access to education for dedicated students from economically and educationally underrepresented groups in higher education. The High Potential (HP) Program and TRIO Student Support Services are designed to draw on the strengths and resiliency of first generation and/or students demonstrating financial need as they transition from high school to college. HP staff, faculty, and peer mentors work together with students to develop their academic and leadership skills, and connect them to the college community. The initiative furnishes a continuum of support for approximately 160 students from just prior to the first year of college through to baccalaureate degree completion.

Once accepted into Saint Mary's, interested students may submit an application to the High Potential Program, and are selected for participation based on the information provided, and a personal statement. High Potential program students may participate in the Summer Academic Institute for Leaders and Scholars (SAILS), an intensive summer residential program that includes earning units toward graduation. In the fall and spring semesters, HP students enroll in First Year Advising Cohort courses taught by faculty to introduce students to a broad range of academic and personal support programs, designed to form a solid foundation for high academic and psychosocial achievement. Over their time at the College and through collaborative interventions with faculty, staff, peer mentors, tutorial services, and other resources of the College, the HP program staff provide students with structured academic guidance, personalized supports, and leadership development opportunities intended to prepare them for the global workplace and society.

Interested students should contact the High Potential office at (925) 631-4835 or hp@stmarys-ca.edu. For more information, please visit the High Potential Program website: www.stmarys-ca.edu/hp.

The Advising Office (TAO)

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

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

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

Tutorial and Academic Skills Center (TASC)

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

For more information, please visit: stmarys-ca.edu/tasc.

Career and Professional Development Services (CPDS)

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

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

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

CPDS provides on- and off-campus part-time and full-time job listings for undergraduate, graduate students, and alumni as well hosting as annual Career/Internship/ Non-Profit/Grad School Fair and On-Campus Interviewing opportunities. All current job listings are online through Handshake. For more information, please visit stmarys-ca.edu/cpds

Student Disability Services (SDS)

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

For more information, please visit: stmarys-ca.edu/sds.

Center for Engaged Religious Pluralism (CERP)

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

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

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

Catholic Institute for Lasallian Social Action (CILSA)

CILSA is an academic center that is working toward the day when all people collaborate to enact social justice, inclusion, and sustainability in every aspect of life. To that end, CILSA collaborates with students, faculty, staff, and community partners to create and sustain transformative community engagement experiences inspired by the Catholic, Lasallian, and liberal arts traditions. CILSA utilizes the framework and integration of "head, heart, and hands" to guide its work:

Head - CILSA fosters students' intellectual development, content knowledge, and capacities for critical reflection about issues of justice, and pathways for change.

Heart - CILSA supports students' emotional engagement and meaning-making in service; students also explore their growing sense of purpose and vocation.

Hands - Through CILSA, students engage in practical action in the world to apply knowledge, to explore skills and interests, and to learn about social justice while contributing to the common good.

Student Leadership & Service Opportunities

Each year, nearly 100 students participate in CILSA's service and leadership development programs, most of which qualify for Community Engagement (CE) designation in the Core Curriculum. CILSA's programs include: Monument Corps for Middle School Success, Santiago Living-Learning Community (in collaboration with Mission and Ministry), Public Service Internship Program, Engaged Learning Facilitators (ELFs), and the Social Action Leadership Team (SALT). Additionally, CILSA hires 30+ students each year for Jumpstart, an education program in Oakland preschools, and sponsors the MICA Summer Fellowship, with locations in the Bay Area and Tijuana.

Community Engagement in the Core Curriculum

Nearly one-quarter of the undergraduate student body participates in a Community Engagement (CE) course or program each year. CILSA collaborates with faculty and program sponsors to provide pedagogical and practical support. Specifically, CILSA offers faculty development related to CE and social justice education, initiates and sustains community partnerships, coordinates faculty support through the Engaged Learning Facilitators (ELFs), and provides administrative backbone support to CE via the Get Connected website, partnership agreements, and student reimbursement process.

AmeriCorps Vista Program

The College's collaboration with community partners is strengthened by CILSA's sponsorship of the AmeriCorps VISTA Program. Through VISTA, recent college graduates serve full-time for one year at CILSA-affiliated non-profits. VISTA Members assist with collaborative activities, volunteer recruitment and management, and a capacity-building project identified at each site. CILSA not only hosts VISTA Members at Saint Mary's, we have replicated our program at four additional California universities.

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

Center for International Programs

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

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

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

The Library

Saint Albert Hall - The Library

Saint Albert Hall was named after the 13th century philosopher and theologian Saint Albert the Great and in honor of the former President of Saint Mary's College, Brother Albert Plotz, FSC, who was tragically killed in an automobile accident in the 1960s.

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

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

- *A Course Reserve Collection* of high-use materials assigned by faculty members.

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

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

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

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

The Library also houses the College Archives, which collects and makes available materials relating to all aspects of Saint Mary's College history. The Special Collections Department collects and makes available rare and unique materials from many time periods on many subjects. Three examples of its unique collections are the rare works comprising the California and Western Americana Collection, the Cardinal Newman and His Times Collection, a rare and extensive print collection of the Blessed Cardinal John Henry Newman's writings, as well as materials illuminating his life, and the intellectual and political world in which he lived. Finally, Special Collections houses the Library for Lasallian Studies, an extensive collection by and about Saint John Baptist de La Salle, the founder of the Brothers of the Christian Schools. The collection documents his influence and place in 17th century French spirituality.

Information Technology Services

Chief Technology Officer

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

Director, Educational Technology

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

The Center for Teaching, Learning and Scholarship (CTLIS): EDTECH

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

The IT Service Desk and Tech Bar

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

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

Technology in Teaching, Learning and Scholarship

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

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

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

Saint Mary's College Museum of Art

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

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

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

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

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

College Policies and Disclosure Summaries

Below is a brief summary of some of the College's policies and disclosures that apply to students. The complete and official policy statements and other disclosures can be found on the Saint Mary's website, including in the online versions of the student, faculty, and staff handbooks.

Non-Discrimination Disclosure

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

Section 504 and ADA Coordinator

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

Summary of the Policy Prohibiting Discrimination, Harassment (Including Sexual Harassment and Sexual Violence), and Retaliation

Saint Mary's College of California is committed to creating and maintaining a community in which all persons who participate in Saint Mary's programs and activities can work and learn together in an atmosphere free of all forms of discrimination, exploitation, intimidation, or harassment (including sexual harassment and sexual violence) based on a legally protected characteristic or status. Every member of the Saint Mary's community should be aware that Saint Mary's will not tolerate harassment or discrimination on the basis of race, color, religion, national origin, ancestry, age, gender, sexual orientation, marital status, medical condition, or physical or mental disability, gender stereotyping,

taking a protected leave (e.g., family, medical, or pregnancy leave), or on any other basis protected by applicable laws. Such behavior is prohibited both by law and by Saint Mary's policy. It is Saint Mary's intention to take appropriate action to enforce this policy to prevent, correct, and if necessary, discipline behavior that violates this policy, which may include suspension, termination, expulsion, or another sanction appropriate to the circumstances and violation. All members of the Saint Mary's community, including faculty, students, and staff, are responsible for maintaining an environment that is free of sexual harassment (including sexual violence and sexual assault), and other forms of discrimination, harassment, and retaliation as described in this Policy.

Reports under this policy may be made directly to the College's Title IX Coordinator below.

Title IX Coordinator

Inquiries regarding compliance with Title IX may be directed to the Title IX Coordinator for Saint Mary's College of California. The Title IX Coordinator is Dr. Laurie Panian, and she may be contacted at (925) 631-4530 or by email at lpn11@stmarys-ca.edu. In addition, the following individuals are Deputy Title IX Coordinators and may also be contacted if you seek support or wish to report an incident of sexual harassment or sexual misconduct: Evette Castillo Clark, Dean of Students ecc4@stmarys-ca.edu (925) 631-4238; and Kami Gray, SWA/Associate Director of Athletics, kgray@stmarys-ca.edu, (925) 631-4521. Additional information regarding Title IX compliance can be found at stmarys-ca.edu/title-ix.

Family Educational Rights and Privacy Act of 1974: A Brief Introduction

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

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

Annually, Saint Mary's College informs students of their rights and obligations under FERPA. The official FERPA statement of Saint Mary's College can be found on the College website for the Office of the Registrar.

Academic Regulations

Annual Calendar

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

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

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

Requirements for Bachelor of Arts and Bachelor of Science

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

Courses

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

Credit Hour Definition

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

In order to receive one hour of credit for one semester or trimester course, students will engage in approximately 750 minutes of contact time with the instructor of record and approximately 1,500 non-contact minutes.

In order to receive one hour of credit for a quarter term course, students engage in approximately 550 minutes of contact time with the instructor of record and approximately 1,100 non-contact minutes.

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

Upper Division and Lower Division

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

Lower-division courses, numbered 001-099, are frequently introductory or survey courses. Upper-division courses, numbered 100-199, are characterized by at least two of the following:

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

Student Classification

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

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

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

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

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

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

Class Designations

First-years = fewer than 9 course credits completed

Sophomores = 9 course credits completed

Juniors = 18 course credits completed

Seniors = 27 course credits completed

Auditors

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

Open Enrollment

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

Registration

Registration Process

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

Course Waitlist

After online registration takes place and prior to the start of a term, a waitlist option is offered for courses that are full. This option allows a student to add their name to the waitlist so when a spot does become available, the next student on the waitlist will be notified via email and offered a spot. They have 48 hours from the time of the notification to register. If their window expires, they lose this opportunity and the next student on the waitlist will be offered an opportunity to register.

Summer Session

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

The Drop-Add Period (Course Enrollment Changes)

The drop-add period begins on the first day of class. Students wishing to drop or add courses do so by going to the appropriate classes and obtaining the instructors' signatures, and then the signature of their academic advisor. Instructors may refuse to add students to courses that have already reached maximum size. Some academic departments may impose additional procedures for course changes within their departments. The drop-add period is typically the

first week of the term, but students should consult the academic calendar that is posted on the Office of the Registrar's website to confirm the date. Students are financially and academically responsible for all courses in which they are enrolled at the end of this period.

Withdrawal from a Course Without Academic Penalty

A student may withdraw from a course without academic penalty through the 10th week of instruction. Students should consult the academic calendar that is posted on the Office of the Registrar's website to confirm the deadline. The student files a petition in the Registrar's Office, in which the instructor verifies the last date of attendance and the advisor acknowledges the withdrawal. The course remains on the student's record with a W grade. Failure to submit the request by the deadline will result in the earned grade that is submitted by the instructor after finals week. Refer to the College Refund Policy for information on possible refund. If a student decides to repeat a course from which the student withdrew, the student must pay tuition for the course again.

Overload Registration

Overload registration permits a student to register for more than the allotted amount of courses per semester. Undergraduates are allowed to register for the following credit amounts (any combination of full credit and partial credit) without triggering the overload limit:

- 4.25 (Fall Semester) + 1.25 (Jan Term) + 4.25 (Spring Semester)*

In order to qualify for overloading, students must meet the following criteria:

- Must have a cumulative grade point average of a 3.0 or higher.
- First-year students are not permitted to overload.
- Advisor approval required.

Overload registration is permitted only after the completion of the initial registration period. Overload courses may incur additional charges, so please consult the Business Office with questions. See also the Expanded Studies Program, below.

**Applies to all undergraduates who matriculated in the Fall 2019 semester or later. For all other matriculation years prior to Fall 2019, please contact the Registrar's Office regarding the overload limits.*

Expanded Studies Program

The Expanded Studies Program rewards outstanding undergraduates with opportunities for added study at the College, tuition-free, enabling them to take **up to 5.0 course credits in a long semester at no additional cost**. Participants are encouraged to explore academic disciplines beyond their declared major field(s) of study, to enrich their major studies with additional or complementary courses, or to pursue a minor, double-major, certificate, etc. While the program has the student's intellectual development primarily in view, the College benefits by a "multiplication" of ESP students' presence in the classroom.

Students eligible to participate have met the following requirements:

1. have a cumulative SMC grade point average (only includes courses taken at Saint Mary's College) of **at least 3.70**;
2. be enrolled as a full-time undergraduate at Saint Mary's College;
3. have reached at least first-term sophomore status (9 credits taken or accepted for credit at Saint Mary's College);
4. have declared a major field of study.

For further information, please consult the Registrar's Office or your Academic Advisor.

Independent Study Courses

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

Enrollment in 195 or 197 courses requires good academic standing (2.0). First-years are precluded from taking an independent study during their first term at SMC, unless they have previously completed college coursework elsewhere for a letter grade (i.e., not including AP or IB courses). 1.0-credit January Term independent study courses are limited to sophomore, junior, and senior students with a 2.5 or better overall grade point average. No student may apply more than three cumulative credits in independent studies toward graduation requirements without the permission of the Registrar. The three-credit maximum may be reached with three 1.0 credit courses or any number of 0.25, 0.50, and/or 1.0 courses that add to 3.0 credits total. This regulation does not apply to independent study courses taken during January Term.

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

Courses from Other Colleges

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

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

Graduation Requirements

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

In Residence Requirement, Senior Year

The "in residence" requirement for the degree is ordinarily four academic years at Saint Mary's College or equivalent transfer credit from some other college or university. However, the "in residence" requirement for the senior year is 7.0 course credits. This consists of either taking seven 1.0-credit courses, or a combination of 1.00-credit courses and partial credit (.25 and .50) courses at Saint Mary's College. Students who transfer to the College in their senior year will be required to take a full load of nine course credits, of which at least seven courses must be upper division, in order to receive the degree from Saint Mary's. All holds and balances must also be resolved prior to being cleared for graduation. At least two courses in the minor must be taken at Saint Mary's.

Graduation Procedure

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

Participation in the commencement ceremony does not automatically mean a student is cleared for graduation, as there could be outstanding courses or grades missing from the student's record. A representative from the Office of the Registrar will notify all students of pending requirements and provide a deadline by which all requirements must be met. Beyond that deadline, the student could be subject to administrative withdrawal.

Exchange Course Program

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

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

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

Study Abroad Programs

In today's global environment, study abroad can be a defining element for every student's undergraduate degree. Many companies and organizations increasingly desire leaders with the ability to live successfully in a variety of countries, and work with people of various cultural backgrounds. Students have a unique opportunity during undergraduate study to explore the world through Saint Mary's College Study Abroad Exchange programs or non-Saint Mary's programs. Saint Mary's offers opportunities to study for a semester in college-sponsored programs in Australia, China, Costa Rica, England, France, Germany, Ireland, Italy, Mexico, Poland, South Africa, and Spain. These programs provide students an opportunity to study and live in another culture while maintaining a close affiliation with the home campus. Individual study options can include both Saint Mary's coursework and courses from the affiliated host institution. Participants in College-sponsored programs are able to apply their Saint Mary's financial aid toward the cost of their

study abroad program as well as Pell and Cal grant aid. Students are considered to be "in residence" even though they are overseas. Students are also able to participate in an out-of-network program, and can apply their government financial aid. For further information on international study options, please contact the Center for International Programs or refer to their services in this Catalog.

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

General requirements for semester/ year-length programs are:

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

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

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

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

Credit by Examination

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

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

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

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

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

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

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

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

Grades

Midterm Grades

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

Final Grades and Grade Changes

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

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

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

Satisfactory / Pass / Fail Grading

Satisfactory/pass/fail (S/D/F) grading is offered as an option to the undergraduate student for certain elective courses. Courses required for a student's major, minor, and courses taken to satisfy the requirements of the Core Curriculum in the areas of Habits of Mind, Pathways to Knowledge, Engaging the World and language proficiency (see Program of Study) may not be taken on an S/D/F basis. In courses taken on this basis, the satisfactory grade (the equivalent of C- or higher on the regular grading scale) will not affect the student's grade point average. THE D AND F GRADES WILL

AFFECT THE GPA IN THE USUAL MANNER. Students may not take more than three courses during their four years on the S/D/F basis; in any one term they may not take more than one such course. Petitions for S/D/F grading, which require the instructor's permission, are available from the Registrar's Office and must be filed by the end of the 10th week of instruction.

Incomplete Grade

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

Repeating a Course

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

Transcripts

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

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

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

Academic Honors

The Dean's List

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

The Saint Mary's Honors Program

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

Honors at Graduation

Summa Cum Laude

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

Magna Cum Laude

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

Cum Laude

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

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

Awards at Graduation

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

De La Salle Award

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

Other Graduation Awards

James L. Hagerty Award (*School of Liberal Arts*)

Arthur S. Campbell Award (*School of Science*)

Brother U. Jerome Griffin Award (*School of Economics and Business Administration*)

Henry Rand Hatfield Award (*Department of Accounting*)

Julie A. Pryde Award (*Allied Health Science Program*)

Brother Kyran Aviani Award (*Department of Art*)

Margaret Mead Award (*Department of Anthropology*)

Carlos Freitas Award (*Department of Biology*)

Linus Pauling Award (*Department of Biochemistry*)

Earl W. Smith Award (*Department of Business Administration*)

Joseph P. McKenna Award (*Department of Chemistry*)

Saint Augustine Award (*Department of Classical Languages*)

Byron Bryant Award (*Department of Communication*)

Adam Smith Award (*Department of Economics*)

Brother Leo Meehan Award (*Department of English and Drama*)

John Muir Award (*Environmental and Earth Science Programs*)

Sin Fronteras (*Ethnic Studies Program*)

Dag Hammarskjöld (*Global and Regional Studies Program*)

John Dennis Award (*High Potential Program*)

Professor Ben Frankel (*Department of History*)

Saint Thomas Aquinas Award (*Integral Program*)

bell hooks Award (*Justice, Community and Leadership Program*)

Mens Sana in Corpore Sano Award (*Department of Kinesiology*)

Brother Alfred Brousseau Award (*Department of Mathematics and Computer Science*)

Louis LeFevre Award (*Department of Performing Arts*)

St. Albertus Magnus Award (*Department of Philosophy*)

Galileo Galilei Award (*Department of Physics and Astronomy*)

Thurgood Marshall Award (*Department of Politics*)

Frederick Whelan Award (*Department of Psychology*)

Jane Addams Award (*Department of Sociology*)

John XXIII Award (*Department of Theology and Religious Studies*)

Sor Juana Inés de la Cruz Award (*Women's and Gender Studies Program*)

Dante Award (*Department of World Languages and Cultures*)

George R. McKeon Scholar-Athlete Awards (*Athletics; awarded to one male and one female student, distinguished as both outstanding athletes and scholars.*)

George Robert Milliken Award (*for student service*)

Leave of Absence

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

Withdrawal from the College and Readmission

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

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

Academic Standing

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

Satisfactory Academic Progress

A student who maintains a cumulative grade point average of at least 2.00 (C average) in all courses taken or accepted for credit at Saint Mary's College is considered to be making satisfactory academic progress.

Probationary Status

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

Withdrawal

In the event that a student withdraws from Saint Mary's College after final grades are posted, the Academic Standing policy will still apply. The process will continue (as outlined) and notations may be added to a student's official transcript.

Major Change

Students on any Probationary status can change their major, with the approval of the Chair of the Department they intend to major in for the purposes of pursuing classes that may be more in line with a student interest and/or career choice. However, it is important to note that the change of a major will not affect academic status (cumulative GPA will remain the same regardless of academic program).

Subject to Academic Disqualification

A student is subject to academic disqualification from further study at Saint Mary's if:

- A student is already in probationary status and fails to resume satisfactory academic progress by the end of the semester of probation.

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

- The student's cumulative GPA falls below 1.55 for all courses taken or accepted for credit.

Students subject to disqualification will be notified promptly, in writing, by the Student Success Office. Students are responsible for their academic standing after grades are posted, and for responding to the notification within one week. Failure to respond may lead to a student's being disqualified automatically. The Academic Probation Review Board has the authority to uphold the disqualification or grant Special Academic Probation for extenuating circumstances.

Special Academic Probation

Special Academic Probation may be granted at the discretion of the Academic Probation Review Board, whose members include the Registrar, faculty representatives, the Dean of Students, and Student Success Office representatives. In addition to the information contained in the student's petition, the board may seek the advice of the student's instructors, academic advisor, school dean, and others when appropriate. Special Academic Probation is granted pursuant to the following conditions:

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

Students who fail to meet the conditions of the Special Academic Probation by the end of the next long term will be immediately disqualified. The Academic Probation Review Board exercises sole authority in cases of Special Academic Probation.

In extraordinary circumstances, a student may appeal a disqualification or other decision by the Academic Probation Review Board. This appeal must be made within 90 calendar days of notification of disqualification and will be considered only if there is strong and compelling evidence of incorrect procedure, error, or new information. The Vice Provost for Student Academics or their designee will determine whether to reopen the case on the Academic Probation Review Board.

Students disqualified from the College may reapply for readmission through the Office of the Registrar if they take Saint Mary's courses in summer session or present work from another college or university that is acceptable for transfer credit, and that credit is sufficient to signify satisfactory academic progress, and a grade point average of 2.00 or higher. A decision on readmission to Saint Mary's College is made by the Registrar at the recommendation of the Chair of the Academic Probation Review Board.

Class Attendance

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

Attendance at Religious Functions

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

Student Athletes

Student-athletes will not miss class for practice. Student-athletes, in the season in which their sport has scheduled intercollegiate competitions, will not be penalized for missing class because of representing the College in those competitions - so long as the student's absence from class for the purpose of intercollegiate athletic competition does not exceed (see Student Athlete Handbook):

- 4 classes on the MWF schedule (fall and spring terms)
- 3 classes on the T/Th schedule (fall and spring terms)
- 2 classes during a traditional January Term course
- 1 class per term (fall and spring) for labs and courses that meet once per week.

Academic Honesty

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

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

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

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

Academic Appeals

Academic Appeal Process for Undergraduates

The Committee on Academic Appeals is a faculty/student committee which hears appeals from undergraduate students regarding decisions concerning academic regulations and standards affecting them individually. A standing committee, it is convened and chaired by the Vice Provost for Student Academics, at the request of the student:

- To hear appeals regarding decisions of the Dean of the School or of the Registrar (and approved by the Dean of the School) concerning courses, standards, academic regulations and requirements for graduation;
- To hear appeals regarding grades given by instructors.

The Committee consists of up to ten members, including:

- Vice Provost for Student Academics (ex officio and nonvoting)
- at least three (3) ranked faculty members appointed by the Chair of the Committee on Committees;
- three (3) ranked alternates (but also including Christian Brothers currently teaching at the College), one each from the Schools of Liberal Arts, Science, and Economics and Business Administration, appointed by the Vice Provost for Student Academics;
- at least three (3) students appointed by the AS President for one-year, renewable terms and confirmed by the Executive Council of that group.

PROCEDURES

1. When the student expects to appeal a decision by the Dean of their School or the Registrar, or to appeal a grade given by an instructor (see 1 and 2 above), the student must file a notification to that effect with the Vice Provost for Student Academics within one month from the beginning of the next long term.
2. The student is normally expected first to take their appeal to the instructor or administrator involved. If the student is not satisfied with the outcome, they should next take the appeal to the department chairperson or to the appropriate academic administrator.

3. If the matter is not resolved in step 2, the student will file a written statement of appeal with the Vice Provost for Student Academics. The Vice Provost will notify the appropriate instructor, department chairperson, and the School Dean that an appeal has been filed.
4. If the student decides not to pursue the appeal, they must advise the Vice Provost for Student Academics that the appeal is withdrawn.
5. The appeal must be brought to the Committee on Academic Appeals before one long term has elapsed since the term in which the cause for appeal occurred.
6. The Committee will not consider an appeal until and unless all the above avenues of informal resolution have been pursued.
7. The Vice Provost for Student Academics serves as the nonvoting Chair for each appeal hearing. Representatives of the two principals (a faculty member chosen by the student-a Christian Brother on staff may also serve this role-and a ranked faculty member chosen by the other principal, or in the case of an appeal of a decision by the Registrar's Office, a representative of that office not involved in the original decision) will present to the Committee the respective arguments of the two principals whom they represent. The two principals do not attend the meeting unless requested to do so by the Committee.
8. Minutes of the proceedings will be taken and kept on file in the Office of the Vice Provost. All proceedings and correspondence, and the minutes are confidential and will not be maintained in the student's permanent academic record.
9. In hearing an appeal, the Committee has authority to:
 1. set time limits on presentation by representatives of the two principals;
 2. request written statements from the principals, if necessary;
 3. determines if the principals are to appear before it;
 4. consider during its deliberations all documents and any records considered by the initiating instructor or administrator; oral and/or written argument of both principals; additional evidence the Committee deems appropriate.
10. The Committee, upon reaching a majority decision, has the authority in the individual case to instruct the Registrar to waive an academic regulation or requirement, make an exception to an academic standard, or to change a grade.
11. The Vice Provost for Student Academics gives written notification of the Committee's decisions to the principals.

Academic Appeal Process for Graduate and Professional Program Students

The academic appeal process provides students with an opportunity to have their appeals heard in a predictable, timely and fair manner. Students are free to pursue any other right or remedy provided by law, but this policy sets forth the exclusive procedures to be followed by a student seeking an administrative resolution to an appeal.

DEFINITION

An academic appeal is a dispute that involves the application of, or compliance with, the academic policies and procedures of Saint Mary's College. Appeals governed by this process generally include outcomes directly related to policies described in the Graduate and Professional Student Academic Policies section of this Handbook. An appeal

shall not include challenges to or attempts to change state or federal law, or policies or procedures of Saint Mary's College. Appeals may involve any of the following:

- The interpretation of admissions criteria regarding a particular student's application,
- Probation or disqualification,
- The determination of the number of units taken in residence at Saint Mary's College,
- The determination of transfer course or unit eligibility for degrees at Saint Mary's College,
- Grades,
- Determinations associated with the continuous enrollment/ leave of absence policy,
- Determinations regarding the deadline for completion of degree,
- Determinations regarding the approval of a second master's degree,
- Determination of degree candidacy and conferral of degree,
- Or, any other situation related to academic policies (other than the Honor Code).

GENERAL PROVISIONS

A student who elects to file an appeal shall follow the steps described below within the determined time frame.

At each step of the appeal procedure, a colleague or faculty member may accompany the student. Because the appeal process is not a legal process, the student shall not be accompanied or represented by an attorney.

Neither the student filing an appeal nor any faculty member or colleague accompanying the student will be disciplined or discriminated against for participating in the appeal procedure.

After a formal, written appeal has been filed, the issues of the appeal shall not be added to or altered except with the written permission of the dean of the school. If the process reveals that different or additional issues must be part of the appeal, then the changed appeal must be initiated anew.

APPEAL PROCEDURES

A student who wants to appeal an academic issue should first discuss it with the involved faculty member (in the case of a grade) or the program director (on other matters) in order to try to work out a satisfactory solution in an informal manner. If a solution satisfactory to all parties is not accomplished through informal discussion, then the appealing student may file a formal appeal.

If an informal resolution cannot be reached, the student must submit a written appeal to the Dean of the respective school. If the involved faculty member is the dean of the school, the appeal should be submitted directly to the Vice Provost for Student Academics, who will carry out the actions attributed to the dean. The written appeal should include a statement of the issue and the desired remedy.

No later than 10 business days after receiving the appeal, the dean shall convene an Appeals Committee.

APPEALS COMMITTEE AND FINAL DECISION

The Appeals Committee shall consist of two full-time faculty members (appointed by the dean), the associate dean, who shall act as chairperson of the committee, and a student appointed by the dean to serve on the committee for a particular appeal. The dean also shall appoint two full-time faculty members as alternates to the committee to be called upon in cases when a faculty member of the committee is disqualified or is otherwise unavailable.

A student who is concerned that a faculty or student member of the Appeals Committee may be biased concerning that student's appeal may communicate this concern to the dean in writing. A committee member who feels a bias concerning a student's appeal may request that the dean appoint an alternate faculty or student member to serve. The dean shall determine if there is an actual or potential bias problem with a faculty or student member of the Committee and shall appoint an alternate when appropriate.

Appeals Committee members:

- Shall review the formal written appeal and all subsequent documentation generated through the Appeal Procedure,
- Shall provide all parties to an appeal the opportunity to be heard by the Committee,
- May conduct interviews and make inquiries in order to receive additional information to assist in its evaluation of the appeal,
- May interpret established policy as it applies to the specific circumstances of the appeal,
- May engage in additional fact-finding and suggest future policy changes to the administration of the College,
- Shall come to a consensus in its decision,
- Shall keep all proceedings of the Committee confidential to the extent possible while carrying out their assigned duty,
- Shall keep minutes and documents pertaining to the appeal in a confidential file separate from the student's regular file.
- The chair of the Appeals Committee shall notify the dean and student in writing of the committee's decision. The decision of the Appeals Committee is final.

Adherence to Regulations

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

Signature Programs

Saint Mary's Core Curriculum

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

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

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

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

Collegiate Seminar

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

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

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

January Term

Since 1970, **January Term** (Jan Term) has offered both students and faculty the opportunity to explore courses and experiences that depart from the constraints of the regular semester. Here, students are encouraged to explore beyond their major, minor, or core requirements. Each year, faculty develop a new curriculum composed of content and approaches designed to stimulate the imagination, and experiment with both subject matter and technique.

Like **Collegiate Seminar**, all undergraduate students and faculty from across the College participate in January Term. Students and faculty are freed from disciplinary constraints to create innovative learning experiences. Students are required to take one full-credit January Term course for each year of full-time attendance. The College offers both on-

campus courses and off-campus travel courses throughout the United States and many parts of the globe. Many courses emphasize experiential learning through service, community-based research, and on-site learning relevant to the region.

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

Undergraduate Curriculum

- The Core Curriculum
- Major Field of Study
 - Alternative Majors
 - Double Majors
- Minor Field of Study
- Core Curriculum Goals and Requirements
 - Habits of Mind
 - Pathways to Knowledge
 - Engaging the World
 - January Term
 - Language Proficiency Requirement
 - English Composition Placement
- International Student Requirements

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

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

The Core Curriculum

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

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

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

Courses approved to satisfy Habits of Mind, Pathways to Knowledge, and Engaging the World requirements can be found here: [Core-Designated Courses](#).

Major Field of Study

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

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

Alternative Majors

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

- **SPLIT MAJORS.** Combines work in two departments, must be approved by the chairs of the departments concerned, and by the Registrar. Such majors ordinarily comprise nine upper-division courses (six courses in one field and three in another), in addition to the lower-division prerequisites of both departments.
- **INTERDISCIPLINARY MAJOR.** Includes the following: Global and Regional studies major, e.g., European studies; Latin American studies, student-directed studies (see director of Global and Regional Studies); allied health science major (see Allied Health Science advisor, School of Science); health and human performance major (see chair, Department of Kinesiology); cross-cultural studies major (see dean, School of Liberal Arts).
- **INDIVIDUALIZED MAJOR.** A student who believes that their academic needs and purposes would be better served by a distinctive program of studies may present an individualized major plan. Besides fulfilling requirements for a major, this plan must satisfactorily lead the student toward the goal of liberal education, which the College sees as essential for all of its graduates. Students wishing to pursue an individualized major must submit their proposal to the Vice Provost for Student Academics, who will forward it to the Chair of the Undergraduate Educational Policies Committee for consideration. The guidelines for the proposal can be found online through the Registrar's Office.

Double Major

A student is allowed to complete two separate major fields of study. A student must fulfill all the requirements of each major as specified by each program or department, including those regarding senior projects and courses that overlap between major. Requirements vary by major and are included in each program or department's curriculum description.

Split majors may not double major with either of the disciplines that make up the split major, and must consult with both major advisors when considering an additional major. Individualized majors may complete another major field, upon UEPC approval. Interdisciplinary majors must consult with the department or dean in charge of the interdisciplinary program when considering another major field.

A student who double majors receives only one degree in one school, even if the second major is in another school. The diploma will carry the name of the degree chosen by the student from the two completed; the transcript will indicate two majors were completed.

Minor Field of Study

The College offers the option of a minor field of study, defined as a combination of at least five courses from a discipline other than that of the major field, at least three of which must be upper division. Requirements for the minor, including policies on courses that overlap with the major, vary by department and are included in each program or department's curriculum description.

Core Curriculum Goals and Requirements

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

The current list of courses that satisfy each of these goals may be found at Core-Designated Courses.

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

Habits of Mind

The cornerstone of a liberal education, the **Habits of Mind** course consists of the following learning goals:

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

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

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

3 writing classes, in developmental sequence (ENGL 004, generally to be taken in the fall of the student's first year; ENGL 005, generally to be taken in the spring of the first year; and an advanced writing course taken in the major). Refer to English Composition placement for further information.

Pathways to Knowledge

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

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

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

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

Science: 1 course and associated laboratory designated as meeting the SU - Scientific Understanding (with Lab) learning outcomes.

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

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

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

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

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

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

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

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

2 courses designated as meeting the AA - Artistic Understanding (Analysis) learning outcomes, and at least .25 credits in a course designated as meeting the CP - Artistic Understanding (Creative Practice) learning outcome.

Engaging the World

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

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

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

1 course or experience designated as meeting the TCG - The Common Good learning goal.

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

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

1 course or experience designated as meeting the AD - American Diversity learning goal.

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

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

1 course or experience that is designated as meeting the GP - Global Perspectives learning goal.

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

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

1 course or experience that is designated as meeting the CE - Community Engagement learning goal.

January Term

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

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

Language Proficiency Requirement

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

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

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

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

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

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

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

English Composition Placement

All students will complete an English composition requirement by taking writing courses designed to help you think critically and communicate effectively.

To fulfill the English composition requirement, students can choose one of two pathways:

1. ENGL 004 C - Writing-about-Writing Cohort, and ENGL 005 C - Writing-about-Research Cohort: these courses must be taken in consecutive semesters, with the same professor and the same cohort of students. ENGL 004C is a prerequisite to ENGL 005C.
2. ENGL 004 - Composition, and ENGL 005 - Argument and Research: these courses can be taken consecutively in the first year of attendance. ENGL 004 is a prerequisite to ENGL 005.

The English Composition Program uses Directed Self-Placement (DSP) for placing students into one of the two pathways. The DSP process uses a survey and description of the courses to guide students in choosing a composition pathway that best matches the academic writing class for which they are ready. In the DSP process, students assume agency in the decision of which composition pathway to take: English 004C and 005C or English 004 and English 005 course sequence. Once a student begins a pathway, they cannot switch to the other one (e.g. a student cannot take ENGL 004 and ENGL 005C).

While all students will choose a pathway, some students may place directly into English 5 through the following standardized test scores.

Placement	ACT Writing Exam	SAT Essay Exam	AP Language OR Literature	IB English 1A Exam (higher level)
ENGL-005	10-12	Total Score 23-24	4 or 5	5 or above (on higher level)

All international students also take an online Writing Placement exam (offered before their first semester begins) to determine if they will take a supplemental SMS (Studies for International and Multilingual Students) Writing Lab, a quarter credit lab. This lab will support their writing in either English composition pathway.

International Student Requirements

Studies and Curricular Requirements for International Students

International students enrolled at Saint Mary's College are required to take courses or labs developed to assist them in their assimilation to the U.S. academic rigor and greater U.S. culture. The required course is SMS 015, a course designed to give students a working platform on which to compare their native culture to U.S. culture.

The English Composition requirement for non-native speakers of English is the same as that for native English speakers with the additional requirement of the SMS 023/SMS 024 Writing Lab, a quarter credit lab to be taken in conjunction with ENGL 003 or ENGL 004.

All non-native English-speaking students, both first-years and transfer, regardless of visa status, must take the Writing Placement exam. The results of this exam will determine a student's placement in Composition and the corresponding SMS Writing Lab. As a result of the Writing Placement exam, some students may be placed in ENGL 003, Practice in Writing, which is a prerequisite to ENGL 004. Students placed in the SMS Writing Lab must complete the full series of corresponding labs as part of their Composition requirement unless they test out of the lab through a Writing Challenge Test administered prior to the spring semester.

Required Course

International students enrolled at Saint Mary's College are required to take courses or labs developed to assist them in their assimilation to the U.S. academic rigor and greater U.S. culture. The required course is SMS 015, a course designed to give students a working platform on which to compare their native culture to U.S. culture.

- SMS 015 - American Culture and Civilization

Additional Courses

The SMS Labs help support the following courses, as well as other first-year courses that have significant writing requirements and would give non-native English speakers a better chance of succeeding in all of their courses.

- ENGL 004 - Composition
- ENGL 005 - Argument and Research

Note

Students will gain:

- greater fluency in written English.
- understanding of course expectations at Saint Mary's regarding writing.
- increased proficiency in English grammar and vocabulary.
- better understanding of the stages of assembling an essay (including thesis formation, overall essay organization, paragraph development, and effective sentence construction) through focused work on each stage.
- better writing habits gained through practice in assessing writing assignments across the disciplines, setting writing schedules, brainstorming and drafting techniques, and revising essays.

Majors and Minors

Accounting

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

Faculty

Cathy Finger, PhD, *Associate Professor*

Kevin McGarry, PhD, *Associate Professor*

June Woo Park, PhD, *Assistant Professor*

Andreas Simon, PhD, CPA, *Associate Professor*

Sankaran Venkateswar, PhD, CPA, CMA, Professor, Chair, Undergraduate Accounting Program Director, Graduate Accounting Program Director

Program Learning Outcomes

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

Internships

Students who want to combine study with practical experience in accounting should contact the program director and the SEBA internship coordinator in advance for information on a variety of opportunities available in both the private and public sectors. Academic course credit for internships may be available through enrollment in the Accounting Internship (ACCTG 195) course.

Prerequisite Grade

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

Accounting, BS

Lower Division

- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

- MATH 004 - Introduction to Probability and Statistics
OR
- DATA 040 - Business Statistics

Upper Division

Business Core

- BUSAD 120 - Business Law
- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility

Accounting Major

- ACCTG 127 - Accounting Communication
- ACCTG 160 - Intermediate Accounting 1
- ACCTG 161 - Intermediate Accounting 2
- ACCTG 162 - Intermediate Accounting 3
- ACCTG 164 - Auditing
- ACCTG 168 - Tax Accounting
- ACCTG 191 - Accounting Analytics

Note

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

Accounting Minor

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The requirements for a minor in accounting are:

- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ACCTG 160 - Intermediate Accounting 1
- ACCTG 161 - Intermediate Accounting 2
- ACCTG 162 - Intermediate Accounting 3

AND one additional upper-division accounting course selected from:

- ACCTG 164 - Auditing
- ACCTG 168 - Tax Accounting
- ACCTG 191 - Accounting Analytics

Health Science

The School of Science offers an interdisciplinary major in health science. This program provides a strong foundation in natural science and human biology. The Health Science major prepares students to pursue graduate programs in physical therapy, physician assistant, nursing, occupational therapy, public health, and other health careers that require a science background and have a service orientation (listed below). The student must meet with the Health Science Advisor on admission to the College to design a course of study that will meet their individual needs and interests.

The Health Science major is consistent with the mission of the College to offer students a diverse liberal arts curriculum that is enhanced by an area of study-in this case the biological, biochemical, chemical, psychological, and physical sciences. The courses that fulfill the Health Science major allow students to acquire scientific knowledge,

integrate that knowledge among different fields of science, and apply it in the professional environment. Finally, the Health Science major facilitates education of a community of students with common goals to enhance the health and well-being of their communities through a variety of health service-oriented professions.

Learning Outcomes

1. **DEMONSTRATE** competence in the scientific principles of human health in all four major areas of Health Science: biology, chemistry, psychology, and kinesiology including knowledge of human anatomy and physiology and its relevance to human health;
2. **UNDERSTAND** and practice scientific inquiry through observation and/or experimentation including logic of experimentation, data analysis and ethical implications;
3. **ANALYZE**, interpret, integrate and evaluate scientific literature with the ability to communicate findings in a written format;
4. **GAIN** exposure to professional environments where philosophical and theoretical principles are applied while demonstrating an understanding and respect for the value of individuals, communities, and perspectives of difference.

Career Paths

See career paths below and electives need to complete prerequisites for various degree programs:

- **Physical Therapy** (take PHYSI 010 & PHYSI 011 and PSYCH 140, PSYCH 152, & PSYCH 160)
- **Occupational Therapy** (take PSYCH 140, PSYCH 152, & PSYCH 160)
- **Physician Assistant** (take PHYSI 010 & PHYSI 011, CHEM 104 & CHEM 106, BIOL 105, BIOL 130, and Anthropology/Sociology)
- **Nursing** (take HS 131, BIOL 105, BIOL 130, and COMM 112 - also note that a 1-year Accelerated Bachelor's of Science in Nursing Degree is required after SMC graduation)
- **Optometry** (take PHYSI 010 & PHYSI 011, CHEM 104 & CHEM 106, BIOL 105, BIOL 130, BIOL 135, BIOL 139)
- **Pharmacy** (take PHYSI 010 & PHYSI 011, CHEM 104 & CHEM 106, BIOL 105, BIOL 130, BIOL 135)
- **Medical and Clinical Lab Tech** (take PHYSI 010 & PHYSI 011 and CHEM 104 & CHEM 106)
- **Sonography** (take PHYSI 010 & PHYSI 011)
- **Nutrition** (take PHYSI 010 & PHYSI 011 and CHEM 104 & CHEM 106)
- **Dietetics** (take CHEM 104 & CHEM 106, BIOL 105, BIOL 130, BIOL 135, HS 131)
- **Genetic Counseling** (take CHEM 104 & CHEM 106)
- **Radiologic Technology** (take COMM 112, PHYSI 010 & PHYSI 011, and Medical Terminology off campus)
- **Nuclear Medicine** (take COMM 112, PHYSI 010 & PHYSI 011, and Medical Terminology off campus)
- **Medical Assisting** (take PHYSI 010 & PHYSI 011 and CHEM 104 & CHEM 106)

- **Public Health**
- **Health Administration**

Major Requirements

The Health Science major comprises 16 lower- and upper-division courses, many with corresponding laboratories, detailed below. To officially declare an Health Science major, students must have completed CHEM 008 & CHEM 009 with a C- or better. In order to finish a Health Science major within four years, it is essential that students complete CHEM 010 & CHEM 011 prior to the beginning of their sophomore year.

Health Science, BS

Lower Division

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- MATH 027 - Calculus I
- MATH 004 - Introduction to Probability and Statistics (may take MATH 028 or MATH 038 instead of MATH 004)
- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 002 - Introductory Biology for Majors: Organisms and Evolution
- BIOL 015 - Human Anatomy
- BIOL 016 - Human Anatomy Laboratory
- BIOL 025 - Human Physiology AND
- BIOL 026 - Human Physiology Laboratory
- OR
- BIOL 127 - Systemic Physiology (has a two semester organic chemistry prerequisite)
- PSYCH 001 - Introduction to Psychology

Upper Division

In addition, a minimum of six upper-division courses is to be taken from biology, psychology, kinesiology (at least one from each department), and chemistry (optional). At least two upper division courses must have a laboratory component. The selection of upper-division courses for this major is done in consultation with the Allied Health Advisor. Finally, HS 133/131, will be taken which fulfills the Writing in the Discipline requirement of the major. A total of 17 upper-division courses are to be completed by graduation.

Anthropology

Anthropology studies human life in a comparative, cross-cultural, holistic, global perspective, and is the only social science to do so. The discipline traditionally has been divided into four subfields: cultural and social anthropology (the comparative study of the range and variability of cultures), archaeology (the study of the human past through material

artifacts), linguistics (the origin and development of languages and their use in social contexts), and physical or biological anthropology (encompassing primatology and human evolution). Although we are a small department, we are able to offer a four-field approach and also include applied anthropology courses.

Anthropology is distinct in its insistence that the foundations for theorizing and the comparison of cultures be based on firsthand ethnographic fieldwork. Current faculty in the department have conducted fieldwork in China, the Philippines, Hawai'i, American Samoa, Colombia, Ecuador, Peru, Bolivia, Italy, and the Napa Valley, Calif. Faculty have also led January Term study trips to China, Hawai'i, the Cook Islands, Ecuador, Guatemala, Las Vegas, Nev., and San Francisco, Calif.

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

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

Students also can take advantage of a course exchange program to enroll in Anthropology and Archaeology courses at The University of California, Berkeley and California State University East Bay.

Faculty

Dana R. Herrera, PhD, Professor, Chair

Anna Corwin, PhD, Associate Professor

Jennifer Heung, PhD, Professor

Paola Sensi-Isolani, PhD, Professor Emerita

Cynthia Van Gilder, PhD, Professor

Learning Outcomes

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

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

Major Requirements

The anthropology major comprises 12.50 lower- and upper-division courses. Students are exposed to all four of the traditional subdisciplines of anthropology while having the choice of majoring in anthropology; anthropology with an archaeology concentration; or anthropology with an applied anthropology concentration.

A grade of C- or higher is required for coursework to count toward the major or minor.

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

Anthropology, BA

Required Lower Division Courses

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ANTH 005 - Introduction to Archaeology
- ANTH 007 - Biological Anthropology
- ANTH 007-L - Biological Anthropology Lab
- ANTH 010 - Introduction to Anthropological Methods (.25 lab, taken twice)

Required Upper Division Courses

- ANTH 100 - Principles of Anthropology
- ANTH 105 - Linguistic Anthropology
- ANTH 130 - Anthropological Theory

- ANTH 121 - World Cultures
OR
- ANTH 131 - Cultural Geography

- Five (5) Electives

Anthropology, Archaeology Concentration, BA

Required Lower-Division Courses

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ANTH 005 - Introduction to Archaeology
- ANTH 007 - Biological Anthropology
- ANTH 007-L - Biological Anthropology Lab
- ANTH 011 - Introduction to Archaeological Methods (.25 lab, taken twice)

Required Upper-Division Courses

- ANTH 100 - Principles of Anthropology

- ANTH 105 - Linguistic Anthropology
- ANTH 121 - World Cultures
OR
- ANTH 131 - Cultural Geography
- ANTH 127 - Topics in Archaeology
- ANTH 129 - Ancient Civilizations
- ANTH 130 - Anthropological Theory
- Three (3) electives

Anthropology Minor

Required Lower-Division Courses

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ANTH 005 - Introduction to Archaeology
OR
- ANTH 007 - Biological Anthropology
- ANTH 010 - Introduction to Anthropological Methods (.25 lab, taken once)

Required Upper-Division Courses

- ANTH 100 - Principles of Anthropology
- ANTH 121 - World Cultures
OR
- ANTH 131 - Cultural Geography
- Two (2) Electives

Archaeology Minor

Required Lower-Division Courses

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ANTH 005 - Introduction to Archaeology AND
- ANTH 011 - Introduction to Archaeological Methods (.25 lab, taken once)

Required Upper-Division Courses

- ANTH 100 - Principles of Anthropology
- ANTH 121 - World Cultures

OR

- ANTH 131 - Cultural Geography
- ANTH 127 - Topics in Archaeology
- ANTH 129 - Ancient Civilizations
- One elective

Anthropology, Applied Anthropology Concentration, BA

Required Lower Division Courses

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ANTH 005 - Introduction to Archaeology
- ANTH 007 - Biological Anthropology
- ANTH 007-L - Biological Anthropology Lab
- ANTH 010 - Introduction to Anthropological Methods (.25 lab, taken twice)

Required Upper Division Courses

- ANTH 100 - Principles of Anthropology
- ANTH 105 - Linguistic Anthropology
- ANTH 121 - World Cultures
- OR
- ANTH 131 - Cultural Geography
- ANTH 136 - Applied Anthropology
- ANTH 195 - Special Study Internship
- ANTH 130 - Anthropological Theory
- Three (3) Electives

Applied Anthropology Minor

Required Lower Division Courses

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ANTH 005 - Introduction to Archaeology
- OR
- ANTH 007 - Biological Anthropology
- ANTH 010 - Introduction to Anthropological Methods (.25 lab, taken once)

Required Upper Division Courses

- ANTH 100 - Principles of Anthropology

- ANTH 136 - Applied Anthropology
- ANTH 195 - Special Study Internship
- One (1) Elective

Art & Art History

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

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

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

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

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

Acknowledging the importance of direct contact with diverse artistic practices, students in each major are encouraged to study abroad through the college's many art-focused travel programs. Students are provided with academic internships at museums, auction houses, artists' studios and galleries that prepare them for employment in art-related fields upon graduation.

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

Art Practice Faculty

Peter Freund, PhD, *Professor Emeritus, Digital Media, Experimental Film/Video, Art Theory*

Andrew Mount, EdD, *Assistant Professor, Studio, Printmaking, Gallery Team*

Lydia Greer, MFA, *Visiting Professor, Digital Media, Experimental Film/Video, Animation*

History of Art Faculty

Costanza Dopfel, PhD, *Professor and Chair, History of Art, World Languages & Cultures Cultures, Medieval, Renaissance and Baroque Art*

Hossein Khosrowjah, PhD, *Visiting Professor, History of non-Western Art, Film, Theory and Criticism*

Anna Novakov, PhD, *Professor Emerita*

Affiliated History of Art Faculty

Thomas Poundstone, PhD, *Theology and Religious Studies, Christian Art and Baroque Art*

Cynthia Van Gilder, PhD, *Anthropology, Archeology and Art of the Pacific and the Americas*

Art Practice Learning Outcomes

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

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

History of Art Learning Outcomes

Upon completion of the major, graduates must have attained the following:

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

Art Theory and Criticism Learning Outcomes

Upon successfully completing the program of study with an art theory and criticism emphasis, students should be able to:

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

Split Major Agreements

Art Practice: Split Major Agreements

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

Art Theory and Criticism: Split Major Agreements

For more information, please email Professor Costanza Dopfel at cdopfel@stmarys-ca.edu.

Note: For curriculum of the Art Theory & Criticism major offered by other departments, please see the course descriptions in those programs: Anthropology (ANTH 120 and ANTH 124); Communication (COMM 100 and COMM 109); English (ENGL 170); Performing Arts (PERFA 001, PERFA 010, PERFA 050, PERFA 118, PERFA 160 and PERFA 184); Philosophy (PHIL 005 and PHIL 111).

History of Art: Split Major Agreements

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

Minor in Cinematic Arts

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

production in order to encourage students to analyze as well as to produce the moving image art form as an engaged critical practice.

Students minoring in Cinematic Arts take six courses from the disciplines of Art, Communication, English, Anthropology, and World Languages and Cultures. Beyond the coursework, an internship elective (ART 195) provides hands-on experience that can include assisting with a film exhibition, working as an assistant with a faculty filmmaker or researcher, and other options.

Learning Outcomes

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

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

Degree Requirements and Courses

Art Practice, BA

(12.75 courses)

Lower Division

- ART 001 - Studio Art
- ART 055 - Digital Art: Photo, Video and Sound
- ATC 080 - Art Theory

AND a choice of one lower-division course:

- ART 003 - Basic Design
- ART 004 - Basic Photography
- ART 070 - Printmaking
- ART 090 - Special Topics in Art Practice
- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas

Upper Division

- ART 196 - Capstone Project (.25 credits x 3)

A choice of at least one AH course:

- AH 100 - Women and Art
- AH 144 - Issues in Non-Western Art
- AH 145 - Issues in Medieval, Renaissance or Baroque Art
- AH 165 - Issues in American Art
- AH 166 - Issues in Modern Art

AND a choice of seven upper-division courses:

At least four (4) should be in Art Practice.

- ART 101 - Advanced Drawing
- ART 102 - Advanced Painting
- ART 104 - Advanced Photography
- ART 113 - Advanced Design
- ART 155 - Experimental Film/Video
- ART 165 - Experimental Interactive Media
- ART 175 - Interdisciplinary Arts
- ART 194 - Special Topics in Art
- ATC 117 - Art Criticism, 1900-the Present
- ATC 118 - Art Since 1930
- ATC 180 - Seminar in Theory & Practice of Art
- AH 100 - Women and Art
- AH 144 - Issues in Non-Western Art
- AH 145 - Issues in Medieval, Renaissance or Baroque Art
- AH 165 - Issues in American Art
- AH 166 - Issues in Modern Art
- AH 195 or ART 195 - Academic Internship (1 credit)
- AH 197 or ART 197 - Independent Study

Art Theory and Criticism, BA

Lower Division

- ATC 080 - Art Theory
- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas

AND a choice of three electives:

- ART 001 - Studio Art
- ART 003 - Basic Design
- ART 055 - Digital Art: Photo, Video and Sound
- PERFA 001 - Perceiving the Performing Arts
- PERFA 010 - Introduction to Music: Rock to Bach

- PERFA 050 - Theatre for Social Justice: Interactive Theatre
- PHIL 005 - Practical Logic

Upper Division

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

AND a choice of four upper-division courses:

- ATC 118 - Art Since 1930
- AH 194 - Interdisciplinary Topics in Art History
- AH 195 - Academic Internship
- ANTH 120 - Visual Anthropology
- ANTH 124 - Museum Studies
- COMM 100 - Communication Theory
- COMM 109 - Visual Communication
- ENGL 170 - Problems in Literary Theory
- PERFA 118 - Twentieth-Century Composers
- PERFA 160 - Special Topics in Performing Arts
- PERFA 184 - Dance in Performance
- PHIL 111 - Philosophy of Art

History of Art, BA

Lower Division

- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas
- ATC 080 - Art Theory

AND the choice of one (1) lower-division course:

- ART 001 - Studio Art
- ART 003 - Basic Design
- ART 004 - Basic Photography
- ART 055 - Digital Art: Photo, Video and Sound
- ART 070 - Printmaking
- ART 090 - Special Topics in Art Practice
- ANTH 005 - Introduction to Archaeology

Upper Division

- AH 196 - Senior Thesis
- AH 144 - Issues in Non-Western Art - (At least one; may be repeated as content varies.)
- AH 145 - Issues in Medieval, Renaissance or Baroque Art - (At least one; may be repeated as content varies.)

At least one (1) ART course, chosen from the following:

- ART 101 - Advanced Drawing
- ART 102 - Advanced Painting
- ART 104 - Advanced Photography
- ART 113 - Advanced Design
- ART 155 - Experimental Film/Video
- ART 165 - Experimental Interactive Media
- ART 175 - Interdisciplinary Arts
- ART 194 - Special Topics in Art

A choice of three (3) of the following:

- AH 100 - Women and Art
- AH 144 - Issues in Non-Western Art
- AH 145 - Issues in Medieval, Renaissance or Baroque Art
- AH 165 - Issues in American Art
- AH 166 - Issues in Modern Art
- AH 188 - Applied Research: Community Service
- AH 194 - Interdisciplinary Topics in Art History
- AH 195 - Academic Internship
- AH 197 - Independent Study
- ANTH 124 - Museum Studies
- ANTH 127 - Topics in Archaeology (Historical Archaeology: Material Culture and Ethnicity)
- ANTH 129 - Ancient Civilizations
- ART 102 - Advanced Painting
- ART 104 - Advanced Photography
- ART 155 - Experimental Film/Video
- ART 165 - Experimental Interactive Media
- ART 175 - Interdisciplinary Arts
- ART 194 - Special Topics in Art
- ATC 117 - Art Criticism, 1900-the Present
- ATC 118 - Art Since 1930
- ATC 180 - Seminar in Theory & Practice of Art
- WLC 126 - Film
- WLC 186 - Culture and Civilization of Italy
- TRS 160 - Topics in Religion and the Arts (only when pre-approved)
- TRS 167 - Visual Theology: Christian Art and Architecture

Art Practice Minor

(6.25 courses)

Lower Division

- ART 001 - Studio Art
- ART 055 - Digital Art: Photo, Video and Sound

AND a choice of one lower-division course:

- ART 003 - Basic Design
- ART 004 - Basic Photography
- ART 070 - Printmaking
- ATC 080 - Art Theory
- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas

Upper Division

- ART 196 - Capstone Project (.25) - Professional Practices (ii) - taken in Fall of Senior year

AND a choice of three upper-division courses, of which at least two should be in Art Practice::

- ART 101 - Advanced Drawing
- ART 102 - Advanced Painting
- ART 104 - Advanced Photography
- ART 155 - Experimental Film/Video
- ART 165 - Experimental Interactive Media
- ART 175 - Interdisciplinary Arts
- ART 194 - Special Topics in Art
- ART 195 - Academic Internship (1 credit)
- ATC 117 - Art Criticism, 1900-the Present
- ATC 118 - Art Since 1930
- ATC 180 - Seminar in Theory & Practice of Art
- AH 100 - Women and Art
- AH 144 - Issues in Non-Western Art
- AH 145 - Issues in Medieval, Renaissance or Baroque Art
- AH 165 - Issues in American Art
- AH 166 - Issues in Modern Art
- AH 195 - Academic Internship (1 credit)

Art Theory and Criticism Minor

Lower Division

- ATC 080 - Art Theory
- AH 001 - Survey of World Art: Europe and the United States
OR
- AH 002 - Survey of World Arts: Africa, and the Americas

AND the choice of one of the following:

- ART 001 - Studio Art
- ART 003 - Basic Design
- ART 055 - Digital Art: Photo, Video and Sound
- PERFA 001 - Perceiving the Performing Arts
- PERFA 050 - Theatre for Social Justice: Interactive Theatre
- PHIL 005 - Practical Logic

Upper Division

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

AND a choice of two of the following:

- ATC 117 - Art Criticism, 1900-the Present
- ATC 118 - Art Since 1930
- ATC 166 - Issues in Twentieth-Century Art
- AH 194 - Interdisciplinary Topics in Art History
- AH 195 - Academic Internship
- ANTH 120 - Visual Anthropology
- ANTH 124 - Museum Studies
- COMM 100 - Communication Theory
- COMM 109 - Visual Communication
- ENGL 170 - Problems in Literary Theory
- PERFA 118 - Twentieth-Century Composers
- PERFA 160 - Special Topics in Performing Arts
- PERFA 184 - Dance in Performance
- PHIL 111 - Philosophy of Art

Cinematic Arts Minor

Matriculation Pattern

Total Requirement (six courses)

Required Core (four courses)

Lower Division

- ART 055 - Digital Art: Photo, Video and Sound

Upper Division

- ART 155 - Experimental Film/Video
- COMM 125 - Media Technologies and Culture
- COMM 158 - Film

Electives

(Choose two)

- ANTH 120 - Visual Anthropology
- ART 195 - Academic Internship
- ATC 080 - Art Theory
- ATC 111 - Philosophy of New Media Art
- COMM 133 - Video Production
- ENGL 125 - Film
- OR
- ENGL 126 - Topics in Film
- WLC 126 - Film *

Note

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

History of Art Minor

Lower Division

- AH 001 - Survey of World Art: Europe and the United States
- OR
- AH 002 - Survey of World Arts: Africa, and the Americas

A choice of one lower-division course:

- ANTH 005 - Introduction to Archaeology
- ART 001 - Studio Art
- ART 003 - Basic Design
- ART 004 - Basic Photography
- ART 055 - Digital Art: Photo, Video and Sound
- ART 070 - Printmaking
- ATC 080 - Art Theory

Upper Division

A choice of three upper-division courses, of which at least two (2) should be in Art History:

- AH 100 - Women and Art
- AH 144 - Issues in Non-Western Art
- AH 145 - Issues in Medieval, Renaissance or Baroque Art
- AH 165 - Issues in American Art
- AH 166 - Issues in Modern Art
- AH 188 - Applied Research: Community Service
- AH 194 - Interdisciplinary Topics in Art History
- AH 195 - Academic Internship (1 credit)
- ANTH 124 - Museum Studies
- ANTH 127 - Topics in Archaeology (Historical Archaeology: Material Culture and Ethnicity)
- ANTH 129 - Ancient Civilizations
- ART 113 - Advanced Design
- ART 175 - Interdisciplinary Arts
- ART 194 - Special Topics in Art
- ATC 117 - Art Criticism, 1900-the Present
- ATC 118 - Art Since 1930
- ATC 180 - Seminar in Theory & Practice of Art
- WLC 126 - Film
- WLC 186 - Culture and Civilization of Italy
- TRS 160 - Topics in Religion and the Arts (only when pre-approved)
- TRS 167 - Visual Theology: Christian Art and Architecture

Biochemistry

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

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

Faculty and Steering Committee

Jeffrey A. Sigman, PhD, *Professor, Director*

James Berleman, PhD, *Associate Professor*

Vidya Chandrasekaran, PhD, *Associate Professor*

Jim Pesavento, PhD, Assistant Professor
Karen Ruff, PhD, Associate Professor

Learning Outcomes

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

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

Admission Requirements

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

Prerequisite Grade

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

Major Requirements

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

Biochemistry, BS

Lower Division

The following lower-division courses are required for the biochemistry major:

- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 001L - Introductory Biology for Majors: Cell and Molecular Biology Laboratory
- BIOL 002 - Introductory Biology for Majors: Organisms and Evolution (Recommended)[†]
- BIOL 002L - Organisms and Evolution Laboratory (Recommended)[†]

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II

- MATH 027 - Calculus I
- MATH 028 - Calculus II with Applications
- PHYSI 010 - General Physics I
- PHYSI 010L - Laboratory
- PHYSI 011 - General Physics II
- PHYSI 011L - Laboratory
- OR
- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- CHEM 089 - Chemical Literature

Note

† Required for students with more of a biological interest and chemistry students who wish to take BIOL 105 - Genetics

Upper-Division Requirements

- CHEM 104 - Organic Chemistry I
- CHEM 106 - Organic Chemistry II
- BIOCHEM 101 - Structural and Physical Biochemistry
- BIOCHEM 102 - Metabolic Biochemistry
- BIOL 137 - Molecular Biology
- CHEM 114 - Physical Chemistry I
- CHEM 113 - Analytical Chemistry
- OR
- CHEM 118 - Instrumental Chemical Analysis

Upper-division Electives

Select any two upper division courses in chemistry or biology in consultation with your advisor.§

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

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

Biology

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

Faculty

Rebecca Jabbour, PhD, *Associate Professor Evolution, Anatomy, Chair*

James Berleman, PhD, *Associate Professor Microbiology, Microbial Ecology, Genetics*

Carla C. Bossard, PhD, *Professor Terrestrial Ecology, Plant Science*

Vidya Chandrasekaran, PhD, *Professor Developmental Genetics, Biochemistry, Physiology*

Jessica Coyle, PhD, *Assistant Professor, Ecology*

Margaret F. Field, PhD, *Associate Professor Emerita Physiology, Cell Biology*

Keith E. Garrison, PhD, *Professor Immunology, Genetics, Molecular Biology*

Khameeka Kitt-Hopper, PhD, *Assistant Professor Cell and Molecular Biology, Anatomy and Physiology*

Phillip Leitner, PhD, *Professor Emeritus Conservation Biology, Desert Ecology*

Jacob F. Lester, PhD, *Professor Emeritus Zoology, Parasitology*

Michael P. Marchetti, PhD, *Fletcher Jones Professor of Biology, Aquatic Ecology, Conservation Biology, Invasive Species*

James Pesavanto, PhD, *Associate Professor Biochemistry, Molecular Biology*

Sonya Schuh, PhD, *Associate Professor Cell Biology, Developmental Biology, Physiology*

Gregory R. Smith, MS, *Professor Anatomy, Physiology*

Learning Outcomes

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

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

Suggested Biology Major Program

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

January Term

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

Prerequisite Grade

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

Biology, BS

Lower Division Biology Requirements

- MATH 027 - Calculus I
- OR
- MATH 013 - Calculus with Elementary Functions I AND
- MATH 014 - Calculus with Elementary Functions II

One of the following:

- MATH 004 - Introduction to Probability and Statistics
- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II
- BIOL 119 - Research Design and Biostatistics

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- PHYSI 010 - General Physics I
- PHYSI 010L (lab)
- PHYSI 011 - General Physics II
- PHYSI 011L (lab)
- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 001L - Introductory Biology for Majors: Cell and Molecular Biology Laboratory
- BIOL 002 - Introductory Biology for Majors: Organisms and Evolution
- BIOL 002L - Organisms and Evolution Laboratory

Upper Division Biology Requirements

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

- CHEM 104 - Organic Chemistry I
- CHEM 104L (lab)
- CHEM 106 - Organic Chemistry II
- CHEM 106L (lab)

Group I Genetics and Ecology:

- BIOL 105 - Genetics
- BIOL 125 - General Ecology

Group II Organismal:

- BIOL 100 - Comparative Vertebrate Anatomy
- BIOL 102 - Developmental Biology and Embryology
- BIOL 110 - Parasitism and Symbiology
- BIOL 113 - Aquatic/Marine Biology
- BIOL 122 - Comparative Animal Physiology
- BIOL 127 - Systemic Physiology
- BIOL 128 - Advanced Human Anatomy
- BIOL 144 - General Botany
- BIOL 146 - Plant Ecophysiology

Group III Cellular/Molecular:

- BIOL 130 - Microbiology
- BIOL 132 - Cell Biology
- BIOL 135 - Biochemistry
- BIOL 137 - Molecular Biology
- BIOL 139 - Immunology

Group IV Evolution and Ecology:

- BIOL 113 - Aquatic/Marine Biology
- BIOL 115 - Theory of Evolution
- BIOL 120 - Vertebrate Zoology
- BIOL 142 - California Flora and Communities
- BIOL 152 - Conservation Science

Group V Electives:

- BIOL 116 - History and Philosophy of Biology
- BIOL 119 - Research Design and Biostatistics
- BIOL 192 - Special Topics in Organismal Biology
- BIOL 193 - Special Topics in Cellular and Molecular Biology
- BIOL 194 - Special Topics in Evolution and Ecology
- BIOL 195 - Internship in Biology (1.0 credit)

- BIOL 197 - Special Study (1.0 credit)
- BIOL 198 - Field/Laboratory Research in Biology (1.0 credit)
- BIOL 199 - Special Study - Honors (1.0 credit)

Note

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

Biology Minor

Minor Requirements

The minor in biology requires

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 001L - Introductory Biology for Majors: Cell and Molecular Biology Laboratory
- BIOL 002 - Introductory Biology for Majors: Organisms and Evolution
- BIOL 002L - Organisms and Evolution Laboratory
- Any three upper-division biology courses--except BIOL 195, BIOL 197, BIOL 198, and BIOL 199--two of which must have a laboratory component. Note that all courses have prerequisites. The specific upper-division courses selected for the minor must be arranged between the student and their advisor and be approved by the chair.

Business Administration

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

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

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

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

Faculty

Berna Aksu, PhD, Professor

Marco Aponte, PhD, Associate Professor, Management Department Chair

Jyoti Bachani, PhD, Associate Professor

Norman S. Bedford, PhD, Professor Emeritus

David Bowen, PhD, Professor Emeritus

Caroline Burns, PhD, Associate Professor, Associate Dean, Undergraduate Programs

Kim Clark, PhD, Associate Professor, Associate Dean, Graduate Programs

Jake Cowan, PhD, Assistant Professor

Barry Eckhouse, PhD, Professor

Michael Hadani, PhD, Associate Professor

James Hawley, PhD, Professor Emeritus

Jivendra Kale, PhD, CFA, Professor

Eric J. Kolhede, PhD, Professor

Nancy Lam, PhD, Associate Professor

Kimberly Legocki, DBA, Adjunct

Yuan Li, PhD, Associate Professor, Organizational Behavior and Responsible Business Department Chair

Tee Lim, PhD, Adjunct

Barbara A. McGraw, JD, PhD, Professor

Mary Alice McNeil, MA, Adjunct, Associate Professor

Kevin Okoeguale, PhD, Associate Professor, Finance Department Chair

Mina Rohani, PhD, Assistant Professor

Grant Rozenboom, Assistant Professor

Michal Strahelivitz, PhD, Associate Professor

Saroja Subrahmanyam, PhD, Professor, Marketing Department Chair

Jan Warhuus, PhD, Assistant Professor

Kelly Weidner, PhD, Associate Professor, BUSAD Program Director

Lili Yan, JD, PhD, Assistant Professor

Xiaotian Tina Zhang, PhD, Professor

Program Learning Outcomes

Graduates will be:

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

Structure of the Business Programs

The business major consists of the Common Business Core plus either the requirements for General Business or the choice of one of the available Concentrations: Business Analytics, Digital Media, Entrepreneurship, Finance, Global Business, Intercultural-Interfaith Leadership, and Marketing.

Business Program in Brief

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

Developing a Graduation Plan

Faculty Advising and Course Availability

Common Business Core courses are offered every semester and some courses are offered less frequently. Annual course offerings will be published on the website. Students must develop a graduation plan with their faculty advisors to schedule classes in order to complete their program of study.

Advising and Special Action Petitions

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

Prerequisites:

Students must finish all lower division Common Business Core courses before starting their general business or concentration required courses. Students must earn a C- or higher grade in all prerequisites. Also, students must pay careful attention to course prerequisites, which affect how courses must be sequenced. For example, to be eligible to take BUSAD 196, which is the Business program capstone course, students must have previously (not concurrently) completed all lower division Common Business Core courses, the SMC core curriculum math requirement (MATH 003 or MATH 027 is required), and at least BUSAD 123, BUSAD 124, and BUSAD 132.

Saint Mary's Business Program Residency Requirements:

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

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

Math Requirement:

Math is an SMC core requirement. The Business Department highly recommends that students complete this requirement (MATH 003, or MATH 013 and MATH 014, or MATH 027) before taking DATA 040; ACCTG 002; and ECON 004, and not later than the end of the sophomore year. This subject-area will provide necessary analytical tools for success in business courses and is a prerequisite for most upper- division BUSAD courses. Seniors will not be admitted into MATH 003. MATH 027 or MATH 013 and MATH 014 is required for Business Analytics concentration.

Major Requirements

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

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

Internships

Students who want to combine study with practical experience in business should contact the SEBA Undergraduate Career Services Office for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in BUSAD 195 (1 credit or .25 credit) prior to beginning the internship.

Business Administration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management

- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

General Business Program (No Concentration)

Students who complete this program will receive the degree of Bachelor of Science in Business Administration.

- BUSAD 120 - Business Law
- BUSAD 180 - Global Business
- Upper Division BUSAD Elective (See list of courses below)
- Upper Division BUSAD Elective (See list of courses below)

Upper Division Electives

Upper Division elective choices for the General Business majors are the following:

- BUSAD 108 - Interfaith Leadership in Business and the Professions
- BUSAD 110 - Entrepreneurship
- BUSAD 111 - New Venture Financing
- BUSAD 112 - Small Business Management
- BUSAD 113 - Digital Marketing
- BUSAD 121 - Advanced Legal Topics in Business
- BUSAD 126 - Applied Marketing Research
- BUSAD 128 - Consumer Behavior
- BUSAD 129 - Global Marketing
- DATA 137 - Advanced Quantitative Methods
- DATA 138 - Database Programming for Data Analytics
- DATA 139 - Big Data and Machine Learning
- BUSAD 175 - Management Information Systems
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 170 - Industrial Organization
OR
- ECON 175 - Multinational Enterprises
- ECON 130 - Banking and Monetary Policy
OR
- BUSAD 136 - Investments

Business Administration, Business Analytics Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Business Analytics Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Business Analytics Concentration.

- DATA 137 - Advanced Quantitative Methods
- DATA 138 - Database Programming for Data Analytics
- DATA 139 - Big Data and Machine Learning
- MA/CS 021 - Programming I

Note

Students must take MATH 027 or MATH 013 and MATH 014 as prerequisite for this concentration

Business Administration, Digital Media Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Digital Media Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Digital Media Concentration.

- BUSAD 113 - Digital Marketing
- BUSAD 114 - Online Content Creation

Choice of two from the following options:

- COMM 125 - Media Technologies and Culture
- COMM 133 - Video Production
- COMM 143 - Advanced Media Production I
- ART 055 - Digital Art: Photo, Video and Sound
- OR
- COMM 109 - Visual Communication

- OR
- COMM 158 - Film
- OR
- ART 004 - Basic Photography
- ART 065 - Web Design and Interactive Art

Business Administration, Entrepreneurship Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Entrepreneurship Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Entrepreneurship Concentration.

- BUSAD 110 - Entrepreneurship
- BUSAD 111 - New Venture Financing

- BUSAD 112 - Small Business Management
- BUSAD 113 - Digital Marketing

Business Administration, Finance Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Finance Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Finance Concentration.

- BUSAD 135 - International Financial Management
- BUSAD 136 - Investments
- DATA 137 - Advanced Quantitative Methods
- BUSAD 111 - New Venture Financing

Business Administration, Global Business Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Global Business Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Global Business Concentration.

- BUSAD 180 - Global Business
- BUSAD 135 - International Financial Management
- BUSAD 129 - Global Marketing
- BUSAD 185 - Managing the Global Firm

Note

Students must study abroad one semester in the junior year. This requires careful program planning.

Business Administration, Intercultural-Interfaith Leadership Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Intercultural-Interfaith Leadership Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Intercultural-Interfaith Leadership Concentration.

- BUSAD 108 - Interfaith Leadership in Business and the Professions
- ANTH 001 - Introduction to Social and Cultural Anthropology

OR

- ES 001 - Introduction to Ethnic Studies
- COMM 106 - Intercultural Communication
- BUSAD 185 - Managing the Global Firm

Business Administration, Marketing Concentration, BS

See the **Business Administration** department page for information about requirements and program policies.

Common Business Core

All business majors must take the Common Business Core Courses

Lower Division

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

- BUSAD 010 - Global Perspectives in Business and Society **
- DATA 040 - Business Statistics
- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics

Note

**BUSAD 010 is waived for transfer students entering Saint Mary's with junior or senior standing. It is also waived for Accounting majors. It is not waived for students who switch majors at Saint Mary's.

Upper Division

- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- BUSAD 127 - Business Communication
- BUSAD 131 - Managing and Leading in Organizations
- BUSAD 132 - Global Operations Management
- BUSAD 181 - Business Ethics and Social Responsibility
- BUSAD 196 - Strategic Management

Marketing Concentration

Students who complete this program will receive the degree of Bachelor of Science in Business Administration/Marketing Concentration.

- BUSAD 126 - Applied Marketing Research

- BUSAD 128 - Consumer Behavior
- BUSAD 129 - Global Marketing
- BUSAD 113 - Digital Marketing

Business Administration Minor

Minor Requirements

A student may earn only one Minor in Business Administration. Courses for the minor are

- ACCTG 001 - Financial Accounting
- ACCTG 002 - Managerial Accounting
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- DATA 040 - Business Statistics
- BUSAD 120 - Business Law
- BUSAD 123 - Financial Management
- BUSAD 124 - Marketing
- Plus two additional upper-division Business Administration courses.

Note

The BUSAD minor is not open to Accounting majors.

Chemistry

The Chemistry Department seeks to offer a versatile academic program that will prepare students for a variety of options upon graduation: employment in industry, graduate work in chemistry or related fields, entry into professional schools such as medicine or dentistry, or teaching at the K-12 level. Using a balance of theoretical and experimental work, the curriculum attempts to provide students with a solid understanding of fundamental concepts, the ability to reason through unfamiliar problems, the tools to investigate a topic in depth and the communication skills that are needed to share information with others.

The department recognizes that since chemistry is a discipline whose primary focus is the underlying substances of the universe, it is important both independently and in relation to other fields of study. For these reasons the department strives to connect the curriculum to other disciplines and real-world examples whenever possible, and to routinely offer courses to meet the needs of students who are not science majors.

Faculty

Valerie A. Burke, PhD, *Associate Professor, Chair*

Kenneth J. Brown, PhD, *Professor*

Steven J. Bachofer, PhD, *Professor*

Joel D. Burley, PhD, *Professor*

John S. Correia, PhD, *Professor Emeritus*

Zuleikha Kurji, PhD, *Assistant Professor*

Mark Lingwood, PhD, *Associate Professor*

Karen M. Ruff, PhD, *Assistant Professor*

Michelle L. Shulman, PhD, Associate Professor

Jeffrey A. Sigman, PhD, Professor

Elizabeth Valentin, PhD, Assistant Professor

Learning Outcomes

The learning outcomes for the Chemistry Department are organized into five general categories:

- **TOOLS** for learning
- **FUNDAMENTAL** knowledge and conceptual understanding
- **INVESTIGATIVE** skills
- **COMMUNICATION** skills
- **SOCIETAL AWARENESS** and concerns

Preparation for Success

Students planning a major in chemistry should present credits for one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remedy any deficiencies in summer school. Students planning a science major should be particularly alert to the language proficiency requirement (see Program of Study) and the math diagnostic prerequisite for entrance into CHEM 008.

Major Requirements

The Chemistry Department offers several options for the student interested in chemistry:

1. The bachelor of science (B.S.) chemistry major provides a solid foundation for students pursuing careers in technically intensive fields or graduate study. It is particularly appropriate for students with strong mathematical skills.
2. The chemistry major with an environmental concentration (B.S.) is designed for students with an interest in applying chemistry to the study of environmental systems and issues.
3. The bachelor of arts (B.A.) chemistry major provides students the flexibility to undertake a minor, prepare for a single-subject teaching credential, or complete courses for medical or professional school. It can also prepare students for employment with a number of firms in the scientific and medical arenas.
4. The biochemistry major (B.S., offered jointly with the Biology Department; see Biochemistry major for more information).

A suggested four-year program of study for any major in chemistry or biochemistry is available from any Chemistry Department faculty member.

Prerequisite Grade

Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course, unless noted otherwise in the course description.

Chemistry, BA

Lower Division

The following lower-division courses are required for the three majors in chemistry:

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- CHEM 089 - Chemical Literature

- MATH 013 - Calculus with Elementary Functions I AND
- MATH 014 - Calculus with Elementary Functions II
OR
- MATH 027 - Calculus I

- MATH 028 - Calculus II with Applications (see note regarding math below)
OR
- MATH 038 - Calculus II (see note regarding math below)

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory (preferred)
OR
- PHYSI 010 - General Physics I
- PHYSI 10L (lab)
- PHYSI 011 - General Physics II
- PHYSI 11L (lab)

In addition

- MATH 039 - Calculus III recommended for all majors, and especially recommended for B.S. majors and those considering attending graduate school in the sciences.

Upper Division

The following upper-division courses are required for all three majors in chemistry:

- CHEM 104 - Organic Chemistry I
- CHEM 106 - Organic Chemistry II
- CHEM 130 - Advanced Inorganic Chemistry

For the chemistry B.A. major, students must take

- CHEM 110 - Polymer and Supramolecular Chemistry

- CHEM 113 - Analytical Chemistry
OR
- CHEM 118 - Instrumental Chemical Analysis

- CHEM 114 - Physical Chemistry I
- Two additional upper-division courses from Chemistry or Biochemistry

Note

BIOL 135 may count as an upper-division course if BIOCHEM 101 or BIOL 102 are not taken. A combination of one to three CHEM 197/CHEM 199 courses that equal 1.0 or more credit can count for one upper division course.

*Note regarding Math requirements: Exposure to multivariable calculus is recommended preparation for CHEM 114, and strongly recommended for students planning to attend graduate school in chemistry. Students learn the most multivariable calculus by taking MATH 013+MATH 014 or MATH 027, MATH 038, and MATH 039, and therefore this course of study is the preferred option. Students should learn a small amount of multivariable calculus by taking MATH 013+MATH 014 or MATH 027, and MATH 028, and this plan should be followed for students who will not take MATH 039.

*Notes regarding prerequisites: (1) BIOCHEM 101 requires prerequisites of BIOL 001 OR strong high school preparation in biology and instructor approval. Students obtaining instructor approval to enroll in BIOCHEM 101 may waive BIOL 001 as a requirement for the BS major. (2) BIOL 135 requires BIOL 001 as a prerequisite, and students can obtain instructor permission to enroll in BIOL 135 without completing BIOL 002.

Chemistry, BS

Lower Division

The following lower-division courses are required for the three majors in chemistry:

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- CHEM 089 - Chemical Literature

- MATH 013 - Calculus with Elementary Functions I AND
- MATH 014 - Calculus with Elementary Functions II
- OR
- MATH 027 - Calculus I

- MATH 028 - Calculus II with Applications (see note regarding math below)
- OR
- MATH 038 - Calculus II (see note regarding math below)

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory (preferred)
- OR
- PHYSI 010 - General Physics I
- PHYSI 10L (lab)
- PHYSI 011 - General Physics II
- PHYSI 11L (lab)

In addition

- MATH 039 - Calculus III recommended for all majors, and especially recommended for B.S. majors and those considering attending graduate school in the sciences.

For the chemistry B.S. major, students must also take

- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 001L - Introductory Biology for Majors: Cell and Molecular Biology Laboratory please see the note regarding prerequisites below.

Upper Division

The following upper-division courses are required for all three majors in chemistry:

- CHEM 104 - Organic Chemistry I
- CHEM 106 - Organic Chemistry II
- CHEM 130 - Advanced Inorganic Chemistry

For the chemistry B.S. major, students must take

- CHEM 110 - Polymer and Supramolecular Chemistry
- CHEM 113 - Analytical Chemistry
- CHEM 114 - Physical Chemistry I
- CHEM 115 - Physical Chemistry II
- CHEM 118 - Instrumental Chemical Analysis

- BIOCHEM 101 - Structural and Physical Biochemistry
OR
- BIOL 135 - Biochemistry (see note regarding prerequisites below)

Students also take one additional upper-division course in Chemistry:

- CHEM 111 - Advanced Organic Chemistry
- CHEM 119 - Environmental Chemistry
- CHEM 197 - Special Study
- CHEM 199 - Special Study - Honors

Note

A combination of one to three CHEM 197/CHEM 199 courses that equal 1.0 or more credit can count for one upper division course.

Students may not receive credit for both CHEM 114 and CHEM 138.

*Note regarding Math requirements: Exposure to multivariable calculus is recommended preparation for CHEM 114, and strongly recommended for students planning to attend graduate school in chemistry. Students learn the most multivariable calculus by taking MATH 013+MATH 014 or MATH 027, MATH 038, and MATH 039, and therefore

this course of study is the preferred option. Students should learn a small amount of multivariable calculus by taking MATH 013+MATH 014 or MATH 027, and MATH 028, and this plan should be followed for students who will not take MATH 039.

*Notes regarding prerequisites: (1) BIOCHEM 101 requires prerequisites of BIOL 001 OR strong high school preparation in biology and instructor approval. Students obtaining instructor approval to enroll in BIOCHEM 101 may waive BIOL 001 as a requirement for the BS major. (2) BIOL 135 requires BIOL 001 as a prerequisite, and students can obtain instructor permission to enroll in BIOL 135 without completing BIOL 002.

Chemistry, Environmental Concentration, BS

Lower Division

The following lower-division courses are required for the three majors in chemistry:

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- CHEM 089 - Chemical Literature

- MATH 013 - Calculus with Elementary Functions I AND
- MATH 014 - Calculus with Elementary Functions II
- OR
- MATH 027 - Calculus I

- MATH 028 - Calculus II with Applications (see note regarding math below)
- OR
- MATH 038 - Calculus II (see note regarding math below)

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory (preferred)
- OR
- PHYSI 010 - General Physics I
- PHYSI 10L (lab)
- PHYSI 011 - General Physics II
- PHYSI 11L (lab)

In addition

- MATH 039 - Calculus III recommended for all majors, and especially recommended for B.S. majors and those considering attending graduate school in the sciences.

For the chemistry major-environmental concentration, students must also take:

- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 001L - Introductory Biology for Majors: Cell and Molecular Biology Laboratory
- BIOL 002 - Introductory Biology for Majors: Organisms and Evolution
- BIOL 002L - Organisms and Evolution Laboratory

Upper Division

The following upper-division courses are required for all three majors in chemistry:

- CHEM 104 - Organic Chemistry I
- CHEM 106 - Organic Chemistry II
- CHEM 130 - Advanced Inorganic Chemistry

For the environmental concentration, students must take

- CHEM 113 - Analytical Chemistry
OR
- CHEM 118 - Instrumental Chemical Analysis
- CHEM 114 - Physical Chemistry I
- CHEM 115 - Physical Chemistry II
- CHEM 119 - Environmental Chemistry
- and one other upper division chemistry course

Also required are

- BIOL 125 - General Ecology
- BIOL 113 - Aquatic/Marine Biology
OR
- BIOL 146 - Plant Ecophysiology
OR
- BIOL 152 - Conservation Science

Note

Students may not receive credit for both CHEM 114 and CHEM 138.

*Note regarding Math requirements: Exposure to multivariable calculus is recommended preparation for CHEM 114, and strongly recommended for students planning to attend graduate school in chemistry. Students learn the most multivariable calculus by taking MATH 013+MATH 014 or MATH 027, MATH 038, and MATH 039, and therefore this course of study is the preferred option. Students should learn a small amount of multivariable calculus by taking MATH 013+MATH 014 or MATH 027, and MATH 028, and this plan should be followed for students who will not take MATH 039.

*Notes regarding prerequisites: (1) BIOCHEM 101 requires prerequisites of BIOL 001 OR strong high school preparation in biology and instructor approval. Students obtaining instructor approval to enroll in BIOCHEM 101 may waive BIOL 001 as a requirement for the BS major. (2) BIOL 135 requires BIOL 001 as a prerequisite, and students can obtain instructor permission to enroll in BIOL 135 without completing BIOL 002.

Chemistry Minor

Minor Requirements

The minor in chemistry requires

- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II AND
- Any three upper-division chemistry courses beyond CHEM 104.

Classical Languages

The ancient Greeks and Romans left a legacy of values and ideas that continue to inform the way we view the changing world around us. The Classical Languages department enables students to go beyond the translations and engage directly with the extant Greek and Roman texts, while at the same time acquiring knowledge about their context. In this way, students can attain a clearer understanding of the Greco-Roman component in modern-day world views as they continue to reflect on the universal human condition.

Whether you major in Classics or not, the linguistic approaches and strategies you will develop with us are highly transferable. Familiarity with the etymology of the Greek and Latin roots in English makes the study of science much more effective. There is no better preparation for the pitfalls of legalese than the meticulous, logical approach to Greek and Latin texts. Students who plan to enter graduate studies in Classics, philosophy, art history, theology, archaeology, etc., will be able to satisfy one or more of the language requirements in those programs. No matter what career you choose, students tell us, the overall cultural enrichment you get along the way is one of the great benefits of Classical Studies.

Classical Languages majors write a Senior Thesis based on one of their upper division courses on a major author.

Faculty

Michael Riley, PhD, *Professor, Chair*

Learning Outcomes

Our focus is on your learning. We actively communicate with you in the course of your studies. We rely on your input as you progress toward linguistic proficiency in Greek and/or Latin.

Upon successful completion of the ELEMENTARY LATIN/GREEK SEQUENCES, you will be able to:

- Engage in simple interactions in Latin and/or ancient Greek;
- Read and understand simple texts with the help of dictionaries and textbook materials;
- Translate simple English sentences into idiomatic Latin and/or Greek;
- Develop a stable understanding of grammar as a vehicle for logic;
- Acquire reliable strategies for approaching sentences in both Latin/Greek and English;

- Begin to develop strategies for sight-reading Latin and/or Greek texts (without the help of dictionaries and textbook materials); and
- Understand the basic cultural, historical, political, philosophical and mythological background of the texts you read.

Upon successful completion of the INTERMEDIATE LATIN/GREEK SEQUENCES, you will be able to:

- Engage in more complex interactions in Latin and/or ancient Greek;
- Read relatively complex texts with occasional help from dictionaries and textbook materials;
- Sight-read basic texts;
- Distinguish between writers' styles and develop specific reading strategies for dealing with each author;
- Translate sentences into idiomatic Latin and/or Greek in a specific writer's style;
- Appreciate the metric and rhythm of Greek and Roman poetry;
- Discuss the cultural, historical, political, philosophical and mythological background of the texts you read;
- Understand the logical and rhetorical complexities of ancient texts;
- Appreciate the creative distortions inevitable in translation; and
- Perform basic evaluation of selected official translations from Latin and Greek.

UPPER-DIVISION COURSES IN LATIN AND /OR GREEK hone the intermediate skills you've acquired:

- Your reactions to the linguistic aspects of the Latin/Greek text should become more or less automatic;
- You will sight-read most Latin and Greek texts;
- You will be able to read some very difficult texts without losing sight of their non-linguistic dimensions; and
- Your proficiency in analyzing the hidden dimensions of any text-English or ancient-will increase dramatically, along with your expanded vocabulary and interpretive sophistication.

Major Requirements

Lower Division Classics Major

By arrangement.

Classical Studies Minor Requirements

The Classical Studies minor is an interdisciplinary approach to the study of the literature, history, and art of the ancient Greeks and Romans and their influence from antiquity up to the present. The minor is open to all undergraduates. The minor is rooted in the study of the texts, ranging from the Homeric poems of the archaic Greek period to the works of St. Augustine in the fourth century C.E. Offered by the Classical Languages Department the Minor provides students opportunities to be part of a large and thriving classics community, to conduct collaborative research, and study abroad through the College's programs in Rome.

Learning Outcomes

1. Understanding the basic cultural, historical, political, philosophical and mythological backgrounds of ancient literature
2. Capacity for disciplined examination and discussion of fundamental ideas and questions, as treated or suggested by some of the great written texts
3. Proficiency in analyzing the hidden dimensions of any text-English or ancient-will increase dramatically, along with expanded vocabulary and interpretive sophistication.

4. Ability for close reading and listening, for precise verbal formulations of questions, distinctions, concepts, arguments, and judgments, and facility at addressing and responding to classmates' like contributions; and
5. Well-developed competence in written formulation of questions, distinctions, concepts, arguments, and judgments.

Requirements

Students must complete 6 courses which may be double-counted towards core curriculum requirements. The lower-division entry course, a comprehensive introduction to the Greek and Roman civilization is required. At least five courses must be upper-division. Students may elect in any order five of these courses. Upper-division Greek and Latin courses can also to meet the minor requirements. Upper-division RILA courses can also be used to fulfill the requirement. Integral students can also use INTEG 113 and INTEG 133 (Ancient mathematics and mathematical cosmology) to meet these requirements. Some listed courses have a prerequisite or require instructor's permission. January Term courses do not count towards the minor requirements.

Prerequisite Grade

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

Classical Languages, BA

Lower Division Classics Major

By Arrangement.

- GREEK 001 - Elementary Greek
- GREEK 002 - Elementary Greek
- GREEK 003 - Intermediate Greek
- GREEK 004 - Intermediate Greek

OR

- LATIN 001 - Elementary Latin
- LATIN 002 - Elementary Latin
- LATIN 003 - Intermediate Latin
- LATIN 004 - Intermediate Latin

Upper Division Classics Major

Choose eight upper-division courses combining study of Latin and Greek.

- GREEK 101 - Plato
- GREEK 102 - Homer
- GREEK 103 - Greek Historians
- GREEK 105 - Greek Orators
- GREEK 106 - Greek Dramatists
- GREEK 107 - Aristotle
- GREEK 110 - New Testament Greek

- GREEK 115 - Greek Lyric Poets
- GREEK 199 - Special Study - Honors
- LATIN 102 - Roman Historians
- LATIN 103 - Patristic Latin
- LATIN 104 - Roman Comedy
- LATIN 108 - Horace
- LATIN 109 - Roman Law
- LATIN 110 - Virgil
- LATIN 199 - Special Study - Honors

Classical Languages, Greek, BA

Lower Division

- GREEK 001 - Elementary Greek
- GREEK 002 - Elementary Greek
- GREEK 003 - Intermediate Greek
- GREEK 004 - Intermediate Greek

** INTEG 051 & 052, INTEG 053 & 054 may substitute for Greek.

Upper Division

Choose eight upper-division courses focused on Greek

- GREEK 101 - Plato
- GREEK 102 - Homer
- GREEK 103 - Greek Historians
- GREEK 105 - Greek Orators
- GREEK 106 - Greek Dramatists
- GREEK 107 - Aristotle
- GREEK 110 - New Testament Greek
- GREEK 115 - Greek Lyric Poets
- GREEK 199 - Special Study - Honors

Classical Languages, Latin, BA

Lower Division

- LATIN 001 - Elementary Latin
- LATIN 002 - Elementary Latin
- LATIN 003 - Intermediate Latin
- LATIN 004 - Intermediate Latin

Upper Division

Choose eight upper-division courses focused on Latin.

- LATIN 101 - Cicero
- LATIN 102 - Roman Historians
- LATIN 103 - Patristic Latin
- LATIN 104 - Roman Comedy
- LATIN 108 - Horace
- LATIN 109 - Roman Law
- LATIN 110 - Virgil
- LATIN 199 - Special Study - Honors

Classical Studies Minor

Minor Requirements

Students must complete 6 courses which may be double-counted towards core curriculum requirements. The lower-division entry course, a comprehensive introduction to the Greek and Roman civilization, is required. At least five courses must be upper-division. Students may elect in any order five of these courses. Upper-division Greek and Latin courses can also be used to meet the minor requirements. Upper-division RILA courses can also be used to fulfill the requirement. Integral students can also use INTEG 113 Seminar and INTEG 133 Sophomore Mathematics (Ancient mathematics and mathematical cosmology) to meet these requirements. Some listed courses have a prerequisite or require instructor's permission. January Term courses do not count towards the minor requirements.

- CLSL 002 - Greece and Rome: Golden Times

Upper Division

Please select any five of the following upper division courses

Classical Languages Upper Division

- CLSL 100 - Classical Mythology
- TRS 101 - Origins of Christianity
- ENGL 141 - Studies in Medieval Literature
- ENGL 142 - Studies in Renaissance and 17th-Century Literature
- HIST 111 - The Birth of Europe

Greek Upper Division

- GREEK 101 - Plato
- GREEK 102 - Homer
- GREEK 103 - Greek Historians
- GREEK 105 - Greek Orators
- GREEK 106 - Greek Dramatists
- GREEK 107 - Aristotle

- GREEK 110 - New Testament Greek
- GREEK 115 - Greek Lyric Poets
- GREEK 199 - Special Study - Honors

Latin Upper Division

- LATIN 101 - Cicero
- LATIN 102 - Roman Historians
- LATIN 103 - Patristic Latin
- LATIN 104 - Roman Comedy
- LATIN 108 - Horace
- LATIN 109 - Roman Law
- LATIN 110 - Virgil
- LATIN 199 - Special Study - Honors

Greek Minor

Minor Requirements

The minor in Greek requires

- GREEK 101 - Plato
- GREEK 102 - Homer
- GREEK 106 - Greek Dramatists AND
- Two electives in Greek

Latin Minor

Minor Requirements

The minor in Latin requires

- LATIN 101 - Cicero
- LATIN 102 - Roman Historians
- LATIN 110 - Virgil AND
- Two electives in Latin

Collegiate Seminar

In their four Collegiate Seminar classes, Saint Mary's students and faculty, through reading and discussion, explore the great writings that have shaped the thought and imagination of the Western world. In Seminar, students develop skills of analysis through critical reading, critical thinking, thoughtful interpretation and respectful communication. Over time, through this process, they learn to read and discuss important texts with increased understanding and enjoyment.

Classes meet around a seminar table in small groups so that each person can participate actively in the discussion. The faculty discussion leader poses questions about the texts to challenge the students to develop, through the process of

careful reading and discussion, defensible interpretations of their own. Students state opinions and uncover assumptions; they present evidence to support their positions or to defend them against objections; they respond to other students' views, developing points in greater detail, exploring contradictions and ambiguities. Working together in a spirit of cooperation, students learn to reflect upon and refine their ideas. In addition, through substantial writing assignments, students deepen their inquiries into the texts, developing theses supported by cogent analysis based on textual evidence. Their experience with discussion and writing develop skills that Saint Mary's students use throughout their lives.

Entering transfer students enroll in SEM 102 and take SEM 103 and SEM 104 thereafter.

Students matriculating as first-years are subject to the College's Core Curriculum requirements (see Program of Study). Collegiate Seminar courses comprise a substantial portion of the Habits of Mind requirements. Students are required to take SEM 001, SEM 002, SEM 103, and SEM 104, as follows: SEM 001 in Spring of the first year, SEM 002 in Fall of the second year, SEM 103 in either long semester of the third year, and SEM 104 in either long semester of the fourth year.

Collegiate Seminar Governing Board

The Collegiate Seminar Governing Board consists of elected representatives from each school, and ex officio members from The Center for Writing Across the Curriculum, the Christian Brothers, the students, the LEAP and BALOS programs and from the contingent faculty

Collegiate Seminar Vision Statement

Collegiate Seminar seeks to engage Saint Mary's students in a critical and collaborative encounter with the world of ideas as expressed in great texts of the Western tradition in dialogue with and exposure to its encounter with other traditions. Thereby students become part of the Great Conversation. The Program seeks to help them develop as curious, thoughtful members of an intellectual community. Designed to serve the College's goals of a liberal education, the Program strives to put students in possession of their powers to think clearly, critically and collaboratively, and articulate their ideas effectively-powers that will serve them for the rest of their lives.

Goals of the Collegiate Seminar

Collegiate Seminar fosters a genuine sense of collegiality and intellectual community by providing an authentic forum for students to meet and partake of a common experience-the reading and discussion of shared texts under the guidance of faculty from all disciplines. Its participants engage in collaborative dialogue with texts whose ideas shape our world. Through careful reading, shared inquiry, and writing, students improve their skills of analysis and communication. During this process students will develop increased appreciation for these great ideas, and grow in their intellectual curiosity, becoming life-long learners and thinkers. Students will be exposed to a variety of ways of knowing, encouraged in their search for meaning, and learn to accept ambiguity while aiming for clarity.

Learning Outcomes

Seminar Specific Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Understand, analyze, and evaluate challenging texts from different genres and periods.
2. Comprehend the intellectual threads that connect works both backward and forward through history.
3. Relate the works studied to their own experience and to notions of authentic humanity.

4. Reflect on prior knowledge and assess one's own process of learning.

Critical Thinking

Critical thinking within Seminar is grounded on the processes of analysis, synthesis and evaluation necessary to read with understanding. Through careful reading, listening, and reflection, which lead to a solid understanding of the texts, critical thinking allows students to make perceptive insights and connections between texts, Seminars and ultimately their life experiences. Critical thinking within Seminar also includes skills that allow for sound judgments to be made when multiple, competing viewpoints are possible. Seminar is a place where reading critically is transformed and integrated into a habit of mind, providing students with the tools to question the authority of the text and the foundations of their own assumptions. In short, critical thinking allows students to recognize, formulate and pursue meaningful questions, which are not only factual but also interpretive and evaluative, about the ideas of others as well as their own.

Critical Thinking Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Distinguish the multiple senses of a text (literal and beyond the literal).
2. Identify and understand assumptions, theses, and arguments that exist in the work of authors.
3. Evaluate and synthesize evidence in order to draw conclusions consistent with the text. Seek and identify confirming and opposing evidence relevant to original and existing theses.
4. Ask meaningful questions and originate plausible theses.
5. Critique and question the authority of texts, and explore the implications of those texts.

Written and Oral Communication

A mind is not truly liberated until it can effectively communicate what it knows. Thus Collegiate Seminar seeks to develop strong written and oral communication skills in its students. Students will develop skills that demonstrate an understanding of the power of language to shape thought and experience. They will learn to write and speak logically, with clarity, and with originality, and grow in their intellectual curiosity through the process of writing.

Written and Oral Communication Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction.
2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context, format, and textual evidence.
3. Analyze arguments so as to construct ones that are well supported (with appropriate use of textual evidence), are well reasoned, and are controlled by a thesis or exploratory question.
4. Use discussion and the process of writing to enhance intellectual discovery and unravel complexities of thought.

Shared Inquiry

Shared inquiry is the act of reasoning together about common texts, questions, and problems. It is a goal of Collegiate Seminar to advance students' abilities to develop and pursue meaningful questions in collaboration with others, even in the context of confusion, paradox, and/or disagreement. Through the habits of shared inquiry students will carefully

consider and understand the perspectives and reasoned opinions of others, reconsider their own opinions, and develop rhetorical skills.

Shared Inquiry Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Advance probing questions about a common text or other objects of study.
2. Pursue new and enriched understandings of the texts through sustained collaborative inquiry.
3. Reevaluate initial hypotheses in light of evidence and collaborative discussion with the goal of making considered judgments.
4. Engage in reflective listening and inclusive, respectful conversation.

Communication

The Department of Communication embraces the mission of Saint Mary's College to instill a liberal arts, Catholic, and Lasallian character through curriculum that identifies the process of communication as a primary means by which we construct social reality, recognize and analyze social processes, and affect social change. The study of Communication is complex and interdisciplinary, incorporating rhetoric, social sciences, cultural studies, and film and media studies. Students studying communication will engage in ethical and systematic inquiry into a broad range of areas, including relational and intercultural communication, new media and digital culture, mass and alternative media, organizational communication, visual studies, ethics, and international communication. Students will also learn to express their inquiry in research, media production, and other forms of public communication such as advertising, public relations campaigns, and journalism.

The Communication curriculum is both conceptual and applied with core courses preparing students for in-depth exploration of one of two tracks centered around the kinds of communicative roles students aspire to upon graduation: Media Maker or Communication Strategist. The core courses common to both tracks highlight oral, written, and media communication competencies, as well as research design and project management skills. The Media Maker track is for students interested in examining processes of media communication, especially media production. This track balances critical, analytical, and theoretical approaches to the study of media with hands-on media production training, culminating in a media-focused Capstone project. The Media Maker track provides students with competencies in media production, especially visual design, cinema and video, and digital media. The Communication Strategist track is for students interested in examining the processes of meaning making through communication and its impact on human psychology, emotions, and relationships in various contexts including workplace, groups and teams, and other forms of relationships. This track emphasizes the application of quantitative and qualitative data collection and analysis and communication theories to the production of ethical and strategic plans for effective communication in various contexts, and culminates in a data-driven research Capstone. The Communication Strategist track provides students with competencies in qualitative and quantitative data analysis.

Faculty

Ellen Rigsby, PhD, *Professor, Chair*
Shawny Anderson, PhD, *Associate Professor*
Veronica Hefner, PhD, *Assistant Professor*
Makiko Imamura, PhD, *Professor*
Jason Jakaitis, MFA, *Assistant Professor*
Samantha Joyce, *Associate Professor*
Dan Leopard, MFA, PhD, *Associate Professor*
Aaron Sachowitz, PhD, *Associate Professor*
Scott Schönfeldt-Aultman, PhD, *Professor*
Edward E. Tywoniak, MFA, EdD, *Professor Emeritus*

Learning Outcomes

By the time they graduate, students should be able to:

- DESCRIBE the Communication discipline and its central questions
- EMPLOY communication theories, perspectives, principles, and concepts
- ENGAGE in communication inquiry
- CREATE messages appropriate to the audience, purpose, and context
- Critically ANALYZE messages
- DEMONSTRATE the ability to accomplish communicative goals (self-efficacy)
- APPLY ethical communication principles and practices
- UTILIZE communication to embrace difference
- INFLUENCE public discourse

Major Requirements

Students who major in communication take a total of 11 full credit courses and one quarter credit course. Five and a quarter of the courses are shared between the two tracks and the remaining six are specific to each track (two required and four electives).

Minor Requirements

Students who minor in communication take a total of six courses, three of which are required plus three electives. Of the three electives, one must be an upper-division application course denoted by the word "Application" after the title.

Prerequisite Grade

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

Minor in Cinematic Arts

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

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

Learning Outcomes

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

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

Matriculation Pattern

Total Requirement (six courses)

Required Core (four courses)

Minor in Digital Studies

The idea for a minor in Digital Studies within the School of Liberal Arts grew out of the recognition that the dramatic change brought about by the digital revolution in areas such as communication, culture, art, commerce, and education necessitated a more formal lens of investigation of the contemporary world. Foundational to this conversation is the very question itself of the role of the liberal arts in the 21st century, including the signature hallmarks of a liberal education—critical thinking, collaborative inquiry, and the ability to effectively communicate.

The Digital Studies minor is open to all students. The program's curriculum provides the requisite tools for critical analysis of how "the digital" frames human discourse, while simultaneously developing a technical understanding of how digital media and content are produced and delivered in order to prepare students for careers in the technology sector.

Learning Outcomes

Students completing the Minor in Digital Studies will be able to:

- Ability to analyze the digital environment toward the end of becoming a digital citizen 2.
- Ability to analyze the digital environment (technically and culturally) through shared inquiry and collaborative learning
- Ability to understand and utilize digital media production tools (video, audio, images, graphics, interactivity) 4.
- Ability to understand and utilize principles of digital programming (HTML5, CSS5, and Python)
- Ability to understand and utilize project management tools and skills toward the creation of digital artifacts
- Ability to understand and utilize critical thinking for the analysis of digital information and its application in the contemporary age
- Ability to produce and conceptualize through assignments and activities digital bases art within a critical-theoretical framework
- Ability to investigate through assignments and activities digital concepts within historical cultural and societal contexts
- Ability to investigate through assignments and activities the dialogic relationships between digital culture and technology
- Ability to investigate and analyze through assignments and activities the attributes and the effects of "big data" on culture and society, and develop skills and strategies for effective data management.

Matriculation Pattern

Total Requirement (five courses and four .25 credit labs)

Required Core (three courses and four .25 credit labs)

Communication, Communication Strategist Track, BA

Communication Core

Lower Division

- COMM 002 - Introduction to Media and Cultural Studies
- COMM 003 - Introduction to Human Communication
- COMM 010 - Rhetoric and Public Discourse

Upper Division

- COMM 100 - Communication Theory
- COMM 195 - Internship (.25)
- COMM 196 - Senior Capstone

Upper Division Requirements

- COMM 110 - Quantitative Methods
- COMM 111 - Qualitative Methods

Upper Division Electives

Any four (4) courses:

- COMM 105 - International Communication
- COMM 106 - Intercultural Communication
- COMM 107 - Political Communication
- COMM 112 - Interpersonal Communication
- COMM 113 - Rhetorical Criticism
- COMM 116 - Advertising and Civic Engagement
- COMM 117 - Public Relations
- COMM 118 - Communication Policy and Law
- COMM 122 - American Journalism
- COMM 123 - Sports Journalism
- COMM 147 - Persuasion
- COMM 170 - Group Facilitation and Leadership
- COMM 161 - Communication and Social Justice
- COMM 163 - Seminar in Special Topics

Communication, Media Maker Track, BA

Communication Core

Lower Division

- COMM 002 - Introduction to Media and Cultural Studies
- COMM 003 - Introduction to Human Communication
- COMM 010 - Rhetoric and Public Discourse

Upper Division

- COMM 100 - Communication Theory
- COMM 195 - Internship (.25)
- COMM 196 - Senior Capstone

Upper Division Requirements

- COMM 125 - Media Technologies and Culture
- COMM 126 - Visual Research Methods

Upper Division Electives

Any four (4) courses:

- COMM 104 - Understanding Digital Culture
- COMM 109 - Visual Communication
- COMM 116 - Advertising and Civic Engagement
- COMM 117 - Public Relations
- COMM 122 - American Journalism
- COMM 123 - Sports Journalism
- COMM 132 - Audio Production
- COMM 133 - Video Production
- COMM 143 - Advanced Media Production I
- COMM 144 - Advanced Media Production II
- COMM 158 - Film
- COMM 161 - Communication and Social Justice
- COMM 163 - Seminar in Special Topics

Cinematic Arts Minor

Lower Division

- ART 055 - Digital Art: Photo, Video and Sound

Upper Division

- ART 155 - Experimental Film/Video
- COMM 125 - Media Technologies and Culture
- COMM 158 - Film

Electives

(Choose two)

- ANTH 120 - Visual Anthropology
- ART 195 - Academic Internship
- ATC 080 - Art Theory
- ATC 111 - Philosophy of New Media Art
- COMM 109 - Visual Communication
- COMM 133 - Video Production

- ENGL 125 - Film
OR
- ENGL 126 - Topics in Film

- WLC 126 - Film *

Note

* Before enrolling in WLC 126, students should contact the instructor regarding a possible foreign language requirement. This requirement varies depending on the section being offered in a given semester.

Communication Minor

Core Courses

Lower division

- COMM 002 - Introduction to Media and Cultural Studies
- COMM 003 - Introduction to Human Communication

Upper division

- COMM 100 - Communication Theory

Plus, three upper-division electives

One of which is an application course

Digital Studies Minor

Matriculation Pattern

Total Requirement (five courses and four .25 credit labs)

Required Core (three courses and four .25 credit labs)

Lower Division

- MA/CS 002 - Digital Literacy, Introduction to Web Design

Upper Division

- COMM 104 - Understanding Digital Culture
- COMM 143 - Advanced Media Production I
- COMM 190 - Communication Practicum [4 required]

Electives

(CHOOSE TWO)

- ART 155 - Experimental Film/Video
- COMM 109 - Visual Communication
- COMM 125 - Media Technologies and Culture
- COMM 133 - Video Production

Data Science

The Data Science Major focuses on the analytical tools and critical thinking skills necessary to extract knowledge and insights from massive data sets, and to use these to solve such problems as adapting organizations to a world of big data, helping communities become more sustainable, and identifying threats in digital infrastructures. Students develop theoretical and practical knowledge to analyze data sets, present the data in a meaningful way, and facilitate actionable decisions. The program leverages the Bay Area's culture of innovation and technical advancements to give students hands-on experience and the opportunity to learn from the industry leaders who visit campus, teach courses, and discuss career paths.

Faculty

Ahmed Ahmadein, PhD, *Assistant Professor*

Noha Elfiky, PhD, *Associate Professor*

Rui Guo, *Assistant Professor*

Linda Herkenhoff, PhD, *Professor*

Ameera Ibrahim, PhD, *Associate Professor*

Anh Nguyen, PhD, *Associate Professor*

Wenting Pan, PhD, *Associate Professor, Business Analytics Department Chair*

Navid Sabbaghi, *Associate Professor*

Program Learning Goals

- Develop in-depth understanding of data science tools and techniques;
- Extract insights from big data to solve problems in real-world contexts and communicate these solutions effectively;
- Demonstrate proficiency in programming languages and knowledge of software tools for analytics.

Data Science, BS

Math Core

- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 120 - Linear Algebra with Applications

Technical Core

- DATA 040 - Business Statistics
- MA/CS 021 - Programming I
- DATA 100 - Probability for Data Science
- DATA 137 - Advanced Quantitative Methods

Skills Core

- DATA 138 - Database Programming for Data Analytics
- DATA 139 - Big Data and Machine Learning
- DATA 140 - Data Visualization

Upper Division Electives (3)

- **Three (3) credits of upper-division electives. Electives lists will be updated annually by the department.**
Shared prerequisites: DATA 040, MA/CS 021. Some courses will have additional prerequisites.

Sample topics are: • Data Science for Social Good • AI Ethics • Algorithm for Machine Learning • Analytics for Sustainability • Cyber-security/Anomaly Detection • Computational Economics • Computer Vision • HR and People Analytics • Introduction to Sentiment Analysis/Natural Language Processing • Education Analytics/Learning Analytics • Reinforcement Learning • Math Modeling

Capstone

- DATA 196 - Capstone

Data Science Minor

Minor Requirements

The minor in data science requires the successful completion of six courses:

- MA/CS 021 - Programming I
- DATA 137 - Advanced Quantitative Methods
- DATA 138 - Database Programming for Data Analytics
- DATA 139 - Big Data and Machine Learning
- DATA 140 - Data Visualization

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics
- PSYCH 103 - Psychological Methods and Analysis II

Economics

Why do some countries prosper while others do not? Who benefits from increasing country wealth? How? These basic questions motivated the first economists some two centuries ago and continue to be at the core of what economists do. They have also gone far beyond the initial questions while seeking to explain a wide range of human behaviors. Modern economics has thereby become a practical, mature social science offering interesting career paths in business and government. The economic way of thinking about human behavior-as taught in our degree programs-also provides essential support to the College liberal arts mission and is a valued part of the educational experience offered at Saint Mary's.

The major in economics leads to either a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree. The BS major is a quantitatively oriented program that provides excellent preparation for graduate studies and careers in economics or business administration. The BA major is a social science-oriented program that is ideal for students planning professional studies and/or careers in law, teaching, business or the public or nonprofit sectors.

The regular BA and BS degrees offer a wide range of choice regarding which courses to take in the junior and senior years. Under each degree option, students may, however, choose an interdisciplinary concentration focusing on international and development issues or the sustainability challenges facing growing economies. Students choosing one of these concentrations should consult their advisor as early as possible, and normally no later than the beginning of their junior year, to discuss their academic and career plans.

All degree options are based on a rigorous core of economic theory and methods and the opportunity to use these to explore a wide range of applications, which may be combined with coursework in other disciplines. Throughout, the emphasis is on developing practical skills that can be used to address real world issues.

The economics minor is an excellent complement to many majors such as politics, history, mathematics, communication, accounting and business administration. The minor provides students with a core of economic theory and a sampling of the many fields of economics.

Faculty

William C. Lee, PhD, *Professor, Chair*

Roy E. Allen, PhD, *Professor*

Jackson A. Allison, PhD, *Assistant Professor*

Jerry J. Bodily, PhD, *Professor Emeritus*

Kristine L. Chase, PhD, *Professor Emerita*
Andras Margitay-Becht, PhD, *Associate Professor*
Anna Maximova, PhD, *Assistant Professor*
Asbjorn Moseidjord, PhD, *Professor*
Vilma Sielawa, PhD, *Assistant Professor*
Andrew Williams, PhD, *Professor Emeritus*

Program Learning Goals

- Graduates will be effective economic analysts.
- Graduates will be able to apply economic theories.
- Graduates will have well developed critical thinking skills.
- Graduates will be able to analyze and interpret economic data.

Internships

Students who want to combine study with practical experience in economics should contact the department chair and the SEBA Internship Coordinator in advance for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in ECON 195.

Honors

Majors and minors who maintain a GPA of 3.0 overall and 3.0 (3.25 for minors) in their economics courses will be considered for induction into and a lifetime membership in the Saint Mary's chapter of Omicron Delta Epsilon, the internationally recognized economics honors society.

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The minor in economics requires successful completion of seven courses: Principles of Micro and Macro Economics (ECON 003 and ECON 004); Statistics (may be satisfied by DATA 040, or MATH 004 or MATH 113); Micro and Macro-Economic Theory (ECON 105 and ECON 106); and two additional full-credit upper-division economics courses.

Minors desiring a research experience in economics may include in their upper-division economics electives ECON 120 or (with the appropriate math and statistics prerequisites) ECON 141-ECON 142.

Economics, BA

Economics BA Core - Lower Division

- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 020 - Data Management for Economists

Math, one of:

- MATH 003 - Finite Mathematics
- MATH 013 - Calculus with Elementary Functions I
- MATH 014 - Calculus with Elementary Functions II
- MATH 027 - Calculus I

Calculus II, one of:

- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics

Upper Division

- ECON 102 - Development of Economic Thought
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 120 - Research Seminar
- ECON 196 - Capstone AND
- Five additional full-credit upper-division courses in economics not to include ECON 199

Upper Division Electives

- Five additional full-credit upper division courses in Economics, not to include ECON 199.
- An upper-division course from one of the following allied departments: Anthropology, History, Politics, or Sociology; or PHIL 113, PHIL 115, or PHIL 116. Students are strongly encouraged to choose a course that supports their capstone project.

Economics, BS

Economics BS Core - Lower Division

- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 020 - Data Management for Economists

Calculus I, one of:

- MATH 013 - Calculus with Elementary Functions I AND MATH 014 Calculus with Elementary Functions II
- MATH 027 - Calculus I

Calculus II, one of:

- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics

Upper Division

- ECON 102 - Development of Economic Thought
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 120 - Research Seminar
- ECON 141 - Methods of Quantitative Analysis
- ECON 142 - Methods of Quantitative Analysis
- ECON 196 - Capstone AND
- Three additional full-credit, upper-division courses in economics, not to include ECON 199

Economics, International and Development Concentration, BA

Economics BA Core - Lower Division

- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 020 - Data Management for Economists

Math, one of:

- MATH 003 - Finite Mathematics
- MATH 013 - Calculus with Elementary Functions I
- MATH 014 - Calculus with Elementary Functions II
- MATH 027 - Calculus I

Calculus II, one of:

- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics

Upper Division

- ECON 102 - Development of Economic Thought
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 120 - Research Seminar
- ECON 196 - Capstone

Three of the following:

- ECON 111 - Economic History of the United States
- ECON 130 - Banking and Monetary Policy
- ECON 160 - Comparative Economics Systems
- ECON 190 - International Economics
- ECON 192 - Economic Development

Two of the following:

- BUSAD 180 - Global Business
- ANTH 119 - Cultures of the Americas
- ANTH 121 - World Cultures
- ANTH 131 - Cultural Geography
- ANTH 134 - Issues in Globalization
- GRS 100 - Cultural Geography and Global Societies
- GRS 130 - Interdisciplinary Issues in Global Studies
- JCL 140 - The Global Community
- SOC 116 - Global Migration
- SOC 119 - Global Sociology
- OR
- An upper division course from the Politics or History Departments dealing with issues relevant to the student's semester abroad experience as approved by the Economics Department.

One semester study abroad

Students are encouraged to plan the timing of their study abroad carefully to avoid conflict with the offering of required classes.

Economics, International and Development Concentration, BS

Economics BS Core - Lower Division

- ECON 003 - Principles of Microeconomics

- ECON 004 - Principles of Macroeconomics
- ECON 020 - Data Management for Economists

Calculus I, one of:

- MATH 013 - Calculus with Elementary Functions I AND MATH 014 Calculus with Elementary Functions II
- MATH 027 - Calculus I

Calculus II, one of:

- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics

Upper Division

- ECON 102 - Development of Economic Thought
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 120 - Research Seminar
- ECON 141 - Methods of Quantitative Analysis
- ECON 142 - Methods of Quantitative Analysis
- ECON 196 - Capstone

Three of the following:

- ECON 111 - Economic History of the United States
- ECON 130 - Banking and Monetary Policy
- ECON 160 - Comparative Economics Systems
- ECON 190 - International Economics
- ECON 192 - Economic Development

One semester study abroad

Students are encouraged to plan the timing of their study abroad carefully to avoid conflict with the offering of required classes.

Economics, Sustainability Concentration, BA

Economics BA Core - Lower Division

- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 020 - Data Management for Economists

Math, one of:

- MATH 003 - Finite Mathematics
- MATH 013 - Calculus with Elementary Functions I
- MATH 014 - Calculus with Elementary Functions II
- MATH 027 - Calculus I

Calculus II, one of:

- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics

Add to the regular BA requirements:

- BIOL 034 - Protecting Biodiversity with lab
- EES 092 - Introduction to Environmental Science

Upper Division

- ECON 102 - Development of Economic Thought
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 120 - Research Seminar
- ECON 150 - Environmental and Natural Resources Economics
- ECON 196 - Capstone
- Two more upper-division Economics classes (except ECON 199)
- EES 120 - Sustainability

One of the following:

- POL 135 - Environmental Politics
- POL 136 - Environmental Law and Regulation
- PHIL 117 - Philosophy of Nature

- PHIL 130 - Ethics
- HIST 155 - Latin American Environmental History
- JCL 130 - Environmental Justice

Economics, Sustainability Concentration, BS

Economics BS Core - Lower Division

- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 020 - Data Management for Economists

Calculus I, one of:

- MATH 013 - Calculus with Elementary Functions I AND MATH 014 Calculus with Elementary Functions II
- MATH 027 - Calculus I

Calculus II, one of:

- MATH 028 - Calculus II with Applications
- MATH 038 - Calculus II

Statistics, one of:

- DATA 040 - Business Statistics
- MATH 004 - Introduction to Probability and Statistics
- MATH 113 - Probability and Statistics

Add to the regular BS requirements:

- EES 092 - Introduction to Environmental Science with lab

Upper Division

- ECON 102 - Development of Economic Thought
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory
- ECON 120 - Research Seminar
- ECON 141 - Methods of Quantitative Analysis
- ECON 142 - Methods of Quantitative Analysis
- ECON 150 - Environmental and Natural Resources Economics
- ECON 196 - Capstone
- EES 120 - Sustainability

One of the following:

- POL 135 - Environmental Politics
- POL 136 - Environmental Law and Regulation
- PHIL 117 - Philosophy of Nature
- PHIL 130 - Ethics
- HIST 155 - Latin American Environmental History
- JCL 130 - Environmental Justice

Economics Minor

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The minor in economics requires successful completion of seven courses:

- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- Statistics (may be satisfied by DATA 040, or MATH 004 or MATH 113)
- ECON 105 - Microeconomic Theory
- ECON 106 - Macroeconomic Theory AND
- Two additional full-credit upper-division economics courses.

Research experience

Minors desiring a research experience in economics may include in their upper-division economics electives ECON 120 or (with the appropriate math and statistics prerequisites) ECON 141-ECON 142.

English

Faculty

Marilyn Abildskov, MFA, Professor

Carol L. Beran, PhD, Professor Emerita

Sunayani Bhattacharya, PhD, Assistant Professor

Edward Biglin, PhD, Professor Emeritus

Glenna Breslin, PhD, Professor Emerita

David J. DeRose, PhD, Professor Emeritus

Elisa Findlay, PhD, Assistant Professor

Jeanne Foster, PhD, Professor Emerita

Brother Ronald Gallagher, FSC, PhD, Associate Professor

Robert E. Gorsch, PhD, Professor

Rosemary Graham, PhD, Professor

Sandra Anne Grayson, PhD, Professor Emerita

Brenda L. Hillman, MFA, Professor

Jeannine M. King, PhD, Professor

Emily Klein, PhD, Associate Professor

Kathryn S. Koo, PhD, Professor

Carol S. Lashof, PhD, *Professor Emerita*
Hilda H. Ma, PhD, *Associate Professor*
Lisa Manter, PhD, *Professor*
Molly Metherd, PhD, *Associate Professor*
Phyllis L. Stowell, PhD, *Professor Emerita*
Meghan A. Sweeney, PhD, *Associate Professor*
Lysley Tenorio, MFA, *Professor*
Yin Yuan, PhD, *Assistant Professor*
Ben Xu, PhD, *Professor Emeritus*
Matthew Zapruder, MFA, *Associate Professor*

Learning Outcomes

When students have completed a program of study in English, they should be able to:

- **ENGAGE** in informed, active reading, bringing to bear a broad base of literary, historical and cultural knowledge.
- **READ** critically a wide range of literary texts, with an awareness of the theoretical assumptions behind various interpretive strategies, and the ability to choose appropriate methods of inquiry and to formulate clear questions.
- **APPLY** a variety of reading strategies, combining critical detachment with the intellectual, imaginative, and emotional engagement necessary for appreciation.
- **WRITE** clear, well-reasoned prose in a variety of situations (academic, professional, social) for a variety of audiences and support their arguments with appropriate, thoughtfully analyzed evidence.
- **CONVERSE** articulately about texts and interpretations, understanding that interpretation is often a dialogic, collaborative process.
- **CRITICALLY** evaluate how texts engage notions of diversity and difference.

4+1 Program

English majors, including those with the SMPP concentration, may participate in the Justice, Community and Leadership (JCL) 4+1 program by declaring a Single Subject 4+1 minor in JCL. Students who successfully complete both the major and JCL 4+1 minor are permitted to enroll in the Kalmanovitz School of Education credentialing courses and work towards a Masters in Teaching by fulfilling additional coursework and research components.

Special Note:

Students who successfully complete two years in the Integral Program before declaring an English major are exempt from the department's Shakespeare and pre-1800 requirements.

Prerequisite Grade

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

English, BA

English Major Requirements

Lower Division

- ENGL 019 - Introduction to Literary Analysis
- ENGL 029 - Issues in Literary Study

Upper Division

- ENGL 175 - Shakespeare
- ENGL 196 - Capstone in English

Subject areas

The remaining NINE courses will be taken from the following five subject areas. Students must take at least ONE course in each subject area.

Historical Surveys

- ENGL 103 - British Literature I
- ENGL 104 - British Literature II
- ENGL 118 - 20th-Century Literature
- ENGL 150 - American Literature Before 1800
- ENGL 151 - American Literature 1800-1900
- ENGL 152 - 20th-Century American Literature
- ENGL 160 - Development of English Fiction I
- ENGL 182 - The Drama

Movements and Eras

- ENGL 119 - Contemporary Literature
- ENGL 141 - Studies in Medieval Literature
- ENGL 142 - Studies in Renaissance and 17th-Century Literature
- ENGL 143 - Studies in Restoration and 18th-Century Literature
- ENGL 144 - Studies in 19th-Century Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 171 - Literary Movements
- ENGL 173 - Women Writers
- ENGL 183 - Topics in Drama
- ENGL 184 - Contemporary Drama

Authors and Genres

- ENGL 023 - Voices of American Diversity

- ENGL 105 - Children's Literature
- ENGL 115 - Chaucer
- ENGL 120 - The Short Poem
- ENGL 130 - Single Author
- ENGL 138 - Short Fiction
- ENGL 140 - Studies in Literary Genre
- ENGL 161 - The English Novel
- ENGL 162 - The American Novel
- ENGL 180 - Milton
- ENGL 185 - Individual Dramatist

Theories and Methodologies

- ENGL 110 - Linguistics
- ENGL 111 - Topics in Linguistics
- ENGL 122 - Law and Literature
- ENGL 167 - Literary Criticism I
- ENGL 168 - Literary Criticism II
- ENGL 170 - Problems in Literary Theory

The Art of Writing and Other Literacies

- ENGL 025 - Creative Writing: Multi-Genre Studies
- ENGL 100 - Advanced Composition
- ENGL 102 - Creative Writing
- ENGL 125 - Film
- ENGL 126 - Topics in Film

Students must also take

Students must also take at least one course that fulfills each of the four following areas (these will be satisfied in the above subject categories):

- British literature
- American literature
- Pre-1800 literature
- Diverse literatures

The department recommends the study of foreign languages. Especially those students who plan to do graduate work should consult their advisors about work in other languages (e.g., German, French, Italian, Japanese, Spanish, Latin and Greek).

English, Creative Writing Emphasis, BA

English Major Requirements

Lower Division

- ENGL 019 - Introduction to Literary Analysis
- ENGL 029 - Issues in Literary Study

Upper Division

- ENGL 175 - Shakespeare
- ENGL 196 - Capstone in English

Subject areas

The remaining NINE courses will be taken from the following five subject areas. Students must take at least ONE course in each subject area.

Historical Surveys

- ENGL 103 - British Literature I
- ENGL 104 - British Literature II
- ENGL 118 - 20th-Century Literature
- ENGL 150 - American Literature Before 1800
- ENGL 151 - American Literature 1800-1900
- ENGL 152 - 20th-Century American Literature
- ENGL 160 - Development of English Fiction I
- ENGL 182 - The Drama

Movements and Eras

- ENGL 119 - Contemporary Literature
- ENGL 141 - Studies in Medieval Literature
- ENGL 142 - Studies in Renaissance and 17th-Century Literature
- ENGL 143 - Studies in Restoration and 18th-Century Literature
- ENGL 144 - Studies in 19th-Century Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 171 - Literary Movements
- ENGL 173 - Women Writers
- ENGL 183 - Topics in Drama
- ENGL 184 - Contemporary Drama

Authors and Genres

- ENGL 023 - Voices of American Diversity
- ENGL 105 - Children's Literature
- ENGL 115 - Chaucer
- ENGL 120 - The Short Poem
- ENGL 130 - Single Author
- ENGL 138 - Short Fiction

- ENGL 140 - Studies in Literary Genre
- ENGL 161 - The English Novel
- ENGL 162 - The American Novel
- ENGL 180 - Milton
- ENGL 185 - Individual Dramatist

Theories and Methodologies

- ENGL 110 - Linguistics
- ENGL 111 - Topics in Linguistics
- ENGL 122 - Law and Literature
- ENGL 167 - Literary Criticism I
- ENGL 168 - Literary Criticism II
- ENGL 170 - Problems in Literary Theory

The Art of Writing and Other Literacies

- ENGL 025 - Creative Writing: Multi-Genre Studies
- ENGL 100 - Advanced Composition
- ENGL 102 - Creative Writing
- ENGL 125 - Film
- ENGL 126 - Topics in Film

Students must also take

Students must also take at least one course that fulfills each of the four following areas (these will be satisfied in the above subject categories):

- British literature
- American literature
- Pre-1800 literature
- Diverse literatures

The department recommends the study of foreign languages. Especially those students who plan to do graduate work should consult their advisors about work in other languages (e.g., German, French, Italian, Japanese, Spanish, Latin and Greek).

Creative Writing Emphasis

The English major provides a broad foundation in the discipline. Students who desire to focus on a specific area of interest may do so by choosing electives within the major that meet the following requirements:

- ENGL 025 - Creative Writing: Multi-Genre Studies (preferably first-year or sophomore year)

Any three upper-division creative writing classes:

- ENGL 102 - Creative Writing (poetry, fiction, non-fiction, dramatic writing, screenwriting)
- OR
- ENGL 100 - Advanced Composition

Two semesters of

- ENGL 026 - Creative Writing Reading Series

English, Dramatic and Film Arts Emphasis, BA

English Major Requirements

Lower Division

- ENGL 019 - Introduction to Literary Analysis
- ENGL 029 - Issues in Literary Study

Upper Division

- ENGL 175 - Shakespeare
- ENGL 196 - Capstone in English

Subject areas

The remaining NINE courses will be taken from the following five subject areas. Students must take at least ONE course in each subject area.

Historical Surveys

- ENGL 103 - British Literature I
- ENGL 104 - British Literature II
- ENGL 118 - 20th-Century Literature
- ENGL 150 - American Literature Before 1800
- ENGL 151 - American Literature 1800-1900
- ENGL 152 - 20th-Century American Literature
- ENGL 160 - Development of English Fiction I
- ENGL 182 - The Drama

Movements and Eras

- ENGL 119 - Contemporary Literature
- ENGL 141 - Studies in Medieval Literature
- ENGL 142 - Studies in Renaissance and 17th-Century Literature
- ENGL 143 - Studies in Restoration and 18th-Century Literature
- ENGL 144 - Studies in 19th-Century Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 171 - Literary Movements

- ENGL 173 - Women Writers
- ENGL 183 - Topics in Drama
- ENGL 184 - Contemporary Drama

Authors and Genres

- ENGL 023 - Voices of American Diversity
- ENGL 105 - Children's Literature
- ENGL 115 - Chaucer
- ENGL 120 - The Short Poem
- ENGL 130 - Single Author
- ENGL 138 - Short Fiction
- ENGL 140 - Studies in Literary Genre
- ENGL 161 - The English Novel
- ENGL 162 - The American Novel
- ENGL 180 - Milton
- ENGL 185 - Individual Dramatist

Theories and Methodologies

- ENGL 110 - Linguistics
- ENGL 111 - Topics in Linguistics
- ENGL 122 - Law and Literature
- ENGL 167 - Literary Criticism I
- ENGL 168 - Literary Criticism II
- ENGL 170 - Problems in Literary Theory

The Art of Writing and Other Literacies

- ENGL 025 - Creative Writing: Multi-Genre Studies
- ENGL 100 - Advanced Composition
- ENGL 102 - Creative Writing
- ENGL 125 - Film
- ENGL 126 - Topics in Film

Students must also take

Students must also take at least one course that fulfills each of the four following areas (these will be satisfied in the above subject categories):

- British literature
- American literature
- Pre-1800 literature
- Diverse literatures

The department recommends the study of foreign languages. Especially those students who plan to do graduate work should consult their advisors about work in other languages (e.g., German, French, Italian, Japanese, Spanish, Latin and Greek).

Dramatic and Film Arts Emphasis

The English major provides a broad foundation in the discipline. Students who desire to focus on a specific area of interest may do so by choosing electives within the major that meet the following requirements:

- ENGL 125 - Film
- OR
- ENGL 126 - Topics in Film

Any three of the following:

- ENGL 102 - Creative Writing
- ENGL 182 - The Drama
- ENGL 183 - Topics in Drama
- ENGL 184 - Contemporary Drama
- ENGL 185 - Individual Dramatist

Note

Other English and upper-division January Term courses with film or drama-based content may also apply to the emphasis.

English, Literary Theory and History Emphasis, BA

English Major Requirements

Lower Division

- ENGL 019 - Introduction to Literary Analysis
- ENGL 029 - Issues in Literary Study

Upper Division

- ENGL 175 - Shakespeare
- ENGL 196 - Capstone in English

Subject areas

The remaining NINE courses will be taken from the following five subject areas. Students must take at least ONE course in each subject area.

Historical Surveys

- ENGL 103 - British Literature I
- ENGL 104 - British Literature II
- ENGL 118 - 20th-Century Literature

- ENGL 150 - American Literature Before 1800
- ENGL 151 - American Literature 1800-1900
- ENGL 152 - 20th-Century American Literature
- ENGL 160 - Development of English Fiction I
- ENGL 182 - The Drama

Movements and Eras

- ENGL 119 - Contemporary Literature
- ENGL 141 - Studies in Medieval Literature
- ENGL 142 - Studies in Renaissance and 17th-Century Literature
- ENGL 143 - Studies in Restoration and 18th-Century Literature
- ENGL 144 - Studies in 19th-Century Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 171 - Literary Movements
- ENGL 173 - Women Writers
- ENGL 183 - Topics in Drama
- ENGL 184 - Contemporary Drama

Authors and Genres

- ENGL 023 - Voices of American Diversity
- ENGL 105 - Children's Literature
- ENGL 115 - Chaucer
- ENGL 120 - The Short Poem
- ENGL 130 - Single Author
- ENGL 138 - Short Fiction
- ENGL 140 - Studies in Literary Genre
- ENGL 161 - The English Novel
- ENGL 162 - The American Novel
- ENGL 180 - Milton
- ENGL 185 - Individual Dramatist

Theories and Methodologies

- ENGL 110 - Linguistics
- ENGL 111 - Topics in Linguistics
- ENGL 122 - Law and Literature
- ENGL 167 - Literary Criticism I
- ENGL 168 - Literary Criticism II
- ENGL 170 - Problems in Literary Theory

The Art of Writing and Other Literacies

- ENGL 025 - Creative Writing: Multi-Genre Studies

- ENGL 100 - Advanced Composition
- ENGL 102 - Creative Writing
- ENGL 125 - Film
- ENGL 126 - Topics in Film

Students must also take

Students must also take at least one course that fulfills each of the four following areas (these will be satisfied in the above subject categories):

- British literature
- American literature
- Pre-1800 literature
- Diverse literatures

The department recommends the study of foreign languages. Especially those students who plan to do graduate work should consult their advisors about work in other languages (e.g., German, French, Italian, Japanese, Spanish, Latin and Greek).

Literary Theory and History Emphasis

(preparation for graduate study)

The English major provides a broad foundation in the discipline. Students who desire to focus on a specific area of interest may do so by choosing electives within the major that meet the following requirements:

- One additional course in literary criticism or theory
- One pre-1900 course
- Two courses each in British and American literature
- ENGL 198 - Senior Honors Thesis (Independent Study)

English, Teaching Emphasis, BA

The major in English, with an emphasis in the Subject Matter Preparation Program (SMPP), has been approved by the Commission on Teaching Credentialing of the State of California as meeting the subject matter preparation requirements for a teaching credential. Students who successfully complete the major with a SMPP concentration are permitted to enroll in a credentialing program while waiving the CSET examinations required for high school teaching. It is important that those thinking of a teaching career consult both the coordinator of SMPP in the English department and the director of the Single Subject Credential Program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

Composition and Rhetoric

- ENGL 100 - Advanced Composition
- ENGL 106 - Writing Adviser Training Workshop (0.25 credit course)

Linguistics

- ENGL 110 - Linguistics

Literature

- ENGL 019 - Introduction to Literary Analysis
- ENGL 029 - Issues in Literary Study
- ENGL 103 - British Literature I
- ENGL 104 - British Literature II
- ENGL 175 - Shakespeare

American Literature: Take One

- ENGL 150 - American Literature Before 1800
- ENGL 151 - American Literature 1800-1900
- ENGL 152 - 20th-Century American Literature

One course in English or American Literature before 1800

One course in English or American Literature before 1900

Speech, Media and Creative Performance

2 of the following courses (Choose 1 in Communication and 1 in Performing Arts)

- COMM 002 - Introduction to Media and Cultural Studies
- COMM 003 - Introduction to Human Communication
- COMM 010 - Rhetoric and Public Discourse
- PERFA 001 - Perceiving the Performing Arts
- PERFA 033 - Acting I: Principles of Performance
- PERFA 132 - Play in Production

Extended Studies

- ENGL 024 - SMPP Assessment
(0.25 credit course)
- ENGL 124 - SMPP Assessment
(0.25 credit course)
and JAN/EDUC-122

One of the following

- ENGL 167 - Literary Criticism I
- ENGL 168 - Literary Criticism II
- ENGL 170 - Problems in Literary Theory

One of the following

- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature

Two of the following

- ENGL 102 - Creative Writing
- ENGL 105 - Children's Literature
- ENGL 125 - Film
or ENGL 126 - Topics in Film
- ENGL 140 - Studies in Literary Genre
- ENGL 163 - Anglophone Literatures
- ENGL 173 - Women Writers
- ENGL 182 - The Drama
or ENGL 183 - Topics in Drama or ENGL 184 - Contemporary Drama

Creative Writing Minor

Minor Requirements

The creative writing minor is designed for students who wish to explore their creative potential as writers. The creative writing minor is also excellent preparation for students who wish to gain a greater appreciation of the art of writing, who wish to pursue a career in writing or journalism, or who simply wish to develop their academic or business writing skills.

A minor in creative writing requires

- ENGL 019 - Introduction to Literary Analysis
- ENGL 025 - Creative Writing: Multi-Genre Studies

Two semesters of

- ENGL 026 - Creative Writing Reading Series

AND three upper-division courses chosen from among the following:

- ENGL 100 - Advanced Composition
- ENGL 102 - Creative Writing (may be repeated for credit in fiction, poetry, creative non-fiction, drama, and screenwriting)

English Minor

Minor Requirements

A minor in English requires

- ENGL 019 - Introduction to Literary Analysis
- ENGL 029 - Issues in Literary Study

- ENGL 175 - Shakespeare AND
- Three upper-division English electives

MFA in Creative Writing

The MFA in Creative Writing is a two-year course of study in fiction, creative nonfiction or poetry with the option for a third year (dual-concentration) in an alternate genre. The program takes as its central mission the education and formal training of serious writers and is distinguished by its commitment to the writer as an intellectual functioning within a cultural context.

Combining work in writing, craft and literature, the MFA requires completion of a creative master's thesis and 10 courses, including intensive writing workshops, craft seminars, and literature courses.

Students are admitted to the program primarily on the strength of a manuscript of original work submitted with the online application, which is judged according to its literary merit and its indication of the author's readiness to study writing and literature on the graduate level.

For more information, contact the MFA in Creative Writing:

Saint Mary's College
1928 Saint Mary's Road
PMB 4686
Moraga, CA 94575-4686
(925) 631-4762
writers@stmarys-ca.edu
stmarys-ca.edu/mfawrite

Learning Outcomes

Students in the MFA Program graduate with improved competency in their writing, particularly in their chosen genre (fiction, creative nonfiction, or poetry). In addition, they receive a sophisticated introduction to information technology as well as the professional aspects of the writing life.

Students will be able to:

- **ENGAGE** at a professional level in the writing of their chosen genre (fiction, creative nonfiction, or poetry).
- **ARTICULATE** the correspondences between their own writing and the corpus of literature and thought which primarily informs their aesthetics.
- **USE INFORMATION TECHNOLOGY** with a high level of sophistication, either for the purpose of academic research or for the purpose of primary research that may inform a given piece of writing.
- **WORK EFFECTIVELY** as professional writers: publish work in literary journals and magazines; solicit and procure literary agents; solicit and procure publishers for manuscripts or book projects; give public readings; apply for and receive funding for literary projects; exhibit a preparedness for finding employment in various professional fields, such as education, journalism, public relations, publishing, arts administration, and technical writing.

3+2 Engineering Program

Through the 3 + 2 Engineering Program, Saint Mary's offers students the benefits of a liberal arts education while allowing them to pursue an engineering degree. Students spend their first three years at Saint Mary's taking physical science, mathematics, humanities and social science courses. The final two years are completed at an engineering

school approved by the program's director. Upon completion of all academic requirements, students are granted two degrees: a bachelor of arts from Saint Mary's College and a bachelor of science in engineering from the university they have chosen for completing the final two years of the program. The full range of engineering specializations can be studied: Computer Science, Electrical Engineering, Biomedical Engineering, Aeronautical Engineering, Chemical Engineering, and Mechanical Engineering. Saint Mary's has a transfer agreement with Washington University in St. Louis which guarantees admission to our students who have a grade point average of at least 3.25.

Faculty

Jessica Kintner, PhD, *Director; Professor of Physics and Astronomy*

Learning Outcomes

After completing the Engineering Program at Saint Mary's, students will have a working knowledge of the physical world and mathematics, and a developed ability to reason and communicate. These gains will allow the students to succeed in the specialized engineering courses taken after transferring and to work effectively as an engineer upon graduation.

3 + 2 Engineering Program

Requirements

Students must satisfy the following requirements: The completion of 27 transferable course credits with a minimum of 18 completed at Saint Mary's. The core curriculum requirements are modified to fit in three years rather than four. Students are not required to take: SEM 104, a fourth Jan Term, a second TRS course, a fourth engaging the world area, or a language. All other core curriculum requirements remain in place.

Habits of Mind:

Collegiate Seminar Courses:

3 courses including

- SEM 001 - Critical Strategies and Great Questions
- SEM 002 - Western Tradition I
- SEM 103 - Western Tradition II

Writing Courses:

3 courses including

- ENGL 004 - Composition
- ENGL 005 - Argument and Research
- PHYSI 181 - Electronics and Instrumentation

Pathways to Knowledge:

Artistic Understanding:

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

Mathematical Understanding:

1 course

Scientific Understanding:

1 course, with laboratory

Social, Historical, and Cultural Understanding:

2 courses

Theological Understanding:

1 course, Christian Foundations

Engaging the World:

3 courses that span three of the following four areas: Common Good, American Diversity, Global Perspectives, and Community Engagement

Completion of the following courses:

- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III
- MATH 134 - Differential Equations
- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- PHYSI 060 - Modern Physics
- PHYSI 60L (lab)
- PHYSI 102 - Computational Physics
- PHYSI 105 - Analytical Mechanics
- PHYSI 181 - Electronics and Instrumentation
- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- Four upper division Physics electives *

Note

* MATH 120 may be substituted for an upper division Physics elective

OR

For future CS Engineers:

Completion of the following courses:

- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III
- MATH 134 - Differential Equations
- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- PHYSI 060 - Modern Physics
- PHYSI 060L (lab)
- PHYSI 102 - Computational Physics
- PHYSI 181 - Electronics and Instrumentation
- Three upper division CS or Physics electives *

Note

* MATH 120 may be substituted for an upper division Physics elective

Note

Other courses may be required or recommended for a particular branch of engineering. The student must consult with the 3 + 2 Engineering Program director regarding their course of study.

Environmental and Earth Science

The Environmental and Earth Sciences (EES) programs provide students with foundational knowledge from many disciplines. This knowledge is then applied to the study, management, and conservation of the environment and living systems around us. Students examine the structure, function and dynamics of ecosystems, the interaction between biotic and abiotic systems, and explore how human enterprise is adversely affecting our global environment. Students examine how environmental degradation and pollution can be lessened or prevented by the application of conservation and management principles derived from ecological theory. Our students work towards a deep understanding of the natural world around them, while at the same time acquiring practical skill sets useful for addressing the serious environmental issues with which we as a society are faced. Our degree programs foster deep critical thinking and scientific understanding and offer a range of heuristic approaches to addressing environmental issues that span from the natural sciences to aspects of the social sciences and humanities.

The location of Saint Mary's College, on the cusp between the urban centers of the Bay Area and the more rural setting of the coast range and the Central Valley provide unique opportunities for our students. Due to our location we have easy access to freshwater systems, (streams, wetlands, etc.), the Sacramento San Joaquin Delta, the coast range mountains, mixed oak woodland forests, and chaparral communities. Some of our students are also able to take advantage of internships in a variety of fields due to our proximity to the greater San Francisco Bay Area.

Faculty

Alice Baldrige, PhD, Director
(Geological and planetary sciences, aqueous geochemical systems)

Manisha Anantharaman, PhD
(Environmental Justice)

Steven Bachofer, PhD
(Inorganic/Environmental Chemistry)

Carla C. Bossard, PhD
(Terrestrial ecology, plant science)

Joel Burley, PhD
(Atmospheric Chemistry, pollution in national parks and forests)

Michael P. Marchetti, PhD
(Aquatic and marine ecology, conservation biology)

Asbjorn Moseidjord, PhD
(Environmental economics)

Myrna Santiago, PhD
(Environmental history)

Nekesha Williams, PhD
(Environmental Sciences, coastal and hydrological systems, GIS)

Steven Woolpert, PhD
(Environmental politics)

Learning Outcomes

When students complete the Environmental Science and Studies programs, they will be able to:

- **RECALL** and synthesize the knowledge derived from biology, chemistry, physics, earth science, economics and political science to better understand the earth's environment.
- **COMPREHEND** environmental problems from multiple perspectives.
- **EVALUATE** the credibility of varying sources of information on environment.
- **DISPLAY** cognizance of ethical considerations and be mindful of them when constructing solutions to environmental problems.
- **RECOGNIZE** the interconnectedness of earth's ecosystems and human dependence on them.
- **COMMUNICATE** environmental findings through seminars, written scientific reports and visual presentations.
- **KNOW** how to access information on environmental topics from library sources, original scientific literature and the Internet.
- **DEMONSTRATE** competence in using the basic equipment used to gather information on the environment.
- **RECOGNIZE** processes and patterns of environmental interactions.

Curriculum and Course Requirements

Two degrees are offered. A bachelor of science (BS) in Environmental Science and a bachelor of arts (BA) in Environmental Studies. The bachelor of arts program involves less scientific rigor than the bachelor of science. Three minors are also offered in Environmental Science, Environmental Studies and Earth Sciences. All environmental science and studies majors will also be required to do either a research internship or a senior research thesis (such as the ongoing summer research program in the School of Science) or a senior project.

Earth Science, BS

Required: 16 courses plus a senior project

Lower Division Core Courses

- EES 040 - Physical Geology
- EES 041 - Lab
- EES 050 - Historical Geology
- EES 051 - Lab
- BIOL 050 - General Biology
- BIOL 051 - General Biology Laboratory
- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- MATH 027 - Calculus I
- MATH 028 - Calculus II with Applications
- PHYSI 010 - General Physics I
- PHYSI 010L - General Physics Lab I

Upper Division Core Courses

- EES 100 - Hydrology
- EES 110 - Introduction to GIS/Remote Sensing
- EES 160 - Earth Materials
- EES 180 - Sedimentology and Stratigraphy

Select five of the following courses:

- EES 140 - Environmental Geology/Natural Disasters
- EES 150 - Environmental and Physical Geology of the Parks
- EES 175 - Wetlands
- EES 190 - Structural and Regional Geology
- EES 195 - Internship
- EES 197 - Independent Study
- CHEM 119 - Environmental Chemistry
- BIOL 125 - General Ecology
- ECON 150 - Environmental and Natural Resources Economics
- POL 135 - Environmental Politics

OR

- POL 136 - Environmental Law and Regulation
- BIOL 119 - Research Design and Biostatistics

Senior Project (required)

- EES 196 - Senior Project

Environmental Sciences, BS

Required: 16 courses plus a senior project

Seven Required Lower Division Courses

- EES 040 - Physical Geology
- EES 41 - Lab
- OR
- EES 050 - Historical Geology
- EES 51 - Lab
- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II
- MATH 027 - Calculus I
- BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry
- BIOL 002 - Introductory Biology for Majors: Organisms and Evolution
- PHYSI 010 - General Physics I
- PHYSI 010L - General Physics Lab I

Five Required Upper Division Courses

- EES 100 - Hydrology
- BIOL 119 - Research Design and Biostatistics
- OR
- MATH 113 - Probability and Statistics
- ECON 150 - Environmental and Natural Resources Economics
- POL 135 - Environmental Politics
- OR
- POL 136 - Environmental Law and Regulation
- BIOL 125 - General Ecology

Four Upper Division Electives From The Following, Including Labs

- EES 110 - Introduction to GIS/Remote Sensing
- EES 140 - Environmental Geology/Natural Disasters
- EES 150 - Environmental and Physical Geology of the Parks
- EES 160 - Earth Materials
- EES 175 - Wetlands
- EES 180 - Sedimentology and Stratigraphy
- EES 195 - Internship
- EES 197 - Independent Study
- BIOL 113 - Aquatic/Marine Biology
- BIOL 142 - California Flora and Communities
- BIOL 144 - General Botany
- BIOL 152 - Conservation Science
- CHEM 119 - Environmental Chemistry
- CHEM 104 - Organic Chemistry I
- CHEM 106 - Organic Chemistry II

Senior Project (.25)

- EES 196 - Senior Project

Environmental Studies, BA

Required: 14 courses plus a senior project

Five Required Courses

- BIOL 050 - General Biology
- BIOL 125 - General Ecology
- ECON 150 - Environmental and Natural Resources Economics
- POL 135 - Environmental Politics
OR
- POL 136 - Environmental Law and Regulation
OR
- JCL 130 - Environmental Justice
- EES 100 - Hydrology

Select Three Lower Division Electives from the Following, Including All Labs

- MATH 004 - Introduction to Probability and Statistics
- EES 040 - Physical Geology

- EES 041 - Lab
- EES 050 - Historical Geology
- EES 051 - Lab
- EES 060 - Urban Environmental Issues
- EES 061 - Lab
- PHYSI 040 - Revolutions in Science
- PHYSI 041 - Revolutions in Science Laboratory
- EES 092 - Introduction to Environmental Science
- EES 093 - Lab
- BIOL 034 - Protecting Biodiversity

Six Upper Division Electives from the Following, Including Labs

- EES 110 - Introduction to GIS/Remote Sensing
- EES 120 - Sustainability
- EES 140 - Environmental Geology/Natural Disasters
- EES 150 - Environmental and Physical Geology of the Parks
- EES 175 - Wetlands
- EES 180 - Sedimentology and Stratigraphy
- EES 195 - Internship
- EES 197 - Independent Study
- BIOL 113 - Aquatic/Marine Biology
- BIOL 119 - Research Design and Biostatistics
- BIOL 142 - California Flora and Communities
- BIOL 144 - General Botany
- BIOL 152 - Conservation Science
- HIST 155 - Latin American Environmental History
- HIST 160 - Topics in Asian History
- SOC 135 - Special Topics *
- POL 126 - Food Politics
- POL 135 - Environmental Politics
- POL 136 - Environmental Law and Regulation
- JCL 130 - Environmental Justice
- TRS 174 - Sustainability, Religion, Spirituality

Note

*This is a topics course. It should only count for the major when offered as Society and Environment

Those who do not meet the prerequisite courses will need permission of the instructor.

Senior Project (.25)

- EES 196 - Senior Project

Earth Science Minor

Minor Requirements

Take three lower division courses

- EES 040 - Physical Geology
- EES 041 - Lab
- EES 050 - Historical Geology
- EES 051 - Lab
- EES 092 - Introduction to Environmental Science

Choose three upper division courses

- EES 100 - Hydrology
- EES 110 - Introduction to GIS/Remote Sensing
- EES 175 - Wetlands
- EES 140 - Environmental Geology/Natural Disasters
- ECON 150 - Environmental and Natural Resources Economics

One of the following

- EES 160 - Earth Materials
- EES 180 - Sedimentology and Stratigraphy

Environmental Science Minor

Minor Requirements

Choose two lower division courses

- EES 092 - Introduction to Environmental Science
- BIOL 050 - General Biology
- EES 040 - Physical Geology AND
- EES 041 - Lab
- OR
- EES 050 - Historical Geology AND
- EES 051 - Lab
- EES 060 - Urban Environmental Issues

Choose four upper division courses

- EES 100 - Hydrology
- EES 110 - Introduction to GIS/Remote Sensing
- BIOL 113 - Aquatic/Marine Biology

- EES 175 - Wetlands
- BIOL 119 - Research Design and Biostatistics
- BIOL 125 - General Ecology
- BIOL 142 - California Flora and Communities
- BIOL 144 - General Botany
- BIOL 152 - Conservation Science

Environmental Studies Minor

Minor Requirements

Choose two lower division courses

- EES 092 - Introduction to Environmental Science
- BIOL 050 - General Biology
- EES 040 - Physical Geology
- EES 060 - Urban Environmental Issues

Choose four upper division courses

- BIOL 125 - General Ecology
- BIOL 152 - Conservation Science
- ECON 150 - Environmental and Natural Resources Economics
- POL 135 - Environmental Politics
- POL 136 - Environmental Law and Regulation
- EES 100 - Hydrology
- EES 110 - Introduction to GIS/Remote Sensing

Ethnic Studies

The Ethnic Studies Program at Saint Mary's College of California takes a critical multidisciplinary approach to addressing issues of power, resistance, and social justice. Ethnic Studies students learn comparative multiracial and multiethnic perspectives to examine race, ethnicity, gender, class, sexuality, legal status, Indigeneity, and other dimensions of identity and lived experience. Born from student protests from the 1960s social movements, the field of Ethnic Studies believes in the holistic understanding of the individual and their environment in order to fully analyze social problems and enact change. The Ethnic Studies approach to teaching and learning incorporates many academic fields, including the arts, communication, global studies, history, politics, psychology, queer studies, sociology, theology and religious studies, and women and gender studies.

Students critique dominant frameworks through an analysis of power and applied, community-based methods that center the perspectives and needs of historically marginalized communities. Through coursework, research, and community engagement, Ethnic Studies students explore social constructions of identity, forms of oppression, and community building within the U.S. and beyond, with particular attention paid to African American and Black, Latinx, Native American, Asian American and Pacific Islander communities.

Ethnic Studies embodies the College's Lasallian commitment to social justice, respect for all persons, and the fostering of an inclusive community.

Faculty

Loan Thi Dao, PhD, *Associate Professor, Director*

David Quijada, PhD, *Associate Professor*

Ethnic Studies Faculty Advisory Board

Nicole Brown, PhD, *Sociology*

Ynez Hirst, PhD, *Sociology*

Emily Klein, PhD, *English*

Amissa Miller, PhD, *Performing Arts*

Scott Schönfeldt-Aultman, PhD, *Communication*

Michael Viola, PhD, *Justice, Community & Leadership*

Ethnic Studies Community Advisory Board

Rebecca Aguiano, PhD, *Counseling Psychology*

Cynthia Martinez, PhD, *Counseling Psychology*

Legacy Lee, MA, *Intercultural Center*

Alvaro Ramirez, PhD, *World Languages and Cultures*

The educational goals of the Ethnic Studies Program for majors and minors include:

- **EXPLORING** the cultural and social histories of African American, Latino, Native American and Asian American/ Pacific Islander ethnic groups.
- **INTEGRATING** Catholic social justice teaching, the Lasallian core values, and service based learning in service of these historically underrepresented groups.
- **CRITICALLY EXAMINING** United States racial and ethnic diversities and their interrelatedness to other international socio-historic systems.

Upon completion of the Ethnic Studies major, students will be able to:

- **DESCRIBE** the history and social theories relevant to a critical understanding of African American, Latino, Native American, and Asian American/Pacific Islander ethnic groups;
- **EMPLOY** theoretical and analytical frameworks to understand an increasingly complex, multicultural and interdependent world;
- **IDENTIFY** the social, historical, economic, and religious factors that have affected and continue to affect ethnic groups in the U.S.;
- **EXHIBIT** critical thinking about issues of social injustice and the common good, and strategies for working towards social justice.

Ethnic Studies, BA

Lower Division Core

- ES 001 - Introduction to Ethnic Studies
- ES 050 - Creating Community: Introduction to Skills for Building a Socially Just Society

Upper Division Core

- ES 101 - Critical Race Theory
- ES 196 - Capstone Course

Methods Course

Choose one (1) from the following list. Other courses may be taken with the approval of the Program Director.

- COMM 111 - Qualitative Methods
- ENGL 170 - Problems in Literary Theory
- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- SOC 132 - Sociological Research Methods

Ethnic Studies Upper Division Electives

Select courses from any of the following categories: Ethnic Groups and Identity; Arts and Literature; Socioeconomics and Inequality. Ethnic Studies majors will select six (6) courses, choosing two (2) from each category. Ethnic Studies minors will select any three (3) courses.

Ethnic Groups and Identity

This area includes courses that address the role ethnicity plays in one's individual, social, and political experiences and identity. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

- ES 102 - Youth Cultures, Identities and New Ethnicities
- ES 106 - Intercultural Communication
- ES 107 - Whiteness
- ES 110 - Politics of Race
- ES 111 - Sociology of Families
- ES 112 - Race and Ethnicity
- ES 123 - Ethnic Groups in the United States
- ES 125 - Gender and Society
- ES 139 - History of Women in America
- ES 140 - African-American History: 1619 to 1865
- ES 141 - African-American History: 1865 to the Present
- ES 144 - Gender Politics A/B
- ES 168 - Topics on Culture, Race, and Ethnicity in Psychology
- ES 171 - Gender and Religion in American Culture

Arts and Literature

Within Ethnic Studies, the role of Arts and Literature is not only to reflect the social reality of ethnic experiences in the United States, but also to shape and transform that reality. Students will examine competing notions of identity and community that emerge in the literary and artistic expressions of U.S. writers and artists of color. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

- ES 113 - Jazz and Blues in America
- ES 143 - Advanced Media Production I
- ES 150 - Chicano / Chicana Literature
- ES 154 - Studies in African-American Literature
- ES 184 - Contemporary Drama
- SEM 144 - Multicultural Thought

Socioeconomics and Inequality

This area includes courses that address the relationship between race and ethnicity and economic, political, and social inequalities in contemporary society. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

- ES 108 - Politics of Labor
- ES 112 - Race and Ethnicity
- ES 115 - Wealth and Poverty
- ES 117 - Wealth and Poverty in the Bible
- ES 118 - Theories of Justice
- ES 119 - State and Urban Politics
- ES 120 - Social Movements
- ES 121 - Human Rights
- ES 122 - Education and Society
- ES 126 - Food Politics
- ES 127 - Field Work for Food Politics
- ES 130 - Environmental Justice
- ES 131 - Cultural Geography
- ES 142 - History of California
- ES 161 - Communication and Social Justice

Note

Other courses accepted with approval by Program Director. In addition, new courses are approved on a term-to-term basis.

Ethnic Studies Minor

The Ethnic Studies minor comprises 6 courses-2 lower division and 4 upper division:

Lower Division (2)

- ES 001 - Introduction to Ethnic Studies
- ES 050 - Creating Community: Introduction to Skills for Building a Socially Just Society

Ethnic Studies Theory (1)

- ES 101 - Critical Race Theory

Ethnic Studies Upper Division Electives

Select courses from any of the following categories: Ethnic Groups and Identity; Arts and Literature; Socioeconomics and Inequality. Ethnic Studies majors will select six (6) courses, choosing two (2) from each category. Ethnic Studies minors will select any three (3) courses.

Ethnic Groups and Identity

This area includes courses that address the role ethnicity plays in one's individual, social, and political experiences and identity. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

- ES 102 - Youth Cultures, Identities and New Ethnicities
- ES 106 - Intercultural Communication
- ES 107 - Whiteness
- ES 110 - Politics of Race
- ES 111 - Sociology of Families
- ES 112 - Race and Ethnicity
- ES 123 - Ethnic Groups in the United States
- ES 125 - Gender and Society
- ES 139 - History of Women in America
- ES 140 - African-American History: 1619 to 1865
- ES 141 - African-American History: 1865 to the Present
- ES 144 - Gender Politics A/B
- ES 168 - Topics on Culture, Race, and Ethnicity in Psychology
- ES 171 - Gender and Religion in American Culture

Arts and Literature

Within Ethnic Studies, the role of Arts and Literature is not only to reflect the social reality of ethnic experiences in the United States, but also to shape and transform that reality. Students will examine competing notions of identity and community that emerge in the literary and artistic expressions of U.S. writers and artists of color. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

- ES 113 - Jazz and Blues in America
- ES 143 - Advanced Media Production I
- ES 150 - Chicano / Chicana Literature
- ES 154 - Studies in African-American Literature
- ES 184 - Contemporary Drama
- SEM 144 - Multicultural Thought

Socioeconomics and Inequality

This area includes courses that address the relationship between race and ethnicity and economic, political, and social inequalities in contemporary society. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

- ES 108 - Politics of Labor

- ES 112 - Race and Ethnicity
- ES 115 - Wealth and Poverty
- ES 117 - Wealth and Poverty in the Bible
- ES 118 - Theories of Justice
- ES 119 - State and Urban Politics
- ES 120 - Social Movements
- ES 121 - Human Rights
- ES 122 - Education and Society
- ES 126 - Food Politics
- ES 127 - Field Work for Food Politics
- ES 130 - Environmental Justice
- ES 131 - Cultural Geography
- ES 142 - History of California
- ES 161 - Communication and Social Justice

Note

Other courses accepted with approval by Program Director. In addition, new courses are approved on a term-to-term basis.

Global and Regional Studies

The Global and Regional Studies (GRS) major is designed for students preparing for an increasingly global environment through the multidisciplinary study of global processes or a major world region. The course of study integrates several academic disciplines, language proficiency, cultural literacy, independent research, and residential experience abroad.

The GRS major is geared toward students who want to focus their major on international studies writ large instead of a single academic discipline. This interdisciplinary approach best facilitates the student's gain in cultural literacy, language acquisition, and the ability to understand and analyze critically global and regional connections, processes, and development outcomes from multiple academic perspectives. The GRS major allows students to focus on a major region of the world (eg, Europe, Latin America, East Asia, etc), or broader themes and issues that cut across world regions. Students may also opt for a concentration in global justice.

Faculty Advisory Board

Jennifer D. Heung, PhD, *Professor of Anthropology*

Ronald Ahnen, PhD, *Professor of Politics*

Manisha Anantharaman, PhD, *Assistant Professor of Justice Community & Leadership*

Zeynep Atalay, PhD, *Associate Professor of Sociology*

Helga Lénárt-Cheng, PhD, *Associate Professor of World Languages and Cultures (French and German)*

María Luisa Ruiz, PhD, *Associate Professor of World Languages and Cultures (Spanish), Director, Institute for Latino and Latin American Studies*

Aeleah Soine, PhD, *Associate Professor of History*

E. Elena Songster, PhD, *Associate Professor of History*

Learning Outcomes

Graduates of the Global and Regional Studies Program will demonstrate:

- **ABILITY TO DEFINE** their place as a citizen in global society.
- **UNDERSTANDING** of the political, economic and cultural interconnectedness that constitutes our world today.
- **ABILITY TO COMMUNICATE** at a basic functional level of proficiency in a language other than English specific to their geographical region of study.
- **ABILITY TO ANALYZE** specific social aspects of a geographical region employing in a competent and creative way the appropriate conceptual and theoretical tools of the following disciplines: anthropology, economics, history, literature and art, and politics.
- **ABILITY TO INVESTIGATE** the increasing interdependent nature and complexity of cultural, economic, environmental, political, and social processes that constitute the global experience, and to examine those processes from a global justice perspective.

Career Opportunities

Graduates will be in a position to work for the ever- growing number of international agencies, organizations and businesses. Increasingly, language proficiency and overseas experience are requirements for jobs. Employers seek persons experienced and qualified to function in another language and culture.

Other students go on to graduate school in international business, international studies, or in their minor field. Most major universities have graduate international or area studies programs that offer a natural next step for students interested in further developing their expertise.

Beyond career advancement, many students will find that the immersion in another culture expands their understanding of the human experience and permanently enriches their lives.

Major Requirements

Track Selection

Students first select between one of two tracks in the major: **Global Studies** or **Regional Studies**. Students in the Global Studies track may opt for a concentration in global justice studies. Students in the Regional studies track must select a specific region of the world in which they have a particular interest and wish to focus their studies. Four choices are available: East Asia, Europe, Latin America, or student defined (eg, North Africa, Middle East, etc). Student-defined regions must receive approval from the Director of Global and Regional Studies. Regional Studies track students must complete the requirements of a minor area of study chosen from Anthropology, Economics, History, World Languages and Cultures, or Politics.

Optional Global Justice Concentration

Global Studies track students may opt for a concentration in global justice studies. The concentration requirements are:

1. complete **POL 115 - Theories of Justice**
2. complete an internship with a local organization or business while focusing on a global justice issue (may be completed in conjunction with an independent study course that counts as a Group B course).
3. write the senior thesis on a global justice topic (approved by the instructor).

Language

Students in both tracks must complete the equivalent of level four (4) semesters in a foreign language (appropriate to the region if selected). Language study should correspond with the country where students wish to spend their study abroad. The interdisciplinary and language courses taken by students will prepare them for critically engaged learning experiences.

Study Abroad

Study abroad is a vital component of the GRS major and provides students with an important experience that allows them to understand more directly the cultural complexities and lived experiences of their region of study. Regional studies track majors are strongly encouraged to spend a minimum of one semester studying abroad in their selected region during their junior year in a country that corresponds with their foreign language study. Global studies track students are also strongly encouraged to study abroad for a semester in any region of their interest, or may opt for a semester long internship with an international focus.

Minimum GPA

Students must be mindful of meeting the minimum GPA requirement of the study abroad program of their choice, which range from 2.8 to 3.5.

Global and Regional Studies, Global Studies Track, BA

Global Studies - Major Requirements

Lower Division

Students must complete the following five lower-division courses:

- GRS 001 - Introduction to Global and Regional Studies
- ANTH 001 - Introduction to Social and Cultural Anthropology
- ECON 004 - Principles of Macroeconomics
- HIST 001 - World History to 1500
OR
- HIST 002 - World History since 1500 AND

Global Studies track:

- POL 004 - Introduction to International Politics

Regional Studies track:

- POL 001 - Introduction to Comparative Politics

Upper Division

Students must complete the following three upper-division courses:

- GRS 100 - Cultural Geography and Global Societies
- GRS 130 - Interdisciplinary Issues in Global Studies
- GRS 196 - Capstone Experience

Additional upper-division courses

Students in the Global Studies track complete six additional upper-division courses - two in each of three groups: Group A (Intellectual Traditions), Group B (Issues and Topics), and Group C (Regional Studies), as follows:

Group A

- ANTH 134 - Issues in Globalization
- ECON 102 - Development of Economic Thought
- ECON 160 - Comparative Economics Systems
- ECON 190 - International Economics
- ECON 192 - Economic Development
- HIST 104 - Historical Interpretation
- POL 115 - Theories of Justice
- POL 120 - International Relations
- POL 121 - Governing the Global Economy

Group B

- ANTH 111 - Kinship, Marriage and Family
- ANTH 112 - Global Perspectives on Race
- ANTH 114 - Urban Anthropology
- ANTH 117 - Anthropology of Religion
- ANTH 118 - Culture, Health, and Healing
- ANTH 128 - Food and Culture
- HIST 127 - The Victorian Empire
- HIST 137 - United States History in Comparative and Transnational Perspective
- HIST 154 - Latin America, the United States, and the Drug Trade
- POL 122 - Topics in International Politics
- POL 125 - Human Rights
- POL 126 - Food Politics
- POL 128 - Dynamics of Terrorism
- POL 129 - Politics of Developing Countries
- SPAN 160 - Culture and Civilization of Spain
- SPAN 161 - Culture and Civilization of Latin America
- SPAN 162 - Culture and Civilization of Mexico

Group C

- ANTH 119 - Cultures of the Americas
 - ANTH 121 - World Cultures
 - FREN 123 - French Literature: Nineteenth and Twentieth Centuries
 - FREN 129 - French Literature Outside Europe
-
- HIST 120 - Topics in Modern European History
 - HIST 123 - 20th-Century Europe
 - HIST 124 - Transnational Origins of the Welfare State
 - HIST 125 - Women in European History, 1500-Present
 - HIST 126 - Nations, Nationalism, and Citizenship
 - HIST 127 - The Victorian Empire
 - HIST 128 - German History
 - HIST 150 - Topics in Latin American History
 - HIST 151 - Women in Latin American History
 - HIST 152 - Revolution in Latin America
 - HIST 153 - The African Diaspora in Latin America
 - HIST 154 - Latin America, the United States, and the Drug Trade
 - HIST 155 - Latin American Environmental History
 - HIST 160 - Topics in Asian History
 - HIST 161 - Modern Japan
 - HIST 162 - Modern China
 - HIST 163 - Ethnic Identity and Conflict in China
 - HIST 170 - Topics in African History
 - HIST 172 - African History Since 1850
 - WLC 185 - Culture and Civilization of France
 - WLC 186 - Culture and Civilization of Italy
 - WLC 187 - Culture and Civilization of Spain
 - WLC 188 - Culture and Civilization of Latin America
 - WLC 189 - Culture and Civilization of Mexico
-
- POL 143 - Middle East Politics
 - POL 144 - Asian Politics
 - POL 145 - Latin American Politics
 - POL 146 - West European Politics
 - POL 147 - Russian Politics from Lenin to Putin
 - POL 148 - East European Politics
-
- SPAN 141 - Latin American Literature II
 - SPAN 143 - Contemporary Latin American Literature
 - SPAN 145 - Twentieth-Century Mexican Literature

Note:

Any course listed for this major that requires a prerequisite assumes a grade of C- or better in the prerequisite course. In addition, C is the minimum acceptable grade in GRS 100 and GRS 196 for credit toward the major.

Global and Regional Studies, Global Studies Track, Global Justice Concentration, BA

Global Studies - Major Requirements

Lower Division

Students must complete the following five lower-division courses:

- GRS 001 - Introduction to Global and Regional Studies
- ANTH 001 - Introduction to Social and Cultural Anthropology
- ECON 004 - Principles of Macroeconomics

- HIST 001 - World History to 1500
OR
- HIST 002 - World History since 1500 AND

Global Studies track:

- POL 004 - Introduction to International Politics

Regional Studies track:

- POL 001 - Introduction to Comparative Politics

Upper Division

Students must complete the following three upper-division courses:

- GRS 100 - Cultural Geography and Global Societies
- GRS 130 - Interdisciplinary Issues in Global Studies
- GRS 196 - Capstone Experience

Additional upper-division courses

Students in the Global Studies track complete six additional upper-division courses - two in each of three groups: Group A (Intellectual Traditions), Group B (Issues and Topics), and Group C (Regional Studies), as follows:

Group A

- ANTH 134 - Issues in Globalization

- ECON 102 - Development of Economic Thought
- ECON 160 - Comparative Economics Systems
- ECON 190 - International Economics

- ECON 192 - Economic Development
- HIST 104 - Historical Interpretation
- POL 115 - Theories of Justice
- POL 120 - International Relations
- POL 121 - Governing the Global Economy

Group B

- ANTH 111 - Kinship, Marriage and Family
- ANTH 112 - Global Perspectives on Race
- ANTH 114 - Urban Anthropology
- ANTH 117 - Anthropology of Religion
- ANTH 118 - Culture, Health, and Healing
- ANTH 128 - Food and Culture
- HIST 127 - The Victorian Empire
- HIST 137 - United States History in Comparative and Transnational Perspective
- HIST 154 - Latin America, the United States, and the Drug Trade
- POL 122 - Topics in International Politics
- POL 125 - Human Rights
- POL 126 - Food Politics
- POL 128 - Dynamics of Terrorism
- POL 129 - Politics of Developing Countries
- SPAN 160 - Culture and Civilization of Spain
- SPAN 161 - Culture and Civilization of Latin America
- SPAN 162 - Culture and Civilization of Mexico

Group C

- ANTH 119 - Cultures of the Americas
- ANTH 121 - World Cultures
- FREN 123 - French Literature: Nineteenth and Twentieth Centuries
- FREN 129 - French Literature Outside Europe
- HIST 120 - Topics in Modern European History
- HIST 123 - 20th-Century Europe
- HIST 124 - Transnational Origins of the Welfare State
- HIST 125 - Women in European History, 1500-Present
- HIST 126 - Nations, Nationalism, and Citizenship
- HIST 127 - The Victorian Empire
- HIST 128 - German History
- HIST 150 - Topics in Latin American History
- HIST 151 - Women in Latin American History

- HIST 152 - Revolution in Latin America
- HIST 153 - The African Diaspora in Latin America
- HIST 154 - Latin America, the United States, and the Drug Trade
- HIST 155 - Latin American Environmental History
- HIST 160 - Topics in Asian History
- HIST 161 - Modern Japan
- HIST 162 - Modern China
- HIST 163 - Ethnic Identity and Conflict in China
- HIST 170 - Topics in African History
- HIST 172 - African History Since 1850
- WLC 185 - Culture and Civilization of France
- WLC 186 - Culture and Civilization of Italy
- WLC 187 - Culture and Civilization of Spain
- WLC 188 - Culture and Civilization of Latin America
- WLC 189 - Culture and Civilization of Mexico
- POL 145 - Latin American Politics
- POL 146 - West European Politics
- POL 147 - Russian Politics from Lenin to Putin
- POL 148 - East European Politics
- POL 143 - Middle East Politics
- POL 144 - Asian Politics
- SPAN 141 - Latin American Literature II
- SPAN 143 - Contemporary Latin American Literature
- SPAN 145 - Twentieth-Century Mexican Literature

Concentration Requirements

Global Studies track students may opt for a concentration in global justice studies. The concentration requirements are:

1. complete POL 115 - Theories of Justice
2. complete an internship with a local organization or business while focusing on a global justice issue (may be completed in conjunction with an independent study course that counts as a Group B course).
3. write the senior thesis on a global justice topic (approved by the instructor).

Note:

Any course listed for this major that requires a prerequisite assumes a grade of C- or better in the prerequisite course. In addition, C is the minimum acceptable grade in GRS 100 and GRS 196 for credit toward the major.

Global and Regional Studies, Regional Studies Track, East Asia Concentration, BA

Global Studies - Major Requirements

Lower Division

Students must complete the following five lower-division courses:

- GRS 001 - Introduction to Global and Regional Studies
- ANTH 001 - Introduction to Social and Cultural Anthropology
- ECON 004 - Principles of Macroeconomics

- HIST 001 - World History to 1500
OR
- HIST 002 - World History since 1500 AND

Global Studies track:

- POL 004 - Introduction to International Politics

Regional Studies track:

- POL 001 - Introduction to Comparative Politics

Upper Division

Students must complete the following three upper-division courses:

- GRS 100 - Cultural Geography and Global Societies
- GRS 130 - Interdisciplinary Issues in Global Studies
- GRS 196 - Capstone Experience

Additional upper-division courses

Students in the Regional Studies track complete four additional upper division courses. One each from the following four disciplines according to regional concentration:

Anthropology

- ANTH 121 - World Cultures China

History

- HIST 160 - Topics in Asian History
- HIST 161 - Modern Japan
- HIST 162 - Modern China
- HIST 163 - Ethnic Identity and Conflict in China

Literature and Art

check with Director for appropriate courses

Politics

- POL 144 - Asian Politics

Notes:

Regional studies track students must take the ANTH 121 that corresponds to the content of their region.

Any course listed for this major that requires a prerequisite assumes a grade of C- or better in the prerequisite course. In addition, C is the minimum acceptable grade in GRS 100 and GRS 196 for credit toward the major.

Regional Studies track students must complete the requirements of a minor area of study chosen from Anthropology, Economics, History, World Languages and Cultures, or Politics.

Global and Regional Studies, Regional Studies Track, Europe Concentration, BA

Global Studies - Major Requirements

Lower Division

Students must complete the following five lower-division courses:

- GRS 001 - Introduction to Global and Regional Studies
- ANTH 001 - Introduction to Social and Cultural Anthropology
- ECON 004 - Principles of Macroeconomics

- HIST 001 - World History to 1500
OR
- HIST 002 - World History since 1500 AND

Global Studies track:

- POL 004 - Introduction to International Politics

Regional Studies track:

- POL 001 - Introduction to Comparative Politics

Upper Division

Students must complete the following three upper-division courses:

- GRS 100 - Cultural Geography and Global Societies

- GRS 130 - Interdisciplinary Issues in Global Studies
- GRS 196 - Capstone Experience

Additional upper-division courses

Students in the Regional Studies track complete four additional upper division courses. One each from the following four disciplines according to regional concentration:

Anthropology

- ANTH 121 - World Cultures Europe

History

- HIST 120 - Topics in Modern European History
- HIST 123 - 20th-Century Europe
- HIST 124 - Transnational Origins of the Welfare State
- HIST 125 - Women in European History, 1500-Present
- HIST 126 - Nations, Nationalism, and Citizenship
- HIST 127 - The Victorian Empire
- HIST 128 - German History

Literature and Art

- ENGL 103 - British Literature I
- ENGL 104 - British Literature II
- ENGL 144 - Studies in 19th-Century Literature
- ENGL 160 - Development of English Fiction I
- ENGL 161 - The English Novel
- FREN 121 - French Literature: Middle Ages to the Renaissance
- FREN 122 - French Literature: Seventeenth and Eighteenth Centuries
- FREN 123 - French Literature: Nineteenth and Twentieth Centuries
- FREN 130 - Thematic and Stylistic Study of a Single French Author or Genre
- FREN 150 - Culture and Civilization of France
- SPAN 120 - Spanish Literature: Middle Ages to Eighteenth Century
- SPAN 121 - Spanish Literature: Eighteenth Century to the Mid-Twentieth Century
- SPAN 122 - Literature of the Golden Age
- SPAN 127 - Contemporary Peninsular Literature
- SPAN 160 - Culture and Civilization of Spain
- OR
- WLC 187 - Culture and Civilization of Spain
- WLC 186 - Culture and Civilization of Italy

Politics

- POL 146 - West European Politics

Notes:

Regional studies track students must take the ANTH 121 that corresponds to the content of their region.

Any course listed for this major that requires a prerequisite assumes a grade of C- or better in the prerequisite course. In addition, C is the minimum acceptable grade in GRS 100 and GRS 196 for credit toward the major.

Regional Studies track students must complete the requirements of a minor area of study chosen from Anthropology, Economics, History, World Languages and Cultures, or Politics.

Global and Regional Studies, Regional Studies Track, Latin America Concentration, BA

Global Studies - Major Requirements

Lower Division

Students must complete the following five lower-division courses:

- GRS 001 - Introduction to Global and Regional Studies
- ANTH 001 - Introduction to Social and Cultural Anthropology
- ECON 004 - Principles of Macroeconomics
- HIST 001 - World History to 1500
OR
- HIST 002 - World History since 1500 AND

Global Studies track:

- POL 004 - Introduction to International Politics

Regional Studies track:

- POL 001 - Introduction to Comparative Politics

Upper Division

Students must complete the following three upper-division courses:

- GRS 100 - Cultural Geography and Global Societies
- GRS 130 - Interdisciplinary Issues in Global Studies
- GRS 196 - Capstone Experience

Additional upper-division courses

Students in the Regional Studies track complete four additional upper division courses. One each from the following four disciplines according to regional concentration:

Anthropology

- ANTH 121 - World Cultures Central America or Latin America

History

- HIST 150 - Topics in Latin American History
- HIST 151 - Women in Latin American History
- HIST 152 - Revolution in Latin America
- HIST 153 - The African Diaspora in Latin America
- HIST 154 - Latin America, the United States, and the Drug Trade
- HIST 155 - Latin American Environmental History

Literature and Art

- SPAN 140 - Latin American Literature I
- SPAN 141 - Latin American Literature II
- SPAN 143 - Contemporary Latin American Literature
- SPAN 145 - Twentieth-Century Mexican Literature
- WLC 188 - Culture and Civilization of Latin America
- WLC 189 - Culture and Civilization of Mexico

Politics

- POL 145 - Latin American Politics

Notes:

Regional studies track students must take the ANTH 121 that corresponds to the content of their region.

Any course listed for this major that requires a prerequisite assumes a grade of C- or better in the prerequisite course. In addition, C is the minimum acceptable grade in GRS 100 and GRS 196 for credit toward the major.

Regional Studies track students must complete the requirements of a minor area of study chosen from Anthropology, Economics, History, World Languages and Cultures, or Politics.

History

As a disciplined study of the past, History focuses on change and continuity over time. Our department challenges students to read, think, and write about questions societies face in every generation-the tension between freedom and authority, reason and faith, individual agency and powerful structures. The ultimate goal: to become imaginative and resourceful human beings engaged with the world.

Our faculty cultivates understanding, not memorization. The history student becomes immersed in the study of the past and develops the skill and ability to read critically and write elegantly. The faculty welcomes budding historians who love history, as well as students from other disciplines seeking a broad view of the world, and students who might simply be curious about a specific time, country, or topic.

Our curriculum is organized in clusters of courses that allow for global or regional comparisons. Among these are: the history of women (Europe, Latin America, the United States); environmental history (Latin America, Asia, the United States); and revolutionary movements (China, the United States, Europe, and Latin America).

As an active collaborator in the larger College community, the department regularly offers classes in the following interdisciplinary majors and minors: Women's and Gender Studies, Ethnic Studies, Environmental Studies, and Global and Regional Studies.

Faculty

Elena Songster, PhD, Professor, Department Chair

Carl J. Guarneri, PhD, Professor

Brother Charles Hilken, FSC, PhD, Professor

Myrna Santiago, PhD, Professor

Aeleah Soine, PhD, Associate Professor

Gretchen Lemke-Santangelo, PhD, Professor

Ronald Isetti, PhD, Professor Emeritus

Katherine S. Roper, PhD, Professor Emerita

Learning Outcomes

History majors develop a unique set of skills designed for research and analytical thinking in a diverse and increasingly globalized world. Upon completion of the History program, students will be able to:

- **THINK** historically, read critically, write coherently, speak persuasively, and communicate effectively.
- **SITUATE** major historical events within their proper chronological, geographical, thematic, and comparative context.
- **CONNECT** and integrate historical knowledge, grasp the ethical and moral dimensions of history, and appreciate the complex, multi-causal origins of past events.
- **IDENTIFY** and **INTERPRET** a wide variety of historical sources, both primary and secondary.
- **EXPLAIN** the value and application of historiography and various historical methods, approaches and theories.
- **EVALUATE** and critically assess the validity of historical evidence and interpretations.
- **USE** and **APPLY** primary and secondary sources to construct sophisticated, persuasive, and logical interpretations of historical problems and events.

Prerequisite Grade

All prerequisites must be passed with a grade of C- or better.

History, BA

Lower Division

- HIST 001 - World History to 1500 AND
- HIST 002 - World History since 1500
- OR
- HIST 004 - Western Society and Cultures to 1500 AND
- HIST 005 - Western Society and Cultures since 1500
- HIST 017 - History of the United States to the Civil War
- HIST 018 - History of the United States since Reconstruction

Note

HIST 001, HIST 002 is the World History sequence; HIST 004, HIST 005 is the Western Civilization sequence. Students may combine HIST 001 and HIST 005 or HIST 002 and HIST 004, but may not combine HIST 001 and HIST 004 or HIST 002 and HIST 005.

Upper Division

Students majoring in history must complete nine upper-division history courses, including:

- HIST 101 - Historical Methods and Practices
- HIST 106 - Seminar in Historical Research
- HIST 104 - Historical Interpretation
- OR
- HIST 105 - Modern Approaches to History
- One Upper-Division HIST elective

Areas of concentration

Two upper-division courses in two of the following areas of concentration; and one in a third area of concentration. At least one area of concentration must be in Asian, African, World or Latin American history.

United States:

- HIST 130 - Topics in American History (when applicable)
- HIST 131 - Colonial History of the United States
- HIST 132 - The American Revolution and the Early Republic
- HIST 133 - Era of the Civil War and Reconstruction
- HIST 134 - Recent History of the United States
- HIST 135 - America in the World: The History of U.S. Foreign Relations
- HIST 136 - Immigration and Ethnic Relations in American History
- HIST 137 - United States History in Comparative and Transnational Perspective
- HIST 138 - The Development of Modern American Culture
- HIST 139 - History of Women in America
- HIST 140 - African-American History: 1619 to 1865
- HIST 141 - African-American History: 1865 to the Present
- HIST 142 - History of California

Latin America:

- HIST 150 - Topics in Latin American History (when applicable)
- HIST 151 - Women in Latin American History
- HIST 152 - Revolution in Latin America
- HIST 153 - The African Diaspora in Latin America
- HIST 154 - Latin America, the United States, and the Drug Trade
- HIST 155 - Latin American Environmental History

Medieval Europe:

- HIST 110 - Topics in Ancient and Medieval European History (when applicable)
- HIST 111 - The Birth of Europe
- HIST 112 - Europe in the High and Later Middle Ages
- HIST 113 - The Age of the Renaissance
- HIST 114 - Warfare in Medieval Europe

Modern Europe:

- HIST 120 - Topics in Modern European History (when applicable)
- HIST 121 - Revolt and Revolution in Early Modern Europe
- HIST 122 - 19th Century Europe
- HIST 123 - 20th-Century Europe
- HIST 124 - Transnational Origins of the Welfare State
- HIST 125 - Women in European History, 1500-Present
- HIST 126 - Nations, Nationalism, and Citizenship
- HIST 127 - The Victorian Empire
- HIST 128 - German History

Africa:

- HIST 170 - Topics in African History (when applicable)
- HIST 171 - African History to 1850
- HIST 172 - African History Since 1850

Asia:

- HIST 160 - Topics in Asian History (when applicable)
- HIST 161 - Modern Japan
- HIST 162 - Modern China
- HIST 163 - Ethnic Identity and Conflict in China

World:

- HIST 100 - Topics in World History (when offered)

Note

Students intending to work toward advanced degrees should consult with their advisor about foreign language preparation.

History Minor

Minor Requirements

To earn a minor in history, a student must complete a total of six courses.

- Any **TWO** lower-division history courses
AND
- HIST 101 - Historical Methods and Practices
PLUS Any **ONE** of the following:
- HIST 104 - Historical Interpretation
- HIST 105 - Modern Approaches to History
- HIST 106 - Seminar in Historical Research
AND
- **TWO** additional upper-division courses, each in a different geographical area of concentration.

Integral

The Integral Program of liberal arts is founded on the wager that it is still possible to appreciate and to evaluate all the main kinds of human thinking. It is thought that students in the Program can learn enough of the technical languages of the natural sciences, mathematics, literary criticism, social sciences, philosophy and theology to follow arguments in those disciplines. The Integral Program is not an honors curriculum but is intended rather for anyone drawn to a comprehensive view of education, an education devoted equally to the arts of language, to the arts of pure and applied mathematics (including music), to observation and measurement, to judgment and reasoned appreciation.

The program is divided into the seminar and the tutorials: language, mathematics, laboratory and music. During the fourth year, seniors are asked to marshal their experiences from seminar and tutorials to write a major essay and then defend it before the tutors and the other students.

The program had its origin in a two-year study beginning in the fall of 1955 and financed with a grant from the Rosenberg Foundation. Brother Sixtus Robert Smith, FSC, and James L. Hagerty of the faculty joined with consultants from Saint John's College, Annapolis, the University of California Berkeley and Stanford University, to establish this "college-within-a-college." The first graduates were the class of 1960. From the beginning, a confident grasp of fundamental truths, a healthy skepticism toward passing dogma, and a reliance on reasoned deliberation has marked the graduates of the program.

Tutors

David Bird, PhD, *Hispanic Studies*

Steven Cortright, MA, *Philosophy*

Brother Kenneth Cardwell, FSC, PhD, *Emeritus*

Theodora Carlile, PhD, *Emerita*

Alexis Doval, PhD, *Emeritus*

Elizabeth Hamm, PhD, *History and Philosophy of Science and Technology, Director*
 Felicia Martinez, PhD, *English*
 Brother Raphael Patton, FSC, PhD, *Emeritus*
 Gabriel Pihas, PhD, *Social Thought*
 Michael Riley, PhD, *Classical Languages*
 Theodore Tsukahara, Jr. AFSC, PhD, *Economics*

Learning Outcomes

Students who complete the program will demonstrate:

- **THE CAPACITY** for disciplined examination and discussion of fundamental ideas and questions, as treated or suggested by some of the great written texts; and
- **AWARENESS** of variations in the kinds and degrees of knowledge attainable in different fields of inquiry, acquired through active use of the resources employed in those fields, e.g., experience, reflection, hypothesis, experiment, measurement and inference; and
- **ABILITY** for close reading and listening, for precise verbal formulations of questions, distinctions, concepts, arguments, and judgments, and facility at addressing and responding to classmates' like contributions; and
- **WELL-DEVELOPED COMPETENCE** in written formulation of questions, distinctions, concepts, arguments, and judgments.

Requirements

An alternative, comprehensive curriculum, the program offers a bachelor's degree proper to it. The degree is granted for the successful completion of the eight seminars, the eight tutorials in mathematics, the eight in language, the four laboratories, a tutorial in music and the senior essay totaling 29.25 course credits. Note that the College further requires the successful completion of four January course credits, and of electives sufficient to complete Core Curriculum learning outcomes in Community Engagement, American Diversity, and Social Cultural and Historical Understanding (1 course credit), and to raise the total to 36 course credits.

Students who start in the Integral Program and move to another major are deemed to have completed the following Core Curriculum requirements:

- *After one semester:* Mathematical Understanding, Scientific Understanding (including laboratory), SEM 001 - Critical Strategies and Great Questions
- *After two semesters:* the above, plus ENGL 004 - Composition, SEM 002 - Western Tradition I
- *After three semesters:* the above, plus Theological Understanding (Christian Foundations), Artistic Understanding (both Artistic Analysis and Creative Practice), the language requirement, and SEM 103 - Western Tradition II
- *After four semesters:* the above, plus Theological Understanding (Theological Explorations) and SEM 104 - The Global Conversation of the 20th and 21st centuries

Prerequisites

Each course in the program beyond the first semester depends in an obvious way entirely on the courses taken earlier, making it impossible to join the Program later than the first year. In extraordinary cases, a remedial course in January may allow a first-year entrance in February.

Any course in this program with a prerequisite assumes a grade of C- or better in the prerequisite course.

Integral Program, BA

Seminars

- INTEG 011 & 012 - First-year Seminar
- INTEG 113 & 114 - Sophomore Seminar
- INTEG 115 & 116 - Junior Seminar
- INTEG 117 & 118 - Senior Seminar
- INTEG 196 - Senior Essay

Tutorials

- INTEG 031 & 032 - First-year Mathematics
- INTEG 133 & 134 - Sophomore Mathematics
- INTEG 135 & 136 - Junior Mathematics
- INTEG 137 & 138 - Senior Mathematics

- INTEG 051 & 052 - First-year Language
- INTEG 053 & 054 - Sophomore Language
- INTEG 155 & 156 - Junior Language
- INTEG 157 & 158 - Senior Language

- INTEG 071 & 072 - First-year Laboratory
- INTEG 178 - Junior Laboratory: Physics & Chemistry
- INTEG 179 - Junior Laboratory: Evolution, Heredity & Genetics

- INTEG 074 - Music I
- INTEG 174 - Music II (Optional course)

- INTEG 180 - Preceptorial (Optional course)

Interfaith Leadership

Interfaith Leadership

Today where cross-cultural and cross-religious contacts are nearly ubiquitous, professionals in various sectors (e.g., health-care, law, business, education, NGOs, government service and public policy) are beginning to recognize the need to address the religious/spiritual dimensions of their work not only to serve more compassionately and effectively, but also to contribute to the evolution of a more inclusive and just society. The Interfaith Leadership Minor program provides students with a set of competencies and perspectives to begin to understand what is at stake in our religiously diverse world and how to make a difference in it in their own lives and in whatever careers they pursue. Those who develop the capacities of interfaith leadership understand that religion can be a source of conflict or an invitation to cooperation, and they know how to lead others toward the latter. Hence, an "Interfaith Leader" is a person with the knowledge, capacity for self-reflection and empathy, values and skills to lead inclusively and effectively in any religiously and spiritually diverse environment.

Faculty

Barbara A. McGraw, JD, PhD, *Professor of Social Ethics, Law, and Public Life and Director of the Interfaith Leadership Program*

Interfaith Leadership Advisory Board

Julie Ford, D.MA, *Performing Arts*

Emily Hause, PhD, *Psychology*

Makiko Imamura, PhD, *Communication*

Yuan Li, PhD, *Organizations and Responsible Business*

Julie Park, PhD, *Integral and Collegiate Seminar*

Aaron Sachowitz, PhD, *Communication*

Grete Stenersen, MA, *Leadership Studies and Collegiate Seminar*

Marguerite Welch, PhD, *MA in Leadership*

Paul Zarnoth, PhD, *Psychology*

Learning Outcomes

Students who complete the program will be able to:

- **IDENTITY/BIAS:** Reflect on students' own and others' identity formation and perspectives; articulate how religious and other identities and worldviews affect perceptions of issues that arise in various environments and situations; and articulate how such perceptions can result in bias.
- **COMMUNICATION/DIALOGUE:** Demonstrate effective communication and dialogue facilitation skills that can be used to address interreligious conflict and promote interfaith cooperation, engagement, and understanding.
- **RELIGIOUS LITERACY:** Demonstrate an understanding of what it means to be religiously literate; articulate ways that religions differ in thought, practice, and organization; and articulate the meaning of "pluralism" in this context.
- **LEADERSHIP:** Identify interfaith challenges and opportunities; propose inclusive methods for addressing them; and articulate how to lead implementation of those inclusive methods.
- **APPLICATION:** Demonstrate interfaith leadership (as defined above) in a collaborative community-based project.

Interfaith Leadership Minor

To graduate with an Interfaith Leadership Minor, students must complete courses in the following Program Core, which consists of four full credit courses and one quarter-credit project course. Students must also complete Two Electives, one from each of two elective categories.

Other Courses in the Program

Course descriptions for other courses in the Interfaith Leadership Minor can be found under their respective department/program in this catalog, e.g., in Business Administration, Anthropology, Ethnic Studies, Psychology, Communication, Politics, History, Kinesiology, Global and Regional Studies, Theology and Religious Studies, and Justice, Community and Leadership.

Interfaith Leadership Minor

Program Core

Four full-credit courses + One quarter-credit project course

Required Course:

- BUSAD 108 - Interfaith Leadership in Business and the Professions

Choice of One:

- ANTH 001 - Introduction to Social and Cultural Anthropology
- ES 001 - Introduction to Ethnic Studies

Choice of One:

- COMM 106 - Intercultural Communication
- ES 155 - Advanced Intergroup Dialogue

Choice of One:

- JCL 150 - Advanced Leadership Theory
- BUSAD 131 - Managing and Leading in Organizations
- PSYCH 172 - Groups, Organizations and Societies

Required Quarter Credit Project Course (.25):

- IFL 120 - Interfaith Leadership Praxis

Two Electives, One from Each of Two Categories:

Interfaith in Context Elective - One Course

Choose One Course from the following:

- KINES 118 - Community Health
- PSYCH 150 - Personality Psychology **
- PSYCH 131 - Transpersonal Psychology
- GRS 001 - Introduction to Global and Regional Studies
- HIST 162 - Modern China
- HIST 163 - Ethnic Identity and Conflict in China
- POL 115 - Theories of Justice
- POL 143 - Middle East Politics

Enhanced Learning Outcome Elective - One Course

Choose One Course from the following:

- ANTH 001 - Introduction to Social and Cultural Anthropology *
- ES 001 - Introduction to Ethnic Studies *
- JCL 150 - Advanced Leadership Theory *
- BUSAD 131 - Managing and Leading in Organizations *
- PSYCH 172 - Groups, Organizations and Societies *
- COMM 106 - Intercultural Communication *
- ES 155 *
- ANTH 117 - Anthropology of Religion
- PSYCH 163 - Prejudice and Stereotyping
- TRS 151 - Judaism †
- TRS 152 - Islam: Beliefs and Practices †
- TRS 153 - Eastern Religions †
- TRS 154 - Hinduism †
- TRS 155 - Buddhism †

Program Notes:

Note on "Double-Dipping": Students may count up to two courses from their major and one course from another minor toward the Interfaith Leadership Minor. (Exception: the Anthropology Department currently does not allow its majors and minors to double-dip with other programs.)

Note on courses not listed above: Other courses may be allowed as electives on the approval of the Interfaith Leadership Minor director.

Note on Prerequisites for Courses from Other Departments/Programs: Some courses in the Interfaith Leadership Minor may require permission of the instructor, if students do not have the prerequisites for the course. For example, JCL 150 will require permission of the instructor, and entry in that course will depend on how far along students are in this minor. Also, only students who have taken PSYCH 001 and ES 001, may enroll in PSYCH 163 - Prejudice and Stereotyping. Students should prepare accordingly.

Note for Interfaith in Context Elective:

** PSYCH 150 only counts as an elective for this minor with Interfaith Leadership Program Director approval.

Notes for Enhanced Learning Outcome Elective:

* The asterisked courses will count for this elective only if they were not already taken as a part of the Interfaith Leadership Minor Program Core.

† Theology and Religious Studies (TRS) courses for the Interfaith Leadership Minor will not double-dip with the Theological Understanding Core Curriculum Requirement. To count as an Enhanced Learning Outcome Elective, these courses must be taken in addition to the two courses required for the Theological Understanding requirement. Note also that other TRS courses may count for this elective upon approval of the Interfaith Leadership Program Director, who will confirm their inclusion in this program with the TRS Department Chair.

January Term

The faculty of January Term (Jan Term) is drawn from all departments of the college and the broader academic community.

January Term provides both students and faculty a unique opportunity to explore courses and experiences that depart from the constraints of the regular semester; both students and faculty are freed from their disciplinary constraints to create new and innovative academic experiences.

January Term offers both on-campus courses and off-campus travel courses throughout the United States and to many parts of the globe (some scholarships are available to defray travel costs for eligible students).

Providing the same academic rigor and credit as the fall and spring terms, many January Term courses also emphasize experiential learning through service, community-based research and on-site learning relevant to the region.

January Term is a unique Saint Mary's program that showcases intensive courses of study: since students enroll in only one course per January Term, faculty members expect more and tend to increase the pace of instruction, as well as requiring broader reading, more reflection and careful writing, more thorough class preparation and greater individual initiative.

Four January Term courses are required of most students; transfer students are required to take one January Term course for each year of full-time academic residency.

Sample Jan Term courses (actual course offerings vary each year):

Justice, Community, and Leadership

The mission of Justice, Community and Leadership is education for liberation. Such an education requires a critical analysis of interconnected systems of oppression and invites us to think and act in humanizing, humble and self-reflective ways. JCL classes challenge students with an engaged critical pedagogy that enables us to apply what we learn in the classroom to a broader community context.

Many of our courses include working with community members and organizations to learn from their expertise on both the impact of and ideas for addressing structural inequity. Together with these community experts, we grapple with the complexity of policies, dominant ideologies, and cultural practices that disadvantage some groups of people, while benefiting others and consider how we can be a part of social change efforts. Students in our program go on to work in diverse fields-such as education, the non-profit sector, law, social entrepreneurship, government, and public health-yet they share a common aim to make the world more equitable.

Faculty and Advisory Board

Monica Fitzgerald, *Professor, Director*

Manisha Anantharaman, PhD, *Assistant Professor*

Shawny Anderson, PhD, *Associate Dean, Liberal Arts*

Alicia Rusoja, PhD, *Assistant Professor*

Tamara Spencer, EdD, *Associate Professor, KSOE*

Michael Viola, PhD, *Assistant Professor*

Learning Outcomes for the Justice, Community and Leadership Major

Students who complete this program will be able to:

1. **[Knowledge]** Demonstrate knowledge of the ways systemic inequities (e.g. economic, racial, gender, environmental) are reproduced and interconnected historically and in our contemporary world.
2. **[Analysis]** Utilize critical transdisciplinary lenses to analyze unjust power relations and systemic oppression, centering the experiences, histories, and visions of oppressed communities.
3. **[Research]** Using appropriate library and information literacy skills, evaluate and apply research methodologies in ways that challenge dominant assumptions about knowledge production to articulate, interpret and contribute to social justice.
4. **[Community Application]** Collaborate with diverse community formations to imagine, co-construct, organize for and sustain strategies that contribute to a more just social order.
5. **[Communication]** Utilize oral, written, artistic, expressive and new media formats to advocate for transformative social change with attention to audience and power relations.
6. **[Reflection]** Demonstrate cultural humility and an understanding of one's positionality within historical and intersecting systems of power.

JCL General Major and Concentrations

The Justice, Community and Leadership program offers three concentrations:

- JCL General Major
- JCL: Education Specialist Teacher Education
- JCL: Multiple Subject Teacher Education

Undergraduate Teacher Credential Pathway

These concentrations allow students to complete their BA and earn a teaching credential in 4 years.

JCL: Education Specialist

The Education Specialist (SPED) concentration prepares individuals with a passion for teaching students with mild-to-moderate disabilities in grades K-12. We provide a balance of theory and current practice to meet the individual needs of exceptional learners.

JCL: Multiple Subject Teacher Education

The Multiple Subject Teacher Education (MSTE) concentration is built upon a student-centered learning community that inspires excellence and innovation in K-8 education. Through the practice of shared inquiry, collaborative learning and community engagement, we empower our students to lead change according to the principles of social justice and common good.

4+1 Pathway

This 4+1 single subject pathway concentration allows students to complete a BA in 4 years and a Single Subject Preliminary Teaching Credential in one additional year.

Single Subject 4+1 Minor

Incoming first-year students and qualifying sophomores who are committed to becoming middle or high school teachers may declare this minor. This special program enables students to integrate education coursework and field experience in middle and high schools with their undergraduate course of study. With a major in the discipline they would like to teach (History, English, etc.), students will gain the critical framework and field experience necessary to be transformative educators. Students proceed through the SS4+1 minor in a cohort with TFT and other Single Subject 4+1 minors, taking many of their minor courses and all of their field experience with other cohort members.

Leadership Concentration

Leadership for Social Justice 4+1

The MA in Leadership for Social Justice is a concentration in the graduate Leadership Studies program, designed for students interested in practicing leadership for social change in fields such as non-profit, community organizing, law, or public service. The Justice, Community and Leadership program has developed a 4+1 pathway for students to complete their BA in four years and their MA in one additional year. By fulfilling the 4+1 pathway requirements, students can be admitted to the Leadership for Social Justice MA program and begin graduate course work in their senior year.. Students in this concentration fulfill additional requirements. Prospective students must apply separately to the MA in Leadership.

Major Requirements

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

Additional Requirements by Concentration

Students complete all requirements of the JCL Common Curriculum and the additional requirements of their concentration

JCL Minor Requirements

This multidisciplinary minor, housed within the Justice, Community and Leadership Program, incorporates community engagement and issues of social justice into the experiences and curriculum of students interested in learning about the principles and practices of justice, community, and leadership. The minor must consist of at least five courses outside of the student's major(s).

Justice, Community and Leadership, General, BA

JCL Common Curriculum

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

Common Curriculum - Lower Division

- JCL 010 - Introduction to Justice, Community and Leadership
- ECON 010 - Economics and Society
MSTE and SPED Concentrations will take one of the following in lieu of ECON 010:
- HIST 017 - History of the United States to the Civil War, OR
- HIST 018 - History of the United States since Reconstruction

Common Curriculum - Upper Division

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- JCL 150 - Advanced Leadership Theory
- JCL 190 - Senior Portfolio (.25)
- JCL 196 - Senior Capstone I

Common Curriculum - Upper Division JCL Electives

Choose two from the following:

- JCL 130 - Environmental Justice
- JCL 140 - The Global Community
- JCL 163 - Special Topics
- JCL 195 - Internship

JCL General - Additional Requirements

JCL General students complete all requirements of the JCL Common Curriculum and the additional requirements of their concentration:

- MATH 004 - Introduction to Probability and Statistics
OR
- MATH 010 - The Art and Practice of Mathematics
- **JANUARY TERM CE**
(one Community Engagement-designated January Term course)

JCL Common Curriculum: Required Interdisciplinary Content

In addition to the above courses, JCL majors meet other program requirements from a specific menu of options:

Artistic Understanding

Two full-credit courses that meet the Artistic Analysis requirement and one (full or .25) that meets the Creative Practice requirement (please note that some courses meet both the analysis and creative practice requirements)

Artistic Understanding - Artistic Analysis and Creative Practice

- ART 055 - Digital Art: Photo, Video and Sound
- ART 065 - Web Design and Interactive Art
- ART 070 - Printmaking
- ATC 080 - Art Theory
- COMM 002 - Introduction to Media and Cultural Studies
- COMM 125 - Media Technologies and Culture
- COMM 133 - Video Production
- COMM 158 - Film
- ENGL 025 - Creative Writing: Multi-Genre Studies
- ENGL 102 - Creative Writing
- PERFA 014 - World Music and Dance
- PERFA 033 - Acting I: Principles of Performance
- PERFA 050 - Theatre for Social Justice: Interactive Theatre

Artistic Understanding - Artistic Analysis only

- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas
- AH 144 - Issues in Non-Western Art
- ATC 180 - Seminar in Theory & Practice of Art
- ENGL 023 - Voices of American Diversity
- ENGL 105 - Children's Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 173 - Women Writers
- FREN 130 - Thematic and Stylistic Study of a Single French Author or Genre
- WLC 186 - Culture and Civilization of Italy
- WLC 126 - Film
- PERFA 001 - Perceiving the Performing Arts
- PERFA 010 - Introduction to Music: Rock to Bach
- PERFA 061 - World Theatre Experience
- PERFA 113 - Jazz and Blues in America
- PERFA 181 - Asian Dance in the Contemporary World
- PERFA 184 - Dance in Performance
- SPAN 011 - Introduction to Literature
- SPAN 120 - Spanish Literature: Middle Ages to Eighteenth Century
- SPAN 121 - Spanish Literature: Eighteenth Century to the Mid-Twentieth Century
- SPAN 140 - Latin American Literature I
- SPAN 141 - Latin American Literature II

Artistic Understanding - Creative Practice only

- ART 001 - Studio Art
- ART 102 - Advanced Painting
- ART 155 - Experimental Film/Video
- ES 150
- PERFA 012 - Beginning and Intermediate Piano
- PERFA 019 - Performing Ensembles
- PERFA 037 - Performance Lab
- PERFA 070 - Ballroom, Jazz, Tap and Hip-hop Dance courses
- PERFA 071 - Pilates, Somatic Dance and Yoga Courses
- PERFA 075 - Modern/Contemporary Dance Courses
- PERFA 076 - Ballet Courses
- PERFA 090 - Choreography I (.5) and Choreography I Lab (.5)
- PERFA 132 - Play in Production
- PERFA 142 - Theatre Production Practicum
- PERFA 152 - Making Theatre: One Act Plays
- PERFA 171 - Advanced Pilates, Somatic Dance and Yoga courses
- PERFA 175 - Advanced Modern/Contemporary Dance Courses
- PERFA 176 - Intermediate and Advanced Ballet Courses

Scientific Understanding: One Course, with Lab

- BIOL 007 - Introduction to Biological Anthropology , with laboratory
- BIOL 050 - General Biology
- BIOL 051 - General Biology Laboratory
- BIOL 088 - Biology of Women
- BIOL 089 - Biology of Women Laboratory
- EES 040 - Physical Geology , with laboratory
- EES 050 - Historical Geology , with laboratory
- EES 092 - Introduction to Environmental Science , with laboratory
- PHYSI 040 - Revolutions in Science
- PHYSI 041 - Revolutions in Science Laboratory
- PHYSI 090 - Introduction to Astronomy
- PHYSI 091 - Astronomy Laboratory

Social, Historical, Cultural Understanding: Two courses

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- HIST 017 - History of the United States to the Civil War
- HIST 018 - History of the United States since Reconstruction
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 010 - Economics and Society
- ECON 150 - Environmental and Natural Resources Economics
- SOC 115 - Wealth and Poverty
- TRS 117 - Wealth and Poverty in the Bible (may satisfy SHCU or TE, but not both)

Theological Explorations: One course

- PHIL 130 - Ethics
- ANTH 117 - Anthropology of Religion
- TRS 117 - Wealth and Poverty in the Bible (may satisfy SHCU or TE, but not both)
- TRS 118 - Women and the Bible
- TRS 125 - Theologies of Liberation
- TRS 141 - Christian Ethics
- TRS 142 - Medical Ethics
- TRS 143 - Catholic Social Teaching
- TRS 151 - Judaism
- TRS 152 - Islam: Beliefs and Practices
- TRS 153 - Eastern Religions
- TRS 154 - Hinduism
- TRS 155 - Buddhism
- TRS 156 - Religions of India
- TRS 171 - Gender and Religion in American Culture
- TRS 174 - Sustainability, Religion, Spirituality
- TRS 176 - Spirituality in Practice

Justice, Community and Leadership, Education Specialist Teacher Education, BA

JCL Common Curriculum

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

Common Curriculum - Lower Division

- JCL 010 - Introduction to Justice, Community and Leadership
- ECON 010 - Economics and Society
MSTE and SPED Concentrations will take one of the following in lieu of ECON 010:
- HIST 017 - History of the United States to the Civil War, OR
- HIST 018 - History of the United States since Reconstruction

Common Curriculum - Upper Division

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- JCL 150 - Advanced Leadership Theory
- JCL 190 - Senior Portfolio (.25)
- JCL 196 - Senior Capstone I

Common Curriculum - Upper Division JCL Electives

Choose two from the following:

- JCL 130 - Environmental Justice
- JCL 140 - The Global Community
- JCL 163 - Special Topics
- JCL 195 - Internship

JCL Education Specialist Teacher Education - Additional Requirements

Lower Division

- EDUC 020 - Introduction to the Teaching Profession (Transfer students may substitute JCL 129)

Upper Division Credential Courses

- EDUC 122 (JanTerm)
- MSTE 112
- SSTE 176 (.25)
- SPED 130
- SPED 180
- SPED 185 (.5)
- SPED 187 (.5)
- SPED 189
- SPED 192
- SPED 193 (.25)
- SPED 194
- SPED 198

JCL Common Curriculum: Required Interdisciplinary Content

In addition to the above courses, JCL majors meet other program requirements from a specific menu of options:

Artistic Understanding

Two full-credit courses that meet the Artistic Analysis requirement and one (full or .25) that meets the Creative Practice requirement (please note that some courses meet both the analysis and creative practice requirements)

Artistic Understanding - Artistic Analysis and Creative Practice

- ART 055 - Digital Art: Photo, Video and Sound
- ART 065 - Web Design and Interactive Art
- ART 070 - Printmaking
- ATC 080 - Art Theory
- COMM 002 - Introduction to Media and Cultural Studies
- COMM 125 - Media Technologies and Culture
- COMM 133 - Video Production

- COMM 158 - Film
- ENGL 025 - Creative Writing: Multi-Genre Studies
- ENGL 102 - Creative Writing
- PERFA 014 - World Music and Dance
- PERFA 033 - Acting I: Principles of Performance
- PERFA 050 - Theatre for Social Justice: Interactive Theatre

Artistic Understanding - Artistic Analysis only

- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas
- AH 144 - Issues in Non-Western Art
- ATC 180 - Seminar in Theory & Practice of Art
- ENGL 023 - Voices of American Diversity
- ENGL 105 - Children's Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 173 - Women Writers
- FREN 130 - Thematic and Stylistic Study of a Single French Author or Genre
- WLC 186 - Culture and Civilization of Italy
- WLC 126 - Film
- PERFA 001 - Perceiving the Performing Arts
- PERFA 010 - Introduction to Music: Rock to Bach
- PERFA 061 - World Theatre Experience
- PERFA 113 - Jazz and Blues in America
- PERFA 181 - Asian Dance in the Contemporary World
- PERFA 184 - Dance in Performance
- SPAN 011 - Introduction to Literature
- SPAN 120 - Spanish Literature: Middle Ages to Eighteenth Century
- SPAN 121 - Spanish Literature: Eighteenth Century to the Mid-Twentieth Century
- SPAN 140 - Latin American Literature I
- SPAN 141 - Latin American Literature II

Artistic Understanding - Creative Practice only

- ART 001 - Studio Art
- ART 102 - Advanced Painting
- ART 155 - Experimental Film/Video
- ES 150
- PERFA 012 - Beginning and Intermediate Piano
- PERFA 019 - Performing Ensembles
- PERFA 037 - Performance Lab
- PERFA 070 - Ballroom, Jazz, Tap and Hip-hop Dance courses
- PERFA 071 - Pilates, Somatic Dance and Yoga Courses
- PERFA 075 - Modern/Contemporary Dance Courses
- PERFA 076 - Ballet Courses

- PERFA 090 - Choreography I (.5) and Choreography I Lab (.5)
- PERFA 132 - Play in Production
- PERFA 142 - Theatre Production Practicum
- PERFA 152 - Making Theatre: One Act Plays
- PERFA 171 - Advanced Pilates, Somatic Dance and Yoga courses
- PERFA 175 - Advanced Modern/Contemporary Dance Courses
- PERFA 176 - Intermediate and Advanced Ballet Courses

Scientific Understanding: One Course, with Lab

- BIOL 007 - Introduction to Biological Anthropology , with laboratory
- BIOL 050 - General Biology
- BIOL 051 - General Biology Laboratory
- BIOL 088 - Biology of Women
- BIOL 089 - Biology of Women Laboratory
- EES 040 - Physical Geology , with laboratory
- EES 050 - Historical Geology , with laboratory
- EES 092 - Introduction to Environmental Science , with laboratory
- PHYSI 040 - Revolutions in Science
- PHYSI 041 - Revolutions in Science Laboratory
- PHYSI 090 - Introduction to Astronomy
- PHYSI 091 - Astronomy Laboratory

Social, Historical, Cultural Understanding: Two courses

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- HIST 017 - History of the United States to the Civil War
- HIST 018 - History of the United States since Reconstruction
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 010 - Economics and Society
- ECON 150 - Environmental and Natural Resources Economics
- SOC 115 - Wealth and Poverty
- TRS 117 - Wealth and Poverty in the Bible (may satisfy SHCU or TE, but not both)

Theological Explorations: One course

- PHIL 130 - Ethics
- ANTH 117 - Anthropology of Religion
- TRS 117 - Wealth and Poverty in the Bible (may satisfy SHCU or TE, but not both)
- TRS 118 - Women and the Bible
- TRS 125 - Theologies of Liberation
- TRS 141 - Christian Ethics
- TRS 142 - Medical Ethics
- TRS 143 - Catholic Social Teaching
- TRS 151 - Judaism
- TRS 152 - Islam: Beliefs and Practices

- TRS 153 - Eastern Religions
- TRS 154 - Hinduism
- TRS 155 - Buddhism
- TRS 156 - Religions of India
- TRS 171 - Gender and Religion in American Culture
- TRS 174 - Sustainability, Religion, Spirituality
- TRS 176 - Spirituality in Practice

Justice, Community and Leadership, Multiple Subject Teacher Education, BA

JCL Common Curriculum

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

Common Curriculum - Lower Division

- JCL 010 - Introduction to Justice, Community and Leadership
- ECON 010 - Economics and Society
MSTE and SPED Concentrations will take one of the following in lieu of ECON 010:
- HIST 017 - History of the United States to the Civil War, OR
- HIST 018 - History of the United States since Reconstruction

Common Curriculum - Upper Division

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- JCL 150 - Advanced Leadership Theory
- JCL 190 - Senior Portfolio (.25)
- JCL 196 - Senior Capstone I

Common Curriculum - Upper Division JCL Electives

Choose two from the following:

- JCL 130 - Environmental Justice
- JCL 140 - The Global Community
- JCL 163 - Special Topics
- JCL 195 - Internship

JCL Multiple Subject Teacher Education - Additional Requirements

Lower Division

- Any one (1) courses that satisfies the MU - Mathematical Understanding core curriculum requirement.

Upper Division Credential Courses

- MSTE 112
- MSTE 123 (.25)
- MSTE 142 (.25)
- MSTE 163
- MSTE 164
- MSTE 175 (.25)
- MSTE 111
- MSTE 117 (.5)
- MSTE 121
- MSTE 128 (.5)
- MSTE 145
- MSTE 149
- MSTE 150
- EDUC 124 (.25)
- SPED 191 (.5)

JCL Common Curriculum: Required Interdisciplinary Content

In addition to the above courses, JCL majors meet other program requirements from a specific menu of options:

Artistic Understanding

Two full-credit courses that meet the Artistic Analysis requirement and one (full or .25) that meets the Creative Practice requirement (please note that some courses meet both the analysis and creative practice requirements)

Artistic Understanding - Artistic Analysis and Creative Practice

- ART 055 - Digital Art: Photo, Video and Sound
- ART 065 - Web Design and Interactive Art
- ART 070 - Printmaking
- ATC 080 - Art Theory
- COMM 002 - Introduction to Media and Cultural Studies
- COMM 125 - Media Technologies and Culture
- COMM 133 - Video Production
- COMM 158 - Film
- ENGL 025 - Creative Writing: Multi-Genre Studies
- ENGL 102 - Creative Writing
- PERFA 014 - World Music and Dance
- PERFA 033 - Acting I: Principles of Performance
- PERFA 050 - Theatre for Social Justice: Interactive Theatre

Artistic Understanding - Artistic Analysis only

- AH 001 - Survey of World Art: Europe and the United States
- AH 002 - Survey of World Arts: Africa, and the Americas
- AH 144 - Issues in Non-Western Art
- ATC 180 - Seminar in Theory & Practice of Art
- ENGL 023 - Voices of American Diversity
- ENGL 105 - Children's Literature
- ENGL 153 - American Ethnic Writers and Oral Traditions
- ENGL 154 - Studies in African-American Literature
- ENGL 163 - Anglophone Literatures
- ENGL 173 - Women Writers
- FREN 130 - Thematic and Stylistic Study of a Single French Author or Genre
- WLC 186 - Culture and Civilization of Italy
- WLC 126 - Film
- PERFA 001 - Perceiving the Performing Arts
- PERFA 010 - Introduction to Music: Rock to Bach
- PERFA 061 - World Theatre Experience
- PERFA 113 - Jazz and Blues in America
- PERFA 181 - Asian Dance in the Contemporary World
- PERFA 184 - Dance in Performance
- SPAN 011 - Introduction to Literature
- SPAN 120 - Spanish Literature: Middle Ages to Eighteenth Century
- SPAN 121 - Spanish Literature: Eighteenth Century to the Mid-Twentieth Century
- SPAN 140 - Latin American Literature I
- SPAN 141 - Latin American Literature II

Artistic Understanding - Creative Practice only

- ART 001 - Studio Art
- ART 102 - Advanced Painting
- ART 155 - Experimental Film/Video
- ES 150
- PERFA 012 - Beginning and Intermediate Piano
- PERFA 019 - Performing Ensembles
- PERFA 037 - Performance Lab
- PERFA 070 - Ballroom, Jazz, Tap and Hip-hop Dance courses
- PERFA 071 - Pilates, Somatic Dance and Yoga Courses
- PERFA 075 - Modern/Contemporary Dance Courses
- PERFA 076 - Ballet Courses
- PERFA 090 - Choreography I (.5) and Choreography I Lab (.5)
- PERFA 132 - Play in Production
- PERFA 142 - Theatre Production Practicum
- PERFA 152 - Making Theatre: One Act Plays
- PERFA 171 - Advanced Pilates, Somatic Dance and Yoga courses
- PERFA 175 - Advanced Modern/Contemporary Dance Courses
- PERFA 176 - Intermediate and Advanced Ballet Courses

Scientific Understanding: One Course, with Lab

- BIOL 007 - Introduction to Biological Anthropology , with laboratory
- BIOL 050 - General Biology
- BIOL 051 - General Biology Laboratory
- BIOL 088 - Biology of Women
- BIOL 089 - Biology of Women Laboratory
- EES 040 - Physical Geology , with laboratory
- EES 050 - Historical Geology , with laboratory
- EES 092 - Introduction to Environmental Science , with laboratory
- PHYSI 040 - Revolutions in Science
- PHYSI 041 - Revolutions in Science Laboratory
- PHYSI 090 - Introduction to Astronomy
- PHYSI 091 - Astronomy Laboratory

Social, Historical, Cultural Understanding: Two courses

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- HIST 017 - History of the United States to the Civil War
- HIST 018 - History of the United States since Reconstruction
- ECON 003 - Principles of Microeconomics
- ECON 004 - Principles of Macroeconomics
- ECON 010 - Economics and Society
- ECON 150 - Environmental and Natural Resources Economics
- SOC 115 - Wealth and Poverty
- TRS 117 - Wealth and Poverty in the Bible (may satisfy SHCU or TE, but not both)

Theological Explorations: One course

- PHIL 130 - Ethics
- ANTH 117 - Anthropology of Religion
- TRS 117 - Wealth and Poverty in the Bible (may satisfy SHCU or TE, but not both)
- TRS 118 - Women and the Bible
- TRS 125 - Theologies of Liberation
- TRS 141 - Christian Ethics
- TRS 142 - Medical Ethics
- TRS 143 - Catholic Social Teaching
- TRS 151 - Judaism
- TRS 152 - Islam: Beliefs and Practices
- TRS 153 - Eastern Religions
- TRS 154 - Hinduism
- TRS 155 - Buddhism
- TRS 156 - Religions of India
- TRS 171 - Gender and Religion in American Culture
- TRS 174 - Sustainability, Religion, Spirituality
- TRS 176 - Spirituality in Practice

Justice, Community and Leadership Minor

The following courses are required:

Lower Division

Required

- ECON 010 - Economics and Society
- JCL 010 - Introduction to Justice, Community and Leadership

Upper Division

Required

- JCL 150 - Advanced Leadership Theory
- JCL 190 - Senior Portfolio (.25)

AND at least two of the following:

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- JCL 130 - Environmental Justice
- JCL 140 - The Global Community

Also, one more elective

(if not all three of JCL 120, JCL 130, JCL 140 are taken) from the following list:

- BUSAD 181 - Business Ethics and Social Responsibility
- COMM 161 - Communication and Social Justice
- ECON 150 - Environmental and Natural Resources Economics
- ECON 152 - Labor Economics
- ECON 192 - Economic Development
- HIST 136 - Immigration and Ethnic Relations in American History
- HIST 138 - The Development of Modern American Culture
- HIST 139 - History of Women in America
- HIST 141 - African-American History: 1865 to the Present
- HIST 151 - Women in Latin American History
- HIST 152 - Revolution in Latin America
- HIST 155 - Latin American Environmental History
- HIST 163 - Ethnic Identity and Conflict in China
- PHIL 130 - Ethics
- POL 106 - Politics of Labor
- POL 110 - Politics of Race
- POL 115 - Theories of Justice
- POL 125 - Human Rights
- POL 126 - Food Politics
- POL 135 - Environmental Politics
- SOC 101 - The Sociological Imagination
- SOC 114 - Urban Studies
- SOC 115 - Wealth and Poverty

- SOC 116 - Global Migration
- SOC 120 - Social Movements
- SOC 122 - Education and Society
- SOC 124 - Justice and Community
- SOC 128 - Crime and Delinquency
- SOC 134
- TRS 117 - Wealth and Poverty in the Bible
- TRS 141 - Christian Ethics
- TRS 142 - Medical Ethics
- TRS 143 - Catholic Social Teaching
- TRS 151 - Judaism
- TRS 153 - Eastern Religions
- TRS 154 - Hinduism
- TRS 155 - Buddhism
- TRS 156 - Religions of India
- TRS 171 - Gender and Religion in American Culture
- TRS 174 - Sustainability, Religion, Spirituality
- TRS 176 - Spirituality in Practice
- WGS 107 - Research Seminar in Women's and Gender Studies

Justice, Community and Leadership Minor: Single Subject 4+1

Students earn their Bachelor's degree at the end of four years in their major and a single-subject credential at the end of their fifth year. Students begin credentialing courses as undergraduate seniors.

Requirements: Students must complete 7 credits, which may be double-counted towards core curriculum requirements. Courses taken to satisfy students' major may not also count toward completion of the minor. JCL majors cannot minor in Single Subject 4+1.

Lower Division

- JCL 010 - Introduction to Justice, Community and Leadership
- EDUC 020 - Introduction to the Teaching Profession

Upper Division

One of the following:

(For English it needs to meet SHCU -- JCL 120):

- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- JCL 130 - Environmental Justice
- JCL 140 - The Global Community
- JCL 150 - Advanced Leadership Theory
- JCL 163 - Special Topics

All of the following:

- EDUC 122
- JCL 125 - Text-Based Discussions in Middle School (.25)
- SSTE 111
- SSTE 154 (.5)
- SSTE 174
- SSTE 176 (.25)

After Completion of the BA and the minor:

In their fifth year, students will officially enter the Graduate Program in the School of Education and complete their credential.

Kinesiology

Faculty

Chi-An Emhoff, PhD, *Associate Professor, Chair*

Robin Dunn, PhD, *Assistant Professor*

Craig Johnson, PhD, *Associate Professor*

Deane Lamont, PhD, *Professor*

Derek Marks, PhD, *Associate Professor*

Steve Miller, PhD, *Associate Professor*

Claire Williams, PhD, *Associate Professor*

Learning Outcomes

Department of Kinesiology undergraduates will be able to demonstrate:

- a knowledge of the field's subdisciplines, their theoretical and knowledge bases, and major research foci and implications.
- the ability to analyze, interpret, synthesize, and integrate scholarly material.
- critical thinking through high level written and verbal communication.
- knowledge of the human body and its relevance to physical activity and health.
- knowledge of and ability to effectively utilize contemporary information literacy practices.
- the ability to engage in cogent, in-depth dialogue concerning the value of the field to contemporary society through analyses of historical and current issues and problems.
- professional decision making skills grounded in sound philosophical and theoretical principles.
- an understanding and respect for the value of individuals, communities, and perspectives of difference.

Major Requirements

The Kinesiology major at Saint Mary's College is a four-year course of study leading to either a Bachelor of Arts or a Bachelor of Science depending on the student's area of interest. The major requires rigorous study of the human being in motion. We examine the whole person-anatomically, physiologically, biomechanically, psychologically, sociologically, and historically-across the lifespan. Our domains are health, sport, and physical activity. Students select one area within which to study: Sport and Recreation Management (Bachelor of Arts), Health Promotion (Bachelor of

Arts), or Exercise Science (Bachelor of Science). Students may not transfer more than two upper-division courses from another institution for credit in the Kinesiology major. Online courses are generally not accepted for credit in the major.

A minimum 2.0 GPA within the major is required for graduation.

Prerequisite Grade

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

Kinesiology, Exercise Science, BS

This emphasis provides students with a broad knowledge base, critical thinking and communication skills, and practical experience in the exercise sciences. The interdisciplinary coursework, in addition to labs, research, and practicum experiences, educates students to become effective and socially responsible contributors to the scientific community and subject population. This curriculum also prepares students to pursue professional certifications, professional and graduate programs, and advanced careers in the field. Exercise Science majors are prominent in the wellness, sport, and fitness industries; health care settings, such as injury prevention and exercise rehabilitation; and as trainers and coaches for individual and team athletes.

Students in the Exercise Science track are required to complete the following coursework:

Lower Division

- KINES 010 - Introduction to Kinesiology
- KINES 015 - Research Methods and Writing in Kinesiology
- BIOL 010 - Introduction to Biology
- BIOL 011 - Introduction to Biology Laboratory
- BIOL 013 - Human Anatomy for Kinesiology
- BIOL 014 - Human Anatomy Laboratory
- BIOL 025 - Human Physiology
- BIOL 026 - Human Physiology Laboratory
- CHEM 002 - Principles of Chemistry
- CHEM 003 - Principles of Chemistry Lab

- MATH 004 - Introduction to Probability and Statistics
OR
- MATH 013 - Calculus with Elementary Functions I
OR
- MATH 027 - Calculus I

Upper Division

- KINES 102 - Structural Biomechanics
- KINES 107 - Nutrition for Sport and Physical Activity
- KINES 110 - Exercise Physiology
- KINES 110L - Exercise Physiology Laboratory AND
- KINES 112 - Sport and Exercise Psychology
- KINES 117 - Motor Learning and Control

Additional Requirements

One course may be taken from another relevant academic unit such as: Anthropology, Biology, Chemistry, Communication, Politics, Psychology, or Sociology. This class should be relevant to the exercise science emphasis. Coursework samples are available from the Department of Kinesiology.

A minimum of four additional 1.0 unit upper-division courses are required, at least one of which must be:

- KINES 109 - Care and Prevention of Athletic Injuries
- KINES 115 - Fitness Assessment and Exercise Prescription
- KINES 115L - Fitness Assessment and Exercise Prescription Laboratory
OR
- KINES 122 - Principles of Strength and Conditioning
- KINES 122L - Principles in Strength and Conditioning Laboratory

Kinesiology, Health Promotion, BA

This emphasis prepares students with interests in the field of public health, health education and promotion, and wellness. Course work has been designed to meet the four Critical Component Elements for undergraduate health education programs.

Students in the Health Promotion track are required to complete the following coursework:

Lower Division

- KINES 010 - Introduction to Kinesiology
- KINES 014 - Introduction to Health Promotion
- KINES 015 - Research Methods and Writing in Kinesiology

Upper Division

- KINES 118 - Community Health
- KINES 127 - Health Promotion: Planning and Evaluation
- KINES 128 - Global Impact of Physical Inactivity
- KINES 130 - Multicultural Health and Wellness
- KINES 195 - Internship

AND two of the following:

- KINES 107 - Nutrition for Sport and Physical Activity
- KINES 108 - Legal and Administrative Issues
- KINES 112 - Sport and Exercise Psychology
- KINES 114 - Sociology of Sport and Physical Activity
- KINES 131 - Sport and Social Justice
- TRS 142 - Medical Ethics

Note

A minimum of **three** additional 1.0 unit upper-division courses are required. Students will select **one course** from each of the three foci: Environmental Health, Health & Human Diversity, and Health Communication & Advocacy. The courses have been identified from relevant academic units including Anthropology, Communication, Economics, Environmental & Earth Science, Global & Regional Studies, Justice Community & Leadership, Political Science, Psychology, and Sociology. Coursework samples are available from the Department of Kinesiology.

Kinesiology, Sport and Recreation Management, BA

This emphasis serves students interested in leadership roles in the fields of sport, fitness, and athletics. Coursework provides the philosophical grounding and administrative skills necessary for success in these domains.

Students in the Sport and Recreation Management track are required to complete the following coursework:

Lower Division

- KINES 010 - Introduction to Kinesiology
- KINES 012 - Fitness and Health Education
- KINES 015 - Research Methods and Writing in Kinesiology
- KINES 020 - Introduction to Sport and Recreation Management
- ACCTG 001 - Financial Accounting
- ECON 003 - Principles of Microeconomics

Upper Division

- KINES 105 - Facility and Event Management
- KINES 108 - Legal and Administrative Issues
- KINES 111 - History of Sport
- KINES 112 - Sport and Exercise Psychology
- KINES 114 - Sociology of Sport and Physical Activity
- KINES 132 - Sports Marketing
- KINES 195 - Internship
- BUSAD 120 - Business Law
- BUSAD 131 - Managing and Leading in Organizations
- ECON 180 - Sports Economics

Note

Math is a Saint Mary's College core curriculum requirement. The Department of Kinesiology highly recommends that students with an emphasis in Sport and Recreation Management complete MATH 004 - Introduction to Probability and Statistics.

Kinesiology, Exercise Science Minor

A minor in Kinesiology Exercise Science requires 5 courses AND a prerequisite of Physiology (BIOL 025 /026 or BIOL 127 /127L) or its equivalent as approved by the Department Chair. Some upper-division elective courses have a prerequisite of Anatomy (BIOL 013/BIOL 014, BIOL 015/BIOL 016 or BIOL 128) or its equivalent as approved by the Department Chair. Any KINES courses that count toward a major cannot also count toward a minor in Kinesiology.

Lower Division

- KINES 010 - Introduction to Kinesiology

Upper Division

Note: KINES 110/L has a prerequisite of Physiology (BIOL 025/026 or BIOL 127/L) or its equivalent as approved by the Department Chair.

- KINES 110 - Exercise Physiology
- KINES 110L - Exercise Physiology Laboratory (must be taken concurrently with KINES 110)

Electives

Choose **three** upper-division electives:

Note: KINES 102, 109, and 122/L require Anatomy. KINES 107, 115/L, and 122/L require Physiology.

- KINES 102 - Structural Biomechanics
- KINES 107 - Nutrition for Sport and Physical Activity
- KINES 109 - Care and Prevention of Athletic Injuries
- KINES 112 - Sport and Exercise Psychology
- KINES 115 - Fitness Assessment and Exercise Prescription (with lab: KINES 115L)
- KINES 117 - Motor Learning and Control
- KINES 122 - Principles of Strength and Conditioning (with lab: KINES 122L)

Kinesiology, Health Promotion Minor

A minor in Kinesiology Health Promotion requires 6 courses. Any courses that count toward a major cannot also count toward a minor in Kinesiology.

Lower Division

- KINES 010 - Introduction to Kinesiology
- KINES 014 - Introduction to Health Promotion

Upper Division

- KINES 118 - Community Health
- KINES 127 - Health Promotion: Planning and Evaluation

Electives

Choose two of the following electives:

- KINES 106 - Women in Sport
- KINES 112 - Sport and Exercise Psychology
- KINES 128 - Global Impact of Physical Inactivity
- KINES 130 - Multicultural Health and Wellness
- KINES 131 - Sport and Social Justice
- KINES 195 - Internship

Kinesiology, Sport and Recreation Management Minor

A minor in Kinesiology Sport & Recreation Management requires 6 courses. Any courses that count toward a major cannot also count toward a minor in Kinesiology.

Lower Division

- KINES 010 - Introduction to Kinesiology
- KINES 020 - Introduction to Sport and Recreation Management

Upper Division

- KINES 105 - Facility and Event Management
- KINES 108 - Legal and Administrative Issues
- KINES 132 - Sports Marketing

Electives

Choose one of the following electives:

- KINES 106 - Women in Sport
- KINES 111 - History of Sport
- KINES 112 - Sport and Exercise Psychology
- KINES 114 - Sociology of Sport and Physical Activity
- KINES 131 - Sport and Social Justice
- KINES 195 - Internship

Kinesiology, Sport Studies Minor

Kinesiology, Sport Studies Minor

A minor in Kinesiology Sport Studies requires 5 courses. Any courses that count toward a major cannot also count toward a minor in Kinesiology.

Lower Division

- KINES 010 - Introduction to Kinesiology
- KINES 012 - Fitness and Health Education

Upper Division Electives

Choose **three** of the following electives:

- KINES 106 - Women in Sport
- KINES 111 - History of Sport
- KINES 112 - Sport and Exercise Psychology
- KINES 114 - Sociology of Sport and Physical Activity
- KINES 131 - Sport and Social Justice

Mathematics and Computer Science

Mathematics is a liberal art fundamental to a true education. Its study trains students in analytical thinking. Graduates of the department are active in an extraordinarily wide range of careers. The department offers a bachelor of science degree in mathematics with a pure, applied, and computer science track. A minor in mathematics is available.

Faculty

Ellen Veomett, PhD, *Professor, Chair*
Anastasia Chavez, PhD, *Assistant Professor*
Andrew Conner, PhD, *Associate Professor*
Udayan Das, PhD, *Associate Professor*
Charles R. Hamaker, PhD, *Professor*
Chris Jones, PhD, *Professor, Chair*
Lidia R. Luquet, PhD, *Professor Emerita*
Satbir Malhi, PhD, *Assistant Professor*
Brother Raphael Patton, FSC, PhD, *Professor Emeritus*
Kathryn F. Porter, PhD, *Professor*
Jane R. Sangwine-Yager, PhD, *Professor Emerita*
Jim Sauerberg, PhD, *Professor*

Learning Outcomes

When they have completed a mathematics major, students will be able to:

- **DEMONSTRATE** a mastery of the core SMC undergraduate mathematics curriculum.
- **COMMUNICATE** mathematical ideas and concepts correctly and clearly in both oral and written forms using mathematical reasoning and terminology and symbolic representation.
- **UNDERTAKE** scholarly investigations using appropriate mathematical resources.
- **INTEGRATE** the use of technological tools into their investigations.
- **DEMONSTRATE** knowledge of connections within mathematics and applications to other fields.

Major Requirements

The Department of Mathematics and Computer Science offers three tracks within the mathematics major: Pure, Applied, and Computer Science. Each is a Bachelor of Science degree.

A student wishing to major in mathematics should have a strong interest in the field and normally a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of pre-calculus or equivalent).

Prerequisite Grade

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

Suggested Four-Year Program

First-year students should take MATH 027 and MATH 038 and MA/CS 021. Failure to take these courses in the first year may make it impossible to complete the major in four years. It is also recommended for first-year students to enroll in PHYSI 001, PHYSI 002, PHYSI 003, PHYSI 004 or CHEM 008, CHEM 009, CHEM 010, CHEM 011. Those interested in developing a four-year program of study toward a major in mathematics may consult any department faculty member.

Computer Science

Courses in computer science are designed to introduce students to the design of computer systems and their current applications, and to prepare students for using the computer as a tool to solve complex problems in the future. The emphasis is on the fundamental principles and questions of computation and computer structures.

Minor Requirements

A student wishing to minor in computer science should have a strong interest in at least one area of application of computer science. Normally, a student is expected to have a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of precalculus or equivalent). Students may not complete both the mathematics major and the computer science minor.

Mathematics, Pure Track, BS

The pure track is designed primarily for students considering graduate study in mathematics or secondary mathematics teaching. It consists of ten (10) upper division courses.

Lower Division

The following lower-division classes are required for all tracks in the mathematics major.

- MATH 027 - Calculus I
- MATH 038 - Calculus II

- MATH 039 - Calculus III
- MA/CS 021 - Programming I

Plus either

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- OR
- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II

Upper Division

- MATH 103 - Introduction to Upper Division Mathematics
- MATH 111 - Abstract Algebra I
- MATH 120 - Linear Algebra with Applications
- MATH 150 - Real Analysis
- MATH 196 - Capstone Experience

Plus two additional courses from:

- MATH 115 - Number Theory
- MATH 131 - Topology
- MATH 185 - Complex Variables

Plus three upper division mathematics electives.

Mathematics, Applied Track, BS

The applied track is designed for students planning on entering industry directly from college. It consists of nine (9) upper division courses.

Lower Division

The following lower-division classes are required for all tracks in the mathematics major.

- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III
- MA/CS 021 - Programming I

Plus either

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- OR
- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II

Upper Division

- MATH 103 - Introduction to Upper Division Mathematics
- MATH 120 - Linear Algebra with Applications
- MATH 196 - Capstone Experience

Plus either

- MATH 111 - Abstract Algebra I
- OR
- MATH 150 - Real Analysis

Plus three additional courses from:

- MATH 113 - Probability and Statistics
- MATH 114 - Mathematical Modeling
- MATH 134 - Differential Equations
- MA/CS 174 - Analysis of Algorithms

Plus two upper division electives at most one of which is a Computer Science course.

Mathematics, Computer Science Track, BS

The Computer Science track is designed for students interested in an emphasis in Computer Science. It consists of nine (9) upper-division courses.

Lower Division

The following lower-division classes are required for all tracks in the mathematics major.

- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III
- MA/CS 021 - Programming I

Plus either

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- OR
- CHEM 008 - General Chemistry I
- CHEM 009 - General Chemistry Lab I
- CHEM 010 - General Chemistry II
- CHEM 011 - General Chemistry Lab II

Upper Division

Required Upper Division Courses

- MATH 103 - Introduction to Upper Division Mathematics
- MATH 120 - Linear Algebra with Applications
- MATH 140 - Combinatorics and Discrete Mathematics
- MATH 196 - Capstone Experience
- MA/CS 174 - Analysis of Algorithms

Plus either

- MATH 111 - Abstract Algebra I
- OR
- MATH 150 - Real Analysis

Plus three upper-division electives at least two of which are Computer Science courses.

Mathematics Minor

Minor Requirements

- MATH 027 - Calculus I
- MATH 028 - Calculus II with Applications
- OR
- MATH 038 - Calculus II
- MATH 120 - Linear Algebra with Applications
- And two additional upper-division courses in mathematics.

Recommended

- MATH 039 - Calculus III

Computer Science Minor

Minor Requirements

A student wishing to minor in computer science should have a strong interest in at least one area of application of computer science. Normally, a student is expected to have a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of precalculus or equivalent). Students may not complete both the mathematics major and the computer science minor.

- MATH 027 - Calculus I
- MATH 028 - Calculus II with Applications
OR
- MATH 038 - Calculus II
- MATH 140 - Combinatorics and Discrete Mathematics
- MA/CS 021 - Programming I
- MA/CS 174 - Analysis of Algorithms AND
- Two additional upper division computer science courses.

Mathematics 4+1 Secondary Teaching Program

The Mathematics 4+1 Secondary Teacher's Program is designed for students at Saint Mary's College who are interested in becoming mathematics teachers at the secondary level and also earning a California Teaching Credential through the Kalmanovitz School of Education at Saint Mary's College. The student completes all courses to satisfy the mathematics major under the pure track in the Department of Mathematics and Computer Science with a few specific choices of courses, the Core Curriculum requirements, and yearly teaching experiences. In the senior year, the student take four Single Subject Teaching courses to begin the teaching credential program. The student completes the remaining requirements for the teaching credential in the fifth year at SMC. At the end of four years, the student earns their BS in mathematics and at the end of the + 1 year the successful student earns the California teaching credential.

Lower Division

The lower division mathematics and computer science courses required for this program are the same as for all mathematics majors. The required upper division mathematics courses are:

Upper Division

- MATH 103 - Introduction to Upper Division Mathematics
- MATH 111 - Abstract Algebra I
- MATH 113 - Probability and Statistics
- MATH 115 - Number Theory
- MATH 120 - Linear Algebra with Applications
- MATH 131 - Topology
- MATH 150 - Real Analysis
- MATH 196 - Capstone Experience
- Plus two more upper division mathematics courses.

In addition, the student must complete the following:

- EDUC 020
- EDUC 122
- Two semesters of supplementary instruction, and participation in one semester of the Math Games.

Note

First year students should take MATH 027, MATH 038, and MA/CS 021. Failure to take these courses in the first year may make it impossible to complete the program in 5 years.

Secondary Teaching without Participating in the 4+1 Program

Requirements

All students in California planning to enroll in a teaching credential program in mathematics after earning their undergraduate degree are required to demonstrate subject matter competency in mathematics prior to enrolling. Students at Saint Mary's College exhibit this competency by taking and passing the CSET (California Subject Exam for Teachers) in mathematics. Students interested in becoming a secondary mathematics teacher are advised to complete the following upper-division courses to prepare for the CSET:

- MATH 103 - Introduction to Upper Division Mathematics
- MATH 111 - Abstract Algebra I
- MATH 113 - Probability and Statistics
- MATH 115 - Number Theory
- MATH 120 - Linear Algebra with Applications
- MATH 131 - Topology
- MATH 150 - Real Analysis
- MATH 196 - Capstone Experience

Pre-professional field experience

The California Commission on Teacher Credentialing (CCTC) also requires students to obtain "pre-professional field experience" before entering a credential program. This requirement is satisfied by EDUC 122: Field Experience, offered in the January Term. Students are required to contact the School of Education in September of their sophomore or junior year to meet with the faculty member teaching EDUC 122. Students should also speak with a representative of the School of Education to learn of any other requirements of the state of California for prospective secondary teachers.

Performing Arts: Dance, Music, and Theatre

The Performing Arts Department offers a unique approach to the study of dance, music and theatre within a Liberal Arts context. Students receive conservatory-calibre training that prepares them for graduate studies or a career in the performing arts, while developing the critical thinking and communication skills that are the hallmark of a liberally educated person. All majors take a sequence of courses in their chosen discipline-emphasizing performance practice, history and theory, criticism and analysis in either music, dance or theatre. Performing Arts students are also encouraged to explore interdisciplinary pathways, through classes and performance opportunities beyond their home program.

The Performing Arts Department offers five separate majors:

- Dance: Choreography and Performance
- Dance Studies
- Music
- Theatre: Performance and Theatre Studies
- Theatre: Design and Technical Theatre

The Performing Arts Department builds creative artists with strong foundational skills and adventuresome spirits. Rigorous studio and lab courses build technique, while classes in history, theory and analysis foster critical engagement with the substance and styles of dance, music and theatre. Students learn to discuss and analyze both classic and contemporary works, and to understand the arts in the context of the history of great ideas and artistic achievements that have shaped our world.

The capstone of the Performing Arts degree is the senior project, for which students produce a substantial original research paper or creative work demonstrating their command of artistic and intellectual skills.

Performing Arts' signature values include:

- Mentoring by faculty members who are both outstanding teachers and accomplished artists.
- Frequent attendance at world-class dance, music, and theatre performances around the Bay Area.
- Multiple and varied performance opportunities, beginning with the first year.
- Challenging standards that help students achieve artistic excellence and professionalism.
- Master classes, guest lectures and informal contact with professional artists, connecting classroom learning with the real world.
- A welcoming and inclusive student cohort experience, in which students of all levels are supported and encouraged in their individual development.
- Stimulating creative collaborations and intellectual exchange between programs.

Faculty

Dana Lawton, MFA, Professor, Dance, Chair (*Dance Movement, Choreography, Dance Appreciation, Dance Pedagogy*)

Rosana Barragán, MFA, Associate Professor, (Phenomenology, Choreography, Somatic Movement, Dance History, Dance Movement)

CatherineMarie Davalos, MFA, Professor, Undergraduate Dance Program Director (*Dance Movement, Dance History and Theory, Choreography, Somatic Movement, Dance Science, Production*)

Rebecca Engle, MA, Professor, Head of Performance & Theatre Studies (*Acting, Directing, Contemporary Theatre*)

Julie Ford, DMA, Associate Professor, Music Program Director, Head of Vocal/Choral Arts (*Classical, Pop, and Jazz Choirs, Vocal Science, Lyric Diction, Private Voice, Conducting*)

Rogelio Lopez, MFA, Associate Professor, Director, MFA in Dance (*Dance Movement, Choreography, Costume, Ballet Folklorico, Production*)

Sixto Montesinos, DMA, Assistant Professor, Head of Instrumental Studies (*Music Fundamentals, Orchestration, Sports Band, Chamber Music*)

Lino Rivera, DMA, Professor (*Piano, Music History, Music Theory, Form and Analysis, Chamber Music*)

Martin Rokeach, PhD, Professor Emeritus, Music

Shaunna Vella, MFA, Adjunct Associate Professor, Director of LEAP (*Dance Movement, Dance and Social Justice, Performance Studies, Choreography, Production*)

Jia Wu, MFA, Associate Professor, (Dance Movement, Chinese Dance and Diaspora Studies, Dance for the Camera, Choreography)

Deanna Zibello, MFA, Associate Professor, Theatre Program Director, Head of Design and Technical Theatre (*Scenic Design*)

Learning Outcomes

When they have completed the Performing Arts Program, students will be able to:

- **USE** specific, technical terms appropriately when discussing works of dance, music or theatre.
- **ARTICULATE** significant structural elements when analyzing a work's form and meaning, and **RECOGNIZE** structural similarities between works of music, dance and theatre.
- **IDENTIFY** significant elements of a work's aesthetic, historical and cultural context, and **COMPARE** the work with others from within a similar context.
- **UTILIZE** a cross-disciplinary perspective and familiarity with the Great Books/Liberal Arts traditions to identify the ways performing artists draw inspiration from nature, history, one's own imagination, and the creative ideas of others.
- **ENGAGE** in critical discourse to explore how social identities are constructed, constrained, reinforced, and treated with inequality by systems of power, including within the field of performing arts. **ANALYZE** issues of access, representation, exclusion, and inclusion in the field and **DEVELOP** an understanding of performance-making as civic practice.
- **DEVELOP** the artist's instrument through exploration of the whole self - i.e., seek an active imagination, sense of one's spirit, use of empathy, ensemble awareness, self-expression, open communication, receptivity, and collaboration.
- **ACHIEVE** the capacity for sustained and focused rehearsal efforts, and for working collaboratively with different directors and performers.
- **DEMONSTRATE** advanced performance skills in live performance to meet the technical demands of masterworks of various styles, eras, and cultures, including original/contemporary works, including the ability to use a variety of techniques within the discipline.
- **EXHIBIT** proficiency in a variety of discipline-specific forms of writing appropriate to the writer's purpose and audience. [Examples: personal reflection; observation and description; critical analysis; evaluation; generating performance texts]
- **IDENTIFY**, locate and evaluate discipline-specific scholarly sources, and competently select, summarize, and synthesize pertinent research findings.
- **ENGAGE** discipline-specific skills and methods that **EXHIBIT** a capacity for goal-setting, time/ resource management, problem-solving and self-reflection in the realization of a capstone creative or research-based project.

Prerequisite Grade

Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course or the permission of the chair to waive that provision.

The Dance program also offers a concentration in Dance Science; consult the Director of the Dance Program, Professor Davalos.

Split Major Agreements

Dance and Biology
Dance and Communication
Dance and English
Dance and Kinesiology
Dance and Psychology
Dance and Studio Art
Musical Theatre and Studio Art
Theatre and Studio Art
Theatre and English
Theatre and Social Justice (Sociology/Ethnic Studies)

Students considering a split major or an individualized major must have a curricular plan approved and on file with the department and the Registrar's Office by the time they have accumulated 22 graduation units. For further information on these or other split or individualized majors, contact Department Chair Dana Lawton at dlawton@stmarys-ca.edu.

Prerequisite Grade

Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course or the permission of the chair to waive that provision.

Dance Studies, BA

Requirements

- PERFA 001 - Perceiving the Performing Arts
- PERFA 075 - Modern/Contemporary Dance Courses Dance Company I/II (.25 x 4)
- PERFA 080 - Dance Science
- PERFA 090 - Choreography I (.5) and Choreography I Lab (.5)
- PERFA 115 - Music in Performance
- PERFA 135 - Theatre in Performance: Bay Area Theatre
- PERFA 175 - Advanced Modern/Contemporary Dance Courses Dance Company III/IV (.25 x 4)
- PERFA 181 - Asian Dance in the Contemporary World
- PERFA 182 - Dance History I
- PERFA 183 - Dance History II
- PERFA 184 - Dance in Performance
- PERFA 194 - Dance Production (.25 x 3 minimum)
- PERFA 198 - Senior Project

Note

The Dance program also offers a concentration in Dance Science; consult the Director of the Dance Program, Professor Davalos.

Dance: Choreography and Performance, BA

Requirements

- Dance Company I/II/III/IV (.25 x 8)
- PERFA 075 - Modern/Contemporary Dance Courses
- OR
- PERFA 175 - Advanced Modern/Contemporary Dance Courses

- Beginning through Advanced Ballet and Pointe (.25 x 6)
- PERFA 076 - Ballet Courses
- OR
- PERFA 176 - Intermediate and Advanced Ballet Courses

- PERFA 080 - Dance Science
- PERFA 090 - Choreography I (.5) and Choreography I Lab (.5)
- PERFA 180 - Laban and Bartenieff Movement Studies
- PERFA 180L - Laban and Bartenieff Movement Studies Lab
- PERFA 181 - Asian Dance in the Contemporary World
- PERFA 182 - Dance History I
- PERFA 183 - Dance History II
- PERFA 184 - Dance in Performance
- PERFA 185 - Dance Pedagogy
- PERFA 190 - Choreography II
- PERFA 194 - Dance Production (.25 x 3 and one .25 as crew)
- PERFA 198 - Senior Project (must be in choreography and performance)
- PERFA 143 - Production Management for Dance (.25 recommended)
- PERFA 144 - Lighting Design for Dance (.25 recommended)
- PERFA 192 - Dance Company Rehearsal/ Repertory
- PERFA 191 - Advanced Choreography (.25 recommended)

Dance Minor

Minor Requirements

- PERFA 001 - Perceiving the Performing Arts

- Dance Company I: Ballet and Modern (.25 x 2)
- PERFA 075 - Modern/Contemporary Dance Courses

- Dance Company II/II/IV: Modern (.25 x 2)
- PERFA 075 - Modern/Contemporary Dance Courses
- PERFA 175 - Advanced Modern/Contemporary Dance Courses

- Ballet II/III/IV (.25 required for performance)
- PERFA 076 - Ballet Courses
- PERFA 176 - Intermediate and Advanced Ballet Courses

- PERFA 080 - Dance Science

- PERFA 090 - Choreography I (.5) and Choreography I Lab (.5) AND Lab OR Jan Term Choreography course
- PERFA 177 - Intermediate and Advanced Technique Lab (.25 required for performance)
- PERFA 182 - Dance History I
- PERFA 183 - Dance History II
- PERFA 184 - Dance in Performance
- PERFA 194 - Dance Production

Music, BA

Requirements

All of the following:

- PERFA 010 - Introduction to Music: Rock to Bach
- PERFA 011 - Music Fundamentals
- PERFA 012 - Beginning and Intermediate Piano (.25)
- PERFA 019 - Performing Ensembles (.25 x 6)
- PERFA 112 - Private Music Instruction Lab (.25 x 5)
- PERFA 116 - Keyboard Harmony (.25)
- PERFA 114 - Music Theory
- PERFA 114L - Sight Singing and Ear Training (.25)
- PERFA 117 - Form and Analysis
- PERFA 120 - Conducting
- PERFA 121 - Orchestration
- PERFA 198 - Senior Project

Choose FOUR from the following

- PERFA 014 - World Music and Dance
OR
- PERFA 113 - Jazz and Blues in America (can include both)
- PERFA 110 - Medieval and Renaissance Music
- PERFA 111 - Music and Romanticism
- PERFA 119 - Music and the Enlightenment
- PERFA 118 - Twentieth-Century Composers

AND EITHER of the following:

- PERFA 115 - Music in Performance
- PERFA 018 - Lyric Diction

Music Minor

Music

- PERFA 011 - Music Fundamentals
- PERFA 019 - Performing Ensembles (.25 x 4)
- PERFA 112 - Private Music Instruction Lab (.25 x 3)
- PERFA 114 - Music Theory

A choice of EITHER:

- PERFA 001 - Perceiving the Performing Arts
- PERFA 010 - Introduction to Music: Rock to Bach

A choice of EITHER:

- PERFA 012 - Beginning and Intermediate Piano (.25)
- PERFA 116 - Keyboard Harmony (.25)
- PERFA 114L - Sight Singing and Ear Training (.25)

Choose TWO of the following:

- PERFA 014 - World Music and Dance
- PERFA 018 - Lyric Diction
- PERFA 110 - Medieval and Renaissance Music
- PERFA 111 - Music and Romanticism
- PERFA 113 - Jazz and Blues in America

- PERFA 115 - Music in Performance
- OR
- PERFA 120 - Conducting
(not both)

- PERFA 117 - Form and Analysis
- PERFA 118 - Twentieth-Century Composers
- PERFA 119 - Music and the Enlightenment
- PERFA 121 - Orchestration

Theatre: Design and Technical Theatre, BA

Lower Division

- PERFA 001 - Perceiving the Performing Arts
- PERFA 030 - Foundations of Theatre I
- PERFA 033 - Acting I: Principles of Performance
- PERFA 035 - Play Analysis: International Drama (.5)
- PERFA 036 - Play Analysis: Modern Drama (.5)
- PERFA 042 - Introduction to Technical Theatre (.5)

- PERFA 047 - Technical Theatre/Design Lab (.25 x 4, a total of 1.0 units)

Upper Division

- PERFA 130 - Foundations of Theatre II
- PERFA 136 - Theatre: Special Studies
- PERFA 138 - Portfolio Preparation (.25)
- PERFA 142 - Theatre Production Practicum (once for 1.0 and once for .5, for a total of 1.5 credits.)

Any three of the following:

- PERFA 140 - Stage Management (.5)
- PERFA 147 - Costume Design (.5)
- PERFA 148 - Stage Lighting Design (.5)
- PERFA 149 - Scenic Design (.5)

One upper-division elective from the following options:

- PERFA 115 - Music in Performance
- PERFA 135 - Theatre in Performance: Bay Area Theatre
- PERFA 152 - Making Theatre: One Act Plays
PERFA 152 counts as an upper-division elective only when taken for 1.0 credit.
- PERFA 160 - Special Topics in Performing Arts
- PERFA 161 - Theatre and American Cultures (Multicultural Performance)
- PERFA 162 - Directing for the Stage
- PERFA 184 - Dance in Performance

And both:

- PERFA 197 - Special Study Internship OR Special Study
- PERFA 198 - Senior Project (0.0 Fall, 1.0 Spring)

Note

Most upper-division theatre courses are offered in alternate years only. Students must determine, prior to registration for their junior year, in a conference with their theatre advisor, which courses are offered in alternate years so that they will have an opportunity to complete all required courses in a timely manner.

Theatre: Performance and Theatre Studies, BA

Lower Division

- PERFA 001 - Perceiving the Performing Arts
- PERFA 030 - Foundations of Theatre I
- PERFA 033 - Acting I: Principles of Performance

- PERFA 035 - Play Analysis: International Drama (.5)
- PERFA 036 - Play Analysis: Modern Drama (.5)
- PERFA 037 - Performance Lab (.25 x 4, a total of 1.0 units)
- PERFA 042 - Introduction to Technical Theatre (.5)

Upper Division

- PERFA 130 - Foundations of Theatre II
- PERFA 132 - Play in Production (.25, .5 or 1.0, for a total of 1.0)
- PERFA 133 - Acting II: Characterization and Scene Study
- PERFA 136 - Theatre: Special Studies
- PERFA 137-1 - Acting III: Advanced Acting (.5)
- PERFA 137-2 - Acting III: Advanced Acting Lab (.5)
- PERFA 138 - Portfolio Preparation (.25)
- PERFA 142 - Theatre Production Practicum (.5)
- PERFA 198 - Senior Project (0.0 Fall, 1.0 Spring)

Any one of the following courses:

- PERFA 140 - Stage Management (.5)
- PERFA 147 - Costume Design (.5)
- PERFA 148 - Stage Lighting Design (.5)
- PERFA 149 - Scenic Design (.5)

Two upper-division electives from the following options:

- PERFA 115 - Music in Performance
- PERFA 135 - Theatre in Performance: Bay Area Theatre
- PERFA 152 - Making Theatre: One Act Plays
PERFA 152 counts for an upper-division elective only when taken for 1.0 credit.
- PERFA 160 - Special Topics in Performing Arts
- PERFA 161 - Theatre and American Cultures (Multicultural Performance)
- PERFA 162 - Directing for the Stage
- PERFA 184 - Dance in Performance

Theatre Minor

Lower Division

- PERFA 001 - Perceiving the Performing Arts
- PERFA 030 - Foundations of Theatre I
- PERFA 035 - Play Analysis: International Drama (.5)
OR
- PERFA 036 - Play Analysis: Modern Drama (.5)
- PERFA 042 - Introduction to Technical Theatre (.5)

And four additional units in the following areas:

Acting (1 unit)

Production/design (1 unit)

Theatre theory/history / criticism (1 unit)

Elective (1 unit) upper division theatre course, pre-approval by Program Director required

Options for acting include:

- PERFA 033 - Acting I: Principles of Performance
- PERFA 037 - Performance Lab (.25 x 4, for a total of 1.0) [topic varies]
- PERFA 133 - Acting II: Characterization and Scene Study

Options for theory/history/criticism include:

- PERFA 050 - Theatre for Social Justice: Interactive Theatre
- PERFA 061 - World Theatre Experience
- PERFA 130 - Foundations of Theatre II
- PERFA 135 - Theatre in Performance: Bay Area Theatre [topic varies]
- PERFA 136 - Theatre: Special Studies
- PERFA 060 - Special Topics in Performing Arts [topic varies]
- PERFA 160 - Special Topics in Performing Arts
- PERFA 161 - Theatre and American Cultures (Multicultural Performance)

Options for production/design include:

- PERFA 047 - Technical Theatre/Design Lab (.25) [topic varies]
- PERFA 140 - Stage Management (.5)
- PERFA 142 - Theatre Production Practicum (.25 x 2 or .5 x 1)
- PERFA 147 - Costume Design (.5)
- PERFA 148 - Stage Lighting Design (.5)
- PERFA 149 - Scenic Design (.5)

Options for the elective include:

- PERFA 137-1 - Acting III: Advanced Acting
AND
- PERFA 137-2 - Acting III: Advanced Acting Lab
- PERFA 152 - Making Theatre: One Act Plays
PERFA 152 counts as an upper division elective only when taken for 1.0 unit
- PERFA 162 - Directing for the Stage
- PERFA 197 - Special Study
- PERFA 198 - Senior Project (special proposal process required)

- Any upper division course listed above and not previously taken. In some cases, a Performing Arts course in Music or Dance may be appropriate.

Note

Most upper-division theatre courses are offered in alternate years only. Students must determine, prior to registration for their junior year, in a conference with their theatre advisor, which courses are offered in alternate years so that they will have an opportunity to complete all required courses in a timely manner.

Philosophy

The Department of Philosophy provides an opportunity for every student to continue, in more structured, critical terms, the spontaneous inquiry into basic questions man has raised from the beginning of time-questions about himself, about God, about the world in which he lives, and the way in which he ought to live.

The word "philosophy" itself, love of wisdom, indicates that the search is not concerned with superficial explanations, but probes beyond appearances for fundamental principles and causes.

Hence courses are offered not only to satisfy a major but also to provide an opportunity for students who are interested in a closer examination of one or more areas of philosophical inquiry as a worthwhile supplement and broadening factor to their specialized field of study.

Faculty

Patrick Downey, PhD, Professor, Chair

Wayne H. Harter, PhD, Associate Professor

Steven Cortright, MA, Professor

Deepak Sawhney, PhD, Associate Professor

Learning Outcomes

The Philosophy Department seeks to cultivate a unique virtue in its students and faculty. This intellectual virtue we have called the Philosophical Habit of Mind. It consists, at least, of the following abilities:

- An ability to situate oneself in the Western philosophical tradition of ethical and metaphysical questions and reasoning.
- An ability to account to oneself and to others for the bases of one's actions.
- An ability to reckon with the consequences of one's own and other's practical reasoning in various contexts, both personal and political.
- An ability to raise metaphysical questions in various concrete, lived, literary and political contexts.
- An ability to distinguish and relate the architectonic questions of metaphysics from and to the specialized questions of the sciences and other disciplines.
- An ability to discern the interconnection between various modes of ethical and political reflection and distinct metaphysical positions.
- An ability to pose to oneself the questions raised by the claims of the Christian faith on one's own ethical and metaphysical reasoning.
- An ability to read new or contemporary works in the ongoing tradition of dialectical philosophy with all these abilities at one's disposal.

John F. Henning Institute

The Department of Philosophy hosts the John F. Henning Institute, a center for the study of Catholic social thought, with special emphasis on the question of human work and its centrality to the common good. Students are invited to take part in the institute's program of academic conferences and lectures, publications and seminars.

Prerequisite Grade

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

Philosophy, BA

Lower Division

Required of all students.

- PHIL 010 - Plato and Philosophical Inquiry
OR
- PHIL 011 - Aristotle and Philosophical Method

Upper Division

The major in philosophy requires eight upper-division courses.

Required

The following four courses are required of all majors.

- PHIL 130 - Ethics
- PHIL 131 - Ethics
- PHIL 135 - Metaphysics
- PHIL 136 - Metaphysics

Philosophical Topics

Select at least one course from:

- PHIL 110 - Philosophy of Religion
- PHIL 111 - Philosophy of Art
- PHIL 113 - Contemporary Problems in Ethics
- PHIL 114 - Philosophy of Law
- PHIL 115 - Modern Legal Philosophy
- PHIL 116 - Political Philosophy
- PHIL 117 - Philosophy of Nature
- PHIL 118 - Theory of Knowledge
- PHIL 120 - The Bible and Philosophy

- PHIL 133 - The Art of Logic
- PHIL 161 - Philosophy of History

Authors/Texts

Select at least one course from:

- PHIL 160 - A Critical Reading of the Principal Works of a Single Major Author or School of Philosophy
- PHIL 170 - Contemporary Philosophy
- PHIL 172 - Existentialism
- PHIL 174 - Greek Philosophy
- PHIL 176 - Medieval Philosophers
- PHIL 178 - Renaissance Philosophers

Additional Elective

Select an additional elective from either Philosophical Topics, Authors/Texts, or:

- PHIL 197 - Special Study
- PHIL 199 - Special Study - Honors

Senior Thesis

Select one:

- PHIL 196 - Senior Thesis
- PHIL 198 - Senior Thesis - Honors

Note

Majors planning graduate study are advised to take French or German (for study in modern philosophy), Latin (for study in medieval philosophy), or Greek and Latin (for study in classical philosophy).

Philosophy Minor

Lower Division

The minor in philosophy requires one lower-division:

- PHIL 010 - Plato and Philosophical Inquiry
- OR
- PHIL 011 - Aristotle and Philosophical Method

Upper Division

- PHIL 130 - Ethics

- PHIL 131 - Ethics
OR
- PHIL 135 - Metaphysics
- PHIL 136 - Metaphysics AND
- One course from each of the categories, Philosophical Topics and Authors/Schools.

Physics and Astronomy

Physics in this century is a complex endeavor reflecting many centuries of experimentation and theory. It is an enterprise conducted by people who are stimulated by hopes and purposes that are universal: to understand and describe nature in its most elementary form. Physics and astronomy courses train students to carefully observe physical phenomena and to interpret the phenomena using synthesis, mathematical modeling and analysis. These methods represent a way of knowing that is central to the scientific method. The department is dedicated to teaching students with majors in science, as well as general science education in the liberal arts tradition.

Faculty

Mari-Anne M. Rosario, PhD, Professor, Chair

Jessica C. Kintner, PhD, Professor

Aaron Lee, PhD, Assistant Professor

Chris M. Ray, PhD, Professor

Roy J. Wensley, PhD, Professor

Learning Outcomes

Students who graduate with a major in physics will be able to analyze complex and subtle physical phenomena and systems. The successful student will be able to identify the physical and mathematical principles relevant to a system—even principles that are addressed in separate courses and disciplines. Using the principles they identify, students will be able to carry out the necessary analysis and synthesis to model the system accurately, and will be able to effectively communicate their results.

Major Requirements

Bachelor of Science

The bachelor of science (BS) degree in physics is designed for students who wish to pursue careers or graduate study in scientific and technically intensive fields.

Prerequisite Grade

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

Physics, BA

The bachelor of arts (BA) degree provides students the flexibility to pursue additional academic interests, such as undertaking a minor, completing courses for medical school, preparing for a career in teaching, or preparing for law school.

Lower Division

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- PHYSI 060 - Modern Physics
- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III

Upper Division

- PHYSI 102 - Computational Physics
- PHYSI 105 - Analytical Mechanics
- PHYSI 110 - Electricity and Magnetism
- PHYSI 115 - Thermal and Statistical Physics
- PHYSI 125 - Quantum Mechanics
- PHYSI 181 - Electronics and Instrumentation
- Two elective upper-division physics courses.

Physics, BS

The bachelor of science (BS) degree in physics is designed for students who wish to pursue careers or graduate study in scientific and technically intensive fields.

Lower Division

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- PHYSI 060 - Modern Physics
- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III

Upper Division

- PHYSI 102 - Computational Physics
- PHYSI 105 - Analytical Mechanics
- PHYSI 110 - Electricity and Magnetism

- PHYSI 115 - Thermal and Statistical Physics
- PHYSI 125 - Quantum Mechanics
- PHYSI 181 - Electronics and Instrumentation
- Three elective upper division physics courses
- MATH 134 - Differential Equations

Physics Minor

Minor Requirements

- PHYSI 001 - Introduction to Physics I
- PHYSI 002 - Introduction to Physics I Laboratory
- PHYSI 003 - Introduction to Physics II
- PHYSI 004 - Introduction to Physics II Laboratory
- PHYSI 060 - Modern Physics
- MATH 027 - Calculus I
- MATH 038 - Calculus II
- MATH 039 - Calculus III
- Three elective upper-division physics courses.

Politics

The politics major is designed to provide a systematic understanding of political power, political processes and political institutions, both in the United States and the world at large. Politics majors gain insight into public affairs; improve their conceptual, analytical, critical and communication skills; and explore normative questions concerning the relation of individuals to governments and of governments to one another. The curriculum offers courses in four fields: American government, political theory, international relations, and comparative politics. The department advises students to divide their work among the four fields, although a concentrated major may be advised in a particular case. The department also recommends substantial coursework in related disciplines such as economics, history, communication or philosophy.

The politics major provides a liberal arts education that fosters responsible civic engagement and an appreciation of diverse political cultures and identities. It prepares students for fulfilling careers in government service, international affairs, education, journalism, community service and business. It also serves the needs of students who seek postgraduate education in political science, the law, public policy and international studies. Students seeking a career in the legal profession will find that the Politics Department's law-related courses will prepare them with a broad background and specific tools with which to undertake their legal education. See also the Law and Society minor, described below.

Students who expect to pursue graduate study in politics should note that knowledge of foreign languages and/or quantitative reasoning is usually required for a graduate degree. Knowledge of world languages is also particularly important for careers in international affairs. Department faculty advisors assist students in the selection of appropriate courses.

The department participates in several off-campus programs that allow students to combine study with practical experience in public life. Students may arrange to receive academic credit for internships with local agencies, officials or political groups. Students interested in American politics can spend a semester studying at American University in Washington, D.C., which includes an internship with a government agency or interest group.

Faculty

Ronald Ahnen, PhD, *Professor, Chair*
Zahra Ahmed, PhD, *Assistant Professor*
David Alvarez, PhD, *Professor Emeritus*
Wilbur Chaffee, PhD, *Professor Emeritus*
Patrizia Longo, PhD, *Professor*
Stephen Sloane, PhD, *Associate Professor Emeritus*
Melinda R. Thomas, JD, *Professor*
Susan C. Weissman, PhD, *Professor*
Steven Woolpert, PhD, *Professor*

Learning Outcomes

Students who graduate with a politics major will be able to demonstrate:

- knowledge of institutions, principles and theories of American constitutional democracy
- knowledge of: a) political theory and structure, b) dynamics of political conflict, and c) historical and cultural contexts of political events
- clear and effective analysis of significant political issues
- understanding of, and proficiency in research techniques relevant to political science issues
- commitment to civic engagement

Major Requirements (13 Courses)

The Politics major consists of 13 (1 credit) courses.

Prerequisite Grade

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

Law & Society Minor (6 Courses)

See end of Politics section for requirements.

Law & Society Minor

The Law & Society Minor is an interdisciplinary approach to the study of law and its impact on society. It is designed for students who wish to study how social forces influence the legal system and how the law affects society. The Law & Society minor is open to all undergraduates. Offered by the Department of Politics, the minor helps prepare students for a wide range of professional opportunities in justice-related careers in law and related professions. Courses taken to satisfy students' major requirements may not also count towards completion of this minor.

Learning Outcomes

Students who successfully complete this minor will:

- **DEMONSTRATE** understanding of the interrelationships among legal, social, and ethical issues
- **DEMONSTRATE** understanding of the legal process
- **CRITICALLY ANALYZE** the role of law in its political, economic and social context;
- **DEMONSTRATE** skill in oral and written expression and critical thinking
- **INTEGRATE** theoretical and practical understanding of law and society concepts

Requirements: Students must complete 6 courses, which may be double-counted towards core curriculum requirements. See the list of courses at stmarys-ca.edu/politics/law-and-society-minor/the-law-and-society-minor-curriculum. Courses taken to satisfy students' major requirements may not also count towards completion of this minor. At least 4 courses must be upper-division. The 6 courses shall include the Overview course, one Domestic Justice course, one Global Justice course, one Skills course, one Field Placement course, and one Elective course. The elective may be satisfied preferably by choosing an additional course in either Domestic Justice or Global Justice, or by choosing a course from the list of additional electives. Courses may be taken in any order. Some listed courses have a prerequisite or require instructor's permission. January Term courses do not count towards the minor requirements.

Politics, BA

The Politics major consists of 13 (1 credit) courses.

Lower Division

- POL 001 - Introduction to Comparative Politics
- POL 002 - Introduction to American Politics
- POL 003 - Introduction to Political Thought
- POL 004 - Introduction to International Politics

Upper Division

- POL 100 - Writing, Research and Analysis for the Politics Major (students are advised to take POL 100 in their sophomore year).
- One course in American politics
- One course in political theory
- One course in international politics
- One course in comparative politics to be selected only from the corresponding lists below.
- In addition, students must take any four additional politics courses.

Group I American Politics

- POL 101 - State and Urban Politics
- POL 102 - Political Parties and Pressure Groups
- POL 103 - Elections and Voting Behavior
- POL 104 - United States Public and Constitutional Law
- POL 105 - Presidency and Congress

- POL 106 - Politics of Labor
- POL 107 - American Legal Institutions
- POL 108 - CIA and the Intelligence Community
- POL 109 - Topics in American Politics
- POL 110 - Politics of Race A/B
- POL 130 - Introduction to Public Administration
- POL 131 - Politics of Imprisonment
- POL 135 - Environmental Politics
- POL 136 - Environmental Law and Regulation

Group II Political Theory

- POL 111 - Modern Political Thought
- POL 112 - American Political Thought
- POL 113 - Just and Unjust Wars
- POL 114 - Topics in Political Thought
- POL 115 - Theories of Justice
- POL 116 - Political Polling and Survey Research
- POL 117 - Theory of Law

Group III International Politics

- POL 120 - International Relations
- POL 121 - Governing the Global Economy
- POL 122 - Topics in International Politics
- POL 123 - American Foreign Policy
- POL 124 - Defense Policy
- POL 125 - Human Rights
- POL 126 - Food Politics
- POL 127 - Field Work for POL 126: Food Politics
- POL 128 - Dynamics of Terrorism
- POL 129 - Politics of Developing Countries

Group IV Comparative Politics

- POL 140 - Gender Politics A/B
- POL 141 - Contemporary Revolutions
- POL 143 - Middle East Politics
- POL 144 - Asian Politics
- POL 145 - Latin American Politics
- POL 146 - West European Politics
- POL 147 - Russian Politics from Lenin to Putin
- POL 148 - East European Politics
- POL 149 - Topics in Comparative Politics

Note

The department faculty recommend that students taking an upper-division course in comparative politics complete POL 001 first; for international politics, POL 004 is recommended first; for American politics, POL 002 is recommended first; and for political theory, POL 003 is recommended first.

Politics Minor

The minor in politics requires six (6) courses:

Lower Division

Any two of the four lower-division politics courses

- POL 001 - Introduction to Comparative Politics
- POL 002 - Introduction to American Politics
- POL 003 - Introduction to Political Thought
- POL 004 - Introduction to International Politics

Upper Division

And four upper-division politics courses

- One course in American politics;
- One course in comparative politics;
- One course in international politics;
- One course in political theory.

Law & Society Minor

Minor Requirements

The Law & Society minor offers students a breadth of courses from which to choose.

Overview course (Required):

- POL 107 - American Legal Institutions

Domestic Justice Courses (select one):

- BUSAD 120 - Business Law
- COMM 118 - Communication Policy and Law
- ENGL 122 - Law and Literature
- JCL 120 - Theory and Inquiry in Justice, Community and Leadership
- KINES 108 - Legal and Administrative Issues
- POL 104 - United States Public and Constitutional Law
- POL 112 - American Political Thought
- POL 117 - Theory of Law

- POL 131 - Politics of Imprisonment
- POL 136 - Environmental Law and Regulation
- SOC 124 - Justice and Community
- SOC 128 - Crime and Delinquency

Global Justice Courses (Select one):

- BUSAD 010 - Global Perspectives in Business and Society
- GRS 001 - Introduction to Global and Regional Studies
- JCL 140 - The Global Community
- PHIL 114 - Philosophy of Law
- PHIL 115 - Modern Legal Philosophy
- POL 115 - Theories of Justice
- POL 125 - Human Rights
- SOC 135 - Special Topics
- TRS 117 - Wealth and Poverty in the Bible

Skills Courses (Select one):

- COMM 010 - Rhetoric and Public Discourse
- ENGL 100 - Advanced Composition
- ES 050 - Creating Community: Introduction to Skills for Building a Socially Just Society
- PHIL 005 - Practical Logic
- PHIL 133 - The Art of Logic

Field Placement Courses (Select one):

- ECON 100 - Issues and Topics in Economics *
- JCL 010 - Introduction to Justice, Community and Leadership *
- POL 110 - Politics of Race *
- POL 140 - Gender Politics A/B *
- POL 195 - Internship in Government (in a law-related public or private organization)
- SOC 126 - Field Experience (in a law-related public or private organization)
- COMM 161 - Communication and Social Justice
- SOC 195 - Special Study Internship (in a law-related public or private organization)
- TRS 143 - Catholic Social Teaching *

Elective courses (Select one):

Either a second course from the list of American or Global Justice courses, or:

- BUSAD 121 - Advanced Legal Topics in Business
- COMM 107 - Political Communication
- COMM 100 - Communication Theory
- COMM 113 - Rhetorical Criticism
- COMM 116 - Advertising and Civic Engagement
- ES 001 - Introduction to Ethnic Studies

- POL 003 - Introduction to Political Thought
- SOC 004 - Social Problems
- SOC 112 - Race and Ethnicity
- SOC 115 - Wealth and Poverty
- SOC 123 - Ethnic Groups in the United States
- SOC 125 - Gender and Society
- WGS 001 - Introduction to Women's and Gender Studies

Note

* Community-engagement designated courses

Psychology

The major in psychology is a four-year program leading to a Bachelor of Science degree. Students majoring in psychology are introduced to a spectrum of psychological theories, experiments and problems within the context of a liberal arts college. Although there is considerable breadth in the Department of Psychology's course offerings, an orientation embracing both research and application is emphasized. Psychology majors having earned their Bachelor's degrees are prepared for many different endeavors. For example, they may pursue further study at the graduate level; become involved with the work of counseling centers, elementary and secondary schools, or youth authority facilities; earn a credential in early childhood education and/or in special education; or pursue a career in human resource management. Psychology is also an excellent preparation for careers in law, medicine or business.

Faculty

Mark S. Barajas, PhD, *Associate Professor*
Lynnyonne D. Cotton, PhD, *Associate Professor*
Elena A. Escalera, PhD, *Professor*
José A. Feito, PhD, *Professor, Chair*
Emily Hause, PhD, *Professor*
James McCauley, PhD, *Assistant Professor*
Hiroko Nakano, PhD, *Professor*
Keith H. Ogawa, PhD, *Professor*
Makenzie O'Neil, PhD, *Assistant Professor*
Sara K. Stampp, PhD, *Professor Emeritus*
James A. Temple, PhD, *Professor*
Mary True, PhD, *Professor Emeritus*
Hoang J. Vu, PhD, *Professor*
Paul Zarnoth, PhD, *Associate Professor*

Learning Outcomes

Upon completion of the requirements for the bachelor of science degree in psychology, students will be able to:

- **DEMONSTRATE** knowledge of and be able to critically analyze the theoretical approaches, research findings, and historical trends in psychology.

- **UNDERSTAND** multiple research methods and statistical tools and be able to use them to design research and collect, analyze, and interpret data, as well as proficiently write a research report using standard APA format.
- **DEMONSTRATE** an understanding of the multiple ways gender, culture, age, and sexual orientation affect psychological processes (e.g., perception, memory, learning, affect, social behavior, and development).
- **APPLY** psychological theory and research to real-world problems and issues.

Full Credit Course Requirement

All course requirements for the Psychology major must be met by full credit courses. In other words, .25 and .50 credit courses may not be used to fulfill course requirements in the Psychology major.

Course Prerequisites and Requirements

A minimum grade of C- in all prerequisites is required for admission to all courses. Prerequisites may be waived at the discretion of the instructor.

Transfer Credit in Psychology

Students already enrolled at Saint Mary's College who wish to transfer credit for an off-campus psychology course other than PSYCH 001 must submit a formal petition to do so to the chair of the Psychology Department before enrolling in the course.

Concentrations

In addition to general psychology, there are four major concentrations in the Department of Psychology. A student may elect to follow any one of these programs for a bachelor of science degree:

General Psychology, BS

Psychology Core Curriculum

Intended to give breadth and scope of the discipline, all psychology majors are required to fulfill the following four courses:

- PSYCH 001 - Introduction to Psychology
- PSYCH 003 - Psychological Methods and Analysis I
- PSYCH 103 - Psychological Methods and Analysis II
- PSYCH 110 - Psychobiology

Upper Division

For the student who wants a general education in psychology, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include:

One of

- PSYCH 126 - Sensation and Perception
- PSYCH 127 - Cognitive Science
- PSYCH 128 - Neuropsychology
- PSYCH 129 - Cognitive Neurolinguistics

Two of

- PSYCH 140 - Human Development
- PSYCH 150 - Personality Psychology
- PSYCH 160 - Social Psychology

One of

- PSYCH 100 - Seminar in Psychology
- PSYCH 106 - Experimental Research
- PSYCH 190 - Field Placement

Psychology Electives

Six Psychology electives, five of which must be upper-division courses.

Psychology, Behavioral Neuroscience Concentration, BS

Psychology Core Curriculum

Intended to give breadth and scope of the discipline, all psychology majors are required to fulfill the following four courses:

- PSYCH 001 - Introduction to Psychology
- PSYCH 003 - Psychological Methods and Analysis I
- PSYCH 103 - Psychological Methods and Analysis II
- PSYCH 110 - Psychobiology

Upper Division

For the student with an interest in the biological bases of behavior, a sequence of courses in addition to the psychology core curriculum which must include:

- PSYCH 106 - Experimental Research

Two of the following:

- PSYCH 126 - Sensation and Perception
- PSYCH 127 - Cognitive Science

- PSYCH 128 - Neuropsychology
- PSYCH 129 - Cognitive Neurolinguistics

Two of the following:

- PSYCH 140 - Human Development
- PSYCH 150 - Personality Psychology
- PSYCH 160 - Social Psychology

Additional Requirements

- One Biology course with a lab
- One Chemistry course with a lab
- MATH 027 - Calculus I OR equivalent
- Any two upper-division Psychology electives

Psychology, Child/Adolescent Development Concentration, BS

Psychology Core Curriculum

Intended to give breadth and scope of the discipline, all psychology majors are required to fulfill the following four courses:

- PSYCH 001 - Introduction to Psychology
- PSYCH 003 - Psychological Methods and Analysis I
- PSYCH 103 - Psychological Methods and Analysis II
- PSYCH 110 - Psychobiology

Upper Division

For the student interested in working with individuals in educational or social service settings, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include:

- PSYCH 140 - Human Development AND
- PSYCH 142 - Adolescent Development

One of the following:

- PSYCH 126 - Sensation and Perception
- PSYCH 127 - Cognitive Science
- PSYCH 128 - Neuropsychology
- PSYCH 129 - Cognitive Neurolinguistics

One of the following:

- PSYCH 150 - Personality Psychology

- PSYCH 160 - Social Psychology

One of the following:

- PSYCH 100 - Seminar in Psychology
- PSYCH 106 - Experimental Research
- PSYCH 190 - Field Placement

Three of the following:

At least one of which must be PSYCH 141 or PSYCH 144

- PSYCH 141 - Infancy and Childhood
- PSYCH 143 - Adult Development
- PSYCH 144 - Middle Childhood
- PSYCH 147 - Psychology of Gender
- PSYCH 148 - The Exceptional Individual
- PSYCH 165 - Cross-Cultural Psychology
- PSYCH 168 - Topics on Culture, Race, and Ethnicity in Psychology
- PSYCH 174 - Psychology of the Family

Two additional upper-division psychology electives

Psychology, Clinical/Counseling Concentration, BS

Psychology Core Curriculum

Intended to give breadth and scope of the discipline, all psychology majors are required to fulfill the following four courses:

- PSYCH 001 - Introduction to Psychology
- PSYCH 003 - Psychological Methods and Analysis I
- PSYCH 103 - Psychological Methods and Analysis II
- PSYCH 110 - Psychobiology

Upper Division

For the student interested in clinical/counseling psychology or social work, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include:

- PSYCH 140 - Human Development
- PSYCH 152 - Psychopathology
- PSYCH 170 - Theories of Counseling
- PSYCH 174 - Psychology of the Family
- One additional upper-division psychology elective.

One of the following:

- PSYCH 163 - Prejudice and Stereotyping
- PSYCH 165 - Cross-Cultural Psychology
- PSYCH 168 - Topics on Culture, Race, and Ethnicity in Psychology

One of the following:

- PSYCH 150 - Personality Psychology
- PSYCH 160 - Social Psychology

One of the following:

- PSYCH 126 - Sensation and Perception
- PSYCH 127 - Cognitive Science
- PSYCH 128 - Neuropsychology
- PSYCH 129 - Cognitive Neurolinguistics

One of the following:

- PSYCH 100 - Seminar in Psychology
- PSYCH 106 - Experimental Research
- PSYCH 190 - Field Placement

One of the following:

The sequence must also include one of the following courses:

- PSYCH 104 - Special Topics in Assessment and Testing
- PSYCH 147 - Psychology of Gender
- PSYCH 148 - The Exceptional Individual
- PSYCH 157 - Human Sexualities

Psychology, Social Psychology Concentration, BS

Psychology Core Curriculum

Intended to give breadth and scope of the discipline, all psychology majors are required to fulfill the following four courses:

- PSYCH 001 - Introduction to Psychology
- PSYCH 003 - Psychological Methods and Analysis I
- PSYCH 103 - Psychological Methods and Analysis II
- PSYCH 110 - Psychobiology

Upper Division

For the student interested in community or organizational psychology, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include:

- PSYCH 160 - Social Psychology

One of the following:

- PSYCH 140 - Human Development
- PSYCH 150 - Personality Psychology

One of the following:

- PSYCH 126 - Sensation and Perception
- PSYCH 127 - Cognitive Science
- PSYCH 128 - Neuropsychology
- PSYCH 129 - Cognitive Neurolinguistics

One of the following:

- PSYCH 100 - Seminar in Psychology
- PSYCH 106 - Experimental Research
- PSYCH 190 - Field Placement

Four of the following courses:

- PSYCH 105 - Advanced Psychological Statistics
- PSYCH 115 - Health Psychology
- PSYCH 147 - Psychology of Gender
- PSYCH 157 - Human Sexualities
- PSYCH 163 - Prejudice and Stereotyping
- PSYCH 165 - Cross-Cultural Psychology
- PSYCH 168 - Topics on Culture, Race, and Ethnicity in Psychology
- PSYCH 169 - Attitudes and Attitude Change
- PSYCH 172 - Groups, Organizations and Societies
- PSYCH 180 - Organizational Psychology

Two of which must be:

- PSYCH 163 - Prejudice and Stereotyping
 - PSYCH 165 - Cross-Cultural Psychology
 - PSYCH 168 - Topics on Culture, Race, and Ethnicity in Psychology
 - PSYCH 169 - Attitudes and Attitude Change
 - PSYCH 172 - Groups, Organizations and Societies
- OR

- PSYCH 180 - Organizational Psychology

Two additional full-credit psychology electives

Psychology Minor

Minor Requirements

The minor in psychology requires

- PSYCH 001 - Introduction to Psychology
- PSYCH 003 - Psychological Methods and Analysis I
- Four upper-division courses.

Note

Minors may fulfill only one upper-division course off-campus.

Sociology

In the Sociology Department you'll learn to better understand the sometimes confusing nature of human social life. How is social life possible? What do patterns of social life tell us about the world? What is the relationship of the individual to the social order?

In the words of sociologist C. Wright Mills, sociology requires that we exercise our "sociological imagination." That is, we must understand how the issues in the lives of individuals are also the issues of the larger society. We can't understand the individual without understanding society and we can't understand society without understanding the individual. This implies that sociology is deeply personal. We seek to understand society, but in doing so we learn much about ourselves.

Sociology addresses the most pressing social issues in contemporary society: racial and ethnic tensions, gender inequality, poverty, health and illness, social movements, crime and deviance, educational inequality, immigration, globalization and problems in urban environments, just to name a few. Sociologists study everything from the social dynamics of two people in conversation to the social dynamics of political revolutions.

Sociology provides students with a theoretical framework with which to help make sense of an increasingly complex world and the place of the individual within that world. Sociology also provides students with specific methodological tools to investigate the social world and to collect and analyze data about the world we live in.

The sociology major develops research skills, analytical skills and communication skills that are well-suited to students interested in careers in teaching, public and mental health, law, counseling, social work, the criminal justice system, public policy, marketing, journalism and the nonprofit sector.

Faculty

Zeynep Atalay, PhD, *Associate Professor*

Robert Bulman, PhD, *Professor*

Nicole M. Brown, PhD, *Assistant Professor*

John Ely, PhD, Associate Professor, Chair
Phylis Martinelli, PhD, Professor Emerita

Learning Outcomes

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

- **UNDERSTAND** sociological theory and methods and be able to apply theoretical explanations to empirical examples.
- **RESEARCH** and analyze a sociological topic using the appropriate library resources.
- **WRITE** research papers with a clear thesis statement, sufficient support for that thesis, and in accordance with the standards of the American Sociological Association.
- **EXERCISE** their sociological imagination in order to reflect upon questions of personal and social responsibility in a complex and changing society.
- **APPLY** sociological knowledge as they engage with the community beyond the academy.
- **EMPLOY** critical reading, thinking, and writing skills as they research, analyze, and report on a social issue in a way that incorporates what they have learned on a topic of their own choosing.

Prerequisite Grade

A minimum acceptable grade of C- is required for coursework to count toward a minor or the major.

Sociology, BA

The sociology major is composed of 13 lower- and upper-division courses.

Lower Division

- SOC 002 - Introduction to Sociology
- SOC 004 - Social Problems
- MATH 004 - Introduction to Probability and Statistics

Upper Division

- SOC 101 - The Sociological Imagination
- SOC 130 - Sociological Theory
- SOC 132 - Sociological Research Methods
- Seven additional upper-division courses.

Sociology Minor

The minor in sociology requires two lower-division courses

Lower Division

- SOC 002 - Introduction to Sociology
- SOC 004 - Social Problems AND
- Four upper-division sociology electives.

Theology & Religious Studies

The discipline of Theology approaches religion from the perspective of faith, inviting students from all faiths and none to explore and wrestle with some of the perennial questions that believers and non-believers ask: Is there a God? How can we know God? Can we proclaim that "God is love" in light of the Holocaust? And ultimately, how should we then live? The discipline of Religious Studies, more theoretical and anthropological than Theology (with its normative nature and focus on the divine and transcendent), uses the tools and methods of various disciplines in the humanities and social sciences to analyze religious phenomena and discover how they create meaning for persons and cultures. Religious Studies explores how religion interacts with other important dimensions of human life, such as politics, economics, and social constructions of race and gender. While many scholars draw clear lines between the disciplines of Theology and Religious Studies, at Saint Mary's College they are drawn together in a fruitful dialogue about religion as a -- perhaps the -- fundamental dimension of human life: vital, pervasive, and richly complex.

The Department of Theology & Religious Studies offers courses that systematically and critically analyze a wide range of theological perspectives and ethical questions that are central in the formation of religious identity. As an integral part of the Catholic mission of Saint Mary's College, we provide students with an opportunity to explore many facets of the Christian tradition: biblically, historically, theologically, ethically, and aesthetically. We offer courses in a wide array of world religions, especially since, in our increasingly diverse nation and our ever more global world, it is crucial that responsible citizens and future leaders understand the ideologies and faiths of their neighbors and dialogue partners. We explore the myriad and pervasive dimensions of the phenomenon of religion in culture, particularly courses that focus on the intersections of religion and the critical issues of gender, race, and economics. And, as an Hispanic Serving Institution, we offer courses that explore dimensions of Latinx religious experience and spirituality.

The exploration of these essential questions occupies an important place in a liberal arts education, training students in the skills necessary to think for themselves, to challenge preconceived notions, and to remain open to learning from the perspectives of others. As part of our Lasallian heritage and our understanding of what it means to be a person in light of God's love and grace, revealed especially in the person of Jesus Christ, we join with the Christian Brothers in being concerned for the whole person, integrating faith and service, and fostering an existential commitment to the common good, solidarity, and a preferential option for our most vulnerable and marginalized sisters and brothers.

Faculty

Thomas J. Poundstone, PhD, *Associate Professor, Chair*

Michael Barram, PhD, *Professor*

Anne Carpenter, PhD, *Associate Professor*

Father David Gentry-Akin, STD, *Professor*

David Zachariah Flanagan, PhD, *Professor*

Paul Giurlanda, PhD, *Professor*

Marie Pagliarini, PhD, *Associate Professor*

Norris Palmer, PhD, *Professor*

The Theology & Religious Studies (TRS) Department plays a key role in the educational experience at Saint Mary's College, offering not only a major and two minor courses of study, but also participating extensively in the College's core curriculum-by providing courses designed to meet the Theological Understanding goal of the core curriculum. As part of the process of serious academic study, members of the department hope that, in addition to meeting specific core requirements, students will join us in taking pleasure in the study of theology and religion as they learn to converse insightfully and respectfully about it. Moreover, we hope that students will develop an appreciation for the

depth and breadth of the Christian tradition while gaining an increasing awareness both of the mystery of life and of themselves as called by that mystery.

Learning Outcomes for Theology & Religious Studies Majors

Majors in Theology & Religious Studies Will:

Core Curriculum

1. **MEET** the outcomes for both "Christian Foundations" and "Theological Explorations" of the SMC Core Curriculum.

Major Content

2. **DEMONSTRATE** an understanding of the biblical, theological, historical, and ethical components of the Christian tradition.
3. **DEMONSTRATE** an understanding of the implications of the Catholic concept of the fundamental dignity of the human person.
4. **DEMONSTRATE** an understanding of the worldview (e.g., beliefs, practices, etc.) of a non-Christian religious tradition.

Major Skills

5. **DEMONSTRATE** an ability to employ contemporary theories and methods of biblical exegesis, systematic theology, and religious studies.
6. **DEMONSTRATE** an ability to explain, analyze, and evaluate multiple informed perspectives in debates about theological and ethical issues.

Prerequisite Grade

TRS 097 (or its junior transfer equivalent, TRS 189) is a prerequisite for any upper-division theology and religious studies course; however, only a passing grade in TRS 097 (or TRS 189) is required, not a minimum grade of C-.

Theology & Religious Studies, BA

The major in Theology & Religious Studies requires a minimum of ten courses, including the following:

Lower Division

- TRS 097 - The Bible and Its Interpretation OR its transfer equivalent,
- TRS 189 - The Bible and Its Interpretation: Great Themes

Upper Division

- TRS 129 - Foundations of Theology
- TRS 179 - Theory and Method in the Study of Religion

One course, selected with guidance of one's faculty advisor, from each of the following four areas:

Christian History:

- TRS 101 - Origins of Christianity
- TRS 102 - Medieval Christianity
- TRS 103 - Reformations
- OR
- TRS 180 - Intensive Inquiry in Christian History

Gospel Exegesis:

- TRS 114 - The Gospel of Mark
- TRS 115 - Jesus and His Teaching
- OR
- TRS 181 - Intensive Inquiry in Scripture (by petition when focused on the gospels)

Ethics:

- TRS 141 - Christian Ethics
- TRS 142 - Medical Ethics
- TRS 143 - Catholic Social Teaching
- OR
- TRS 184 - Intensive Inquiry in Ethics

World Religions and Method:

- TRS 153 - Eastern Religions
- TRS 154 - Hinduism
- TRS 155 - Buddhism
- TRS 156 - Religions of India
- OR
- TRS 185 - Intensive Inquiry in World Religions

Two Intensive Inquiry courses, at least one of which must be designated as WID (Writing in the Disciplines):

- TRS 180 - Intensive Inquiry in Christian History
- TRS 181 - Intensive Inquiry in Scripture
- TRS 182 - Intensive Inquiry in Systematic Theology
- TRS 183 - Intensive Inquiry in Sacraments and Spirituality
- TRS 184 - Intensive Inquiry in Ethics
- TRS 185 - Intensive Inquiry in World Religions
- TRS 186 - Intensive Inquiry in Theology, Religion, and the Arts
- TRS 187 - Intensive Inquiry in Religion and Culture

Catholic Tradition Minor

Minor Requirements

The Theology & Religious Studies Department also offers a focused minor in the "Catholic Tradition." Six courses are required:

- TRS 097 - The Bible and Its Interpretation OR its transfer equivalent,
- TRS 189 - The Bible and Its Interpretation: Great Themes

Two of the following three courses, preferably in sequence:

- TRS 101 - Origins of Christianity
- TRS 102 - Medieval Christianity
- TRS 103 - Reformations
- TRS 141 - Christian Ethics
- OR
- TRS 143 - Catholic Social Teaching AND
- Two electives from a list of classes focusing on the Catholic tradition.

Theology & Religious Studies Minor

Minor Requirements

The minor in Theology & Religious Studies requires five courses:

- TRS 097 - The Bible and Its Interpretation OR its transfer equivalent,
- TRS 189 - The Bible and Its Interpretation: Great Themes
- TRS 129 - Foundations of Theology
- OR
- TRS 179 - Theory and Method in the Study of Religion

And any three upper-division courses selected with the guidance of the Chair,

one of which must be either an Intensive Inquiry course (TRS 180-TRS 187) or the second of our two foundational classes (TRS 129 or TRS 179).

Women's and Gender Studies

Women's and Gender Studies asks fundamental questions about human existence: Are women and men born or made? Do those categories adequately express gender identity? How do we understand femininities and masculinities throughout history? How does intersectionality-racial, ethnic, class, sexual identity-affect the experience of gender? What structures and social forces are involved in shaping our ideas about gender? An interdisciplinary program that invites students to take classes in anthropology, sociology, history, literature, politics and other disciplines, Women's

and Gender Studies challenges students to question what is "natural" about gender identities and roles in society; to examine the origins of such views and how they change over time; and to analyze how race and class intersect with sexualities and gender to construct popular culture and modern society. The program focuses on uncovering the contributions women have made to society throughout history and how they have envisioned social justice and the common good. True to its roots in social movements that fought for equality and equity, Women's and Gender Studies seeks to understand how systems of oppression function and how different groups respond to and resist injustice at home and abroad. To that end, the program teaches students to think deeply, to read critically, to write clearly, and to speak convincingly. Furthermore, Women's and Gender Studies prepares students to be agents of change who take community responsibility and social justice seriously, offering them multiple opportunities to engage in service learning and similar projects. Thus the program fulfills its mission of educating the whole person for the complexities of a globalizing world.

Women's and Gender Studies courses are interdisciplinary in nature, cross-listed with a range of departments including but not limited to anthropology, biology, communication, English, ethnic studies, history, performing arts, politics, psychology, sociology, Spanish, theology and religious studies.

Advisory Board

Myrna Santiago, PhD, *History, Women's and Gender Studies, Director*

Sue Birkenseer, *Library*

Loan Dao, PhD, *Ethnic Studies*

Monica Fitzgerald, PhD, *Justice, Community & Leadership*

Jennifer Heung, PhD, *Anthropology, Global and Regional Studies*

Samantha Joyce, PhD, *Communications*

Emily Klein, PhD, *English*

Molly Metherd, PhD, *English*

María Luisa Ruiz, PhD, *World Languages and Cultures*

Scott Schönfeldt-Aultman, PhD, *Communication*

Sharon Sobotta, *Director of the Center for Women and Gender Equity*

Aeleah Soine, PhD, *History*

Claire Williams, PhD, *Kinesiology*

Denise Witzig, PhD, *Women's and Gender Studies*

Faculty Affiliates

Shawny Anderson, PhD, *Communication, Associate Dean of Liberal Arts*

Zeynep Atlay, PhD, *Sociology*

Catherine Davalos, MFA, *Performing Arts*

Rebecca Engle, MA, *Performing Arts*

Jose Feito, PhD, *Psychology*

Rosemary Graham, PhD, *English*

Jeannine King, PhD, *English*

Kathryn Koo, PhD, *English*

Gretchen Lemke-Santangelo, PhD, *History*

Patrizia Longo, PhD, *Politics*

Hilda Ma, PhD, *English*

Lisa Manter, PhD, *English*

Marie Pagliarini, PhD, *Theology and Religious Studies*

David Quijada, PhD, *Ethnic Studies*

Alvaro Ramirez, PhD, *Ethnic Studies*

Sonya Schuh, PhD, *Biology*

Cynthia Van Gilder, PhD, *Anthropology*
Ynez Wilson-Hirst, PhD, *Sociology*

Learning Outcomes

When students have completed a minor or major in the Women's and Gender Studies Program, they will be able to:

- **IDENTIFY** and understand assumptions and arguments about gender, race, class, and sexuality in scholarly, popular, public, and interpersonal discourses.
- **EVALUATE** diverse theories of feminism and debates about gender.
- **DIFFERENTIATE** among complex and diverse points of view regarding gender, race, class, and sexuality in a variety of academic fields.
- **WRITE** clear and well-reasoned prose employing appropriate methods of research in the field.
- **ENGAGE** in Social Justice Praxis, including intellectual or social advocacy locally or globally.

Split Majors

Split majors combine work in Women's and Gender Studies and another academic department or program. A split major must be approved by the chairs or directors of both departments. This major ordinarily comprises nine upper-division courses (six in one field and three in another), in addition to the lower-division prerequisites in WGS (e.g., WGS 001) and the other department. All split majors in WGS must complete the four core courses (WGS 001, WGS 107, WGS 177, WGS 196).

Women's and Gender Studies, BA

The major requires 12 courses. Four are core courses in Women's and Gender Studies:

Lower Division

- WGS 001 - Introduction to Women's and Gender Studies

Upper Division

Eight are upper-division electives cross-listed with Women's and Gender Studies.

- WGS 107 - Research Seminar in Women's and Gender Studies
- WGS 177 - Feminist and Gender Theories
- WGS 196 - Senior Research Thesis

Note

WGS majors and minors satisfy degree requirements through an interdisciplinary combination of WGS core courses and courses on gender in a variety of departments and programs. Majors have two options: a) a concentration in either social sciences or humanities, with the majority of courses in one of those disciplines; or b) a balanced distribution of courses, four and four, in social sciences and humanities. Students must take at least two courses each from social sciences and humanities. At least one course must focus on gender from transnational perspectives or ethnically and racially diverse U.S. communities. One cross-listed January Term course may be petitioned for credit. Women's and

Gender Studies students may also design a double or split major with another discipline, with the approval of the director of Women's and Gender Studies and the chair of the other department.

Women's and Gender Studies Minor

The minor requires six classes:

Minor Requirements

- WGS 001 - Introduction to Women's and Gender Studies
- WGS 107 - Research Seminar in Women's and Gender Studies
- WGS 177 - Feminist and Gender Theories
- Three upper-division electives cross-listed with Women's and Gender Studies. No more than two courses may be in a single discipline; one must focus on gender from transnational perspectives or ethnically and racially diverse U.S. communities.

World Languages and Cultures

Our language programs play a fundamental role in the College's mission to educate for a global community. We encourage students to become actively engaged learners of diverse cultural traditions and global perspectives through the study of world languages, literatures, and cultures.

The programs in the Department of World Languages and Cultures emphasize language proficiency, analysis of different kinds of complex texts, cross-cultural competence, and study abroad. This preparation allows students to use their language, critical thinking skills and artistic literacy in various professional fields. Linguistic and cultural competency in a second language also allows students to participate more fully in local and international communities, enjoying a richness of life that goes beyond national boundaries.

Saint Mary's College proposes that all of its graduates should have knowledge and understanding of another culture and its language (see below, language proficiency requirement). To this end, the department has created a lower-division curriculum whose learning outcomes meet criteria established by the American Council on Teaching of Foreign Languages (ACTFL). All students will demonstrate intermediate language skills-listening, speaking reading and writing-in the target language. Instruction balances a solid grammatical foundation with practical training, including exposure to culture and geography, in both classroom and multimedia settings.

The Department of World Languages and Cultures offers courses in French, Italian, Japanese, and Spanish. Students can pursue a major in Spanish or French, and/or a minor in French, Spanish, East Asian Studies, German Studies or Italian Studies. Students interested in foreign language study are encouraged to explore the options of a major in Spanish or French; a double major in a foreign language and another discipline; a language minor to complement a major in another academic area; or a language studies minor. Additionally there are many natural links between the department's course offerings and those of other departments with the same goal of global learning, such as Global and Regional Studies and History.

We strongly encourage our students to study abroad for a semester or more. Students can choose from SMC sponsored programs in China, France, Germany, Italy, Japan, Mexico, and Spain, or from many other international centers through Lasallian exchanges and independent programs.

Furthermore, proficiency in a second language is the natural complement to the local and international internships described in the internship database available through the department's website. We support our students as they apply their cultural knowledge through internships related to their language of study. Students who secure an internship gain valuable work experience, enhance their professional skills, and lay the groundwork for their future careers.

We strive to prepare our students with the communicative skills necessary to participate successfully in an increasingly globalized working environment that asks for culturally knowledgeable, multilingual citizens.

Faculty

David Bird, PhD, Professor, Chair

Costanza G. Dopfel, PhD, Professor

Joan U. Halperin, PhD, Professor Emerita

Helga Lénárt-Cheng, PhD, Associate Professor

Claude-Rhéal Malary, PhD, Associate Professor

Brother Michael Murphy, PhD, Visiting Associate Professor

Alvaro Ramirez, PhD, Professor

María Luisa Ruiz, PhD, Associate Professor

Lori Spicher, PhD, Associate Professor

Frances Sweeney, PhD, Professor

Maureen Wesolowski, PhD, Professor Emerita

Programs Offered

The Department offers a major in French and Spanish, and a minor in East Asian Studies, French, German Studies, Italian Studies, or Spanish. In addition to a program of study for students who wish to major or minor in language, the Department of World Languages and Cultures plays a key role in the educational experience of all Saint Mary's students through the language requirement of the Core Curriculum.

Saint Mary's College Language Requirement

Learning Outcomes for the Language Requirement

After completing levels 1-3, students will be able to:

- **UNDERSTAND** and **PRODUCE** speech in a variety of personal and social contexts; initiate and sustain conversations about multiple topics in the past, present and future tenses.
- **READ** and **COMPREHEND** texts with varied subject matter, multiple points of view and verb tenses.
- **WRITE** prose that includes description and narration on a variety of topics with appropriate vocabulary;
- **PROVIDE** interpretations and supporting ideas.
- **EXHIBIT** understanding and demonstrate knowledge of cultural, geographical, historical and sociopolitical aspects of other societies.
- **DEMONSTRATE** an ability to see the world from multiple perspectives and become aware of themselves as members of the global community.

Language Placement Exam

Incoming students are strongly encouraged to take the Foreign Language Placement Exam unless they have successfully completed three years of the same language during high school with a grade point average of 3.0 or higher each term. The placement exam should be taken online at stmarys-ca.edu/orientation prior to attending orientation. Students should contact the Language Placement and Proficiency Coordinator who will assist them with access to the online exam. Students may take the placement exam once during each academic year and results are valid for one academic year. For placement in all other languages, students must contact the Placement and Proficiency Coordinator in the Department of World Languages and Cultures.

Advanced Placement Credit

Students who have taken the AP exam in language and had a score of 3 receive course credit for level 3. For a score of 4, a student receives credit for levels 3 and 4. For a score of 5, a student receives credit for levels 4 and 9 or 10. Native speakers of Spanish who did not take the AP language exam are required to take SPAN 009. Students who have taken the AP exam in literature should consult the Placement and Proficiency Coordinator for appropriate placement.

French Studies

Major Requirements for French Studies

The French Studies major cultivates skills in research, analysis and cross-cultural communication that are essential to a lifetime of intellectual engagement and a wide variety of careers. Students in French Studies can pursue one of two options. Option A is a program for students who wish to study French but may not plan to continue to graduate school (although it does not preclude further study at the graduate level). Option B is an Honors major program for students intending to continue the study of French at graduate level. For the Honors option, a GPA of at least 3.0 in the major is required, as is the recommendation of two instructors.

Learning Outcomes for the Major in French Studies

- **DEMONSTRATE** career-ready proficiency in all language modalities (speaking, writing, listening, reading) for a variety of purposes and a range of content and context
- **DEMONSTRATE** knowledge of literary texts and traditions across time, including major literary and intellectual movements, genres, writers and works, and ability to discuss and analyze literary texts from a variety of media
- **DEMONSTRATE** knowledge of several French-speaking cultures across time and geography, and ability to articulate an understanding of global perspectives, practices and products of those cultures
- **ARTICULATE** a critical analysis of artifacts and phenomena within the above-mentioned areas of content and cultural knowledge

Split Major with French

The split major in which French is the predominant field of study requires FREN 001, FREN 002, FREN 003, FREN 004, FREN 005, FREN 015 (.25), FREN 100, FREN 101, FREN 196 (.25) and four electives. The split major in which French is not the predominant field requires FREN 001, FREN 002, FREN 003, FREN 004, FREN 005, FREN 015 (.25), FREN 100, FREN 101, FREN 196 (.25) and three electives.

Spanish and Latin American Studies (SaLAS)

Major Requirements for Spanish and Latin American Studies (SaLAS)

In addition to preparing students for a number of careers, the major in Spanish and Latin American Studies (SaLAS), assists students who wish to pursue graduate education. The program of study is

vibrant, flexible, challenging, and engaging. The SaLAS concentration cultivates skills in communication, research, and analysis that are essential to a lifetime of intellectual engagement with the language, cultures and literatures of

Spain and Latin America, and of Latinos in the United States. The courses required for the major fall into three broad categories: Hispanic Literary Studies, Hispanic Linguistic Studies, and Hispanic Cultural Studies.

The courses in Literary Studies offer students knowledge of the literatures and cultures of the Spanish-speaking world while achieving competency in the language. Students completing these courses will study the rich literary and cultural texts and traditions of Spain, the Americas, and the Caribbean. They will discuss major literary and intellectual movements, genres, and writers. As they do so, they will learn about history, politics, human rights, social activism, and gender roles through the lens of fictional and non-fictional characters, including the voices of writers who represent diverse class, gender, and ethnic backgrounds.

The courses in Hispanic linguistics offer students who are interested in the study of the linguistic fields of the Spanish language an increased understanding of language use and change. They provide excellent preparation for those whose career goals include graduate study in language and linguistics, and those who aspire to work in education, teaching, interpretation, and translation. They are also designed for those who wish to combine language study for the professions with another discipline (e.g., Education, Health Sciences and Psychology, Business, Justice, Community and Leadership).

The courses in Hispanic Cultural Studies are tailor-made for students interested in gaining a multidisciplinary understanding of the culture, languages and artistic artifacts of the Spanish-speaking world. From a variety of perspectives and through the use of diverse analytical tools, these courses provide students an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the U.S., literature, film, music, politics, art, and history, among others, are featured.

Learning Outcomes for SaLAS Major:

Students who complete this major will be able to:

- Demonstrate a career-ready proficiency in all language modalities (speaking, writing, listening, and reading) for a variety of purposes and a range of content and contexts.
- Develop an understanding of the linguistic nature of Spanish, including its primary fields (phonology, morphology, syntax, semantics, sociolinguistics and dialectology, language acquisition, second language pedagogy, and historical linguistics).
- Demonstrate knowledge of Spanish and Latin American literary texts and traditions across time, including major literary and intellectual movements, genres, writers, and works; and discuss and analyze literary texts from a variety of sources.
- Demonstrate knowledge of Hispanic cultures and communities across time and geography, and articulate an understanding of global perspectives, practices, and products of those cultures.

Split Major with Spanish

The split major in which Spanish is the predominant field of study requires SPAN 009/SPAN 089 or SPAN 010/SPAN 090; SPAN 011/SPAN 091; 6.25 upper-division courses which must include SPAN 101; SPAN 102; two of the following: SPAN 120, SPAN 121, SPAN 140, SPAN 141; two electives, and SPAN 196. The split major in which Spanish is not the predominant field requires SPAN 009/SPAN 089 or SPAN 010/SPAN 090; SPAN 011/SPAN 091; three upper-division courses, one of which must be SPAN 101 or SPAN 102; and SPAN 196.

Minors in World Languages and Cultures

Learning Outcomes for a Minor

Students graduating with a minor in East Asian Studies, French, Italian Studies, German Studies, or Spanish will be able to:

- **CONVERSE** using the present, past and future tenses in everyday situations.
- **DEMONSTRATE** satisfactory reading and writing skills.
- **ENGAGE** the target culture through various disciplines, including politics, economics, anthropology, history, literature and art.

Prerequisite Grades

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

French Studies, BA

Lower Division

- FREN 001 - Elementary French
- FREN 002 - Continuing Elementary French
- FREN 003 - Intermediate French
- FREN 004 - Continuing Intermediate French
- FREN 005 - Introduction to French Studies
- FREN 015 - Phonetics

Note

Students intending to major in French Studies must either take the courses mentioned above, or present evidence by examination or otherwise that their preparation includes the equivalent of said courses. FREN 015 is a .25 course in phonetics and pronunciation.

Upper Division

Upper-division course listings are rotated regularly to offer students the widest variety in the field. If needed, students may complete two of their upper-division courses in English, with the approval of a faculty member in French. A minimum of three upper-division courses/credits have to be taken on campus. One upper-division credit can be completed by taking FREN 106 - Advanced Conversation four times.

Option A:

A total of 7.25 courses distributed as follows:

- FREN 100 - French Literary Perspectives
- FREN 101 - Advanced French Syntax and Composition
- FREN 196 - Capstone AND
- Five upper division electives

Honors Option B:

A total of 9.25 courses distributed as follows:

- FREN 100 - French Literary Perspectives
- FREN 101 - Advanced French Syntax and Composition
- FREN 196 - Capstone
- WLC 170 - Modern Critical Theory
- Six upper-division electives

Spanish and Latin American Studies, BA

Students will need 10.25 courses to complete the Spanish major. They must complete the following courses:

Lower Division

- SPAN 009 - Spanish for Spanish Speakers
OR
- SPAN 010 - Conversation & Composition
* Note: a student can be placed into any of these courses by placing at that level through the Avant proficiency exam (a minimum placement of intermediate low is required) or by scoring at appropriate level on the AP Spanish Language and Culture or the AP Spanish Literature and Culture exam.
- SPAN 011 - Introduction to Literature
* Note: This requirement (SPAN 011) may be satisfied by scoring a 5 on the AP Literature and Culture Exam. Please see placement coordinator for more information.

Upper Division

- SPAN 102 - Advanced Writing and Research
- SPAN 196 - Capstone (.25)

Two Courses in Hispanic Literary Studies

Literature Courses: SPAN 120, SPAN 121, SPAN 122, SPAN 127, SPAN 130, SPAN 140, SPAN 141, SPAN 143, SPAN 145, SPAN 150

Two Courses in Hispanic Linguistic Studies

Linguistics Courses: SPAN 100, SPAN 101, SPAN 103, SPAN 104, SPAN 131, SPAN 170

Two Courses in Hispanic Cultural Studies

Cultural Studies Courses: SPAN 132, SPAN 160, SPAN 161, SPAN 162

One additional elective course within the major.

Note: Some courses outside the SaLAS major can be petitioned for credit with approval of the chair.

East Asian Studies Minor

(Japanese Language)

The East Asian Studies Minor requires a total of 8.75 courses.

Lower Division

Lower division requirements include four full credit (1.0) courses and their partial credit (.25) praxis:

- JAPAN 001 - Elementary Japanese
- JAPAN 081 - Elementary Japanese Praxis (.25)
- JAPAN 002 - Continuing Elementary Japanese
- JAPAN 082 - Continuing Elementary Japanese Praxis (.25)
- JAPAN 003 - Intermediate Japanese
- JAPAN 083 - Intermediate Japanese Praxis (.25)
- JAPAN 004 - Continuing Intermediate Japanese
- JAPAN 084 - Continuing Intermediate Japanese Praxis (.25)

A minimum of one conversation course

- JAPAN 006 - Beginning/Intermediate Conversation AND (.25)
One culture course
- JAPAN 007 - Introduction to Japanese Culture (.25)

Upper Division

Upper division requirements include:

- Three full credit courses focusing on aspects of East Asian culture, literature, film, history, politics, art, music, etc. At least two upper-division courses must be taken within the Department of World Languages and Cultures.
- JAPAN 196 - Capstone (.25)

French Minor

The minor in French Studies requires a total of 10.75 courses, many of which are satisfied prior to entrance for those who have studied French prior to enrolling at Saint Mary's.

Lower Division

- FREN 001 - Elementary French
- FREN 002 - Continuing Elementary French
- FREN 003 - Intermediate French
- FREN 004 - Continuing Intermediate French
- FREN 005 - Introduction to French Studies
- FREN 015 - Phonetics

Upper Division

- FREN 100 - French Literary Perspectives
- FREN 101 - Advanced French Syntax and Composition
- FREN 196 - Capstone AND
- Two upper-division electives

German Studies Minor

The German Studies minor requires a total of 8.75 courses.

Lower Division

Lower division requirements include four full credit (1.0) courses and their partial credit (.25) praxis:

- GERM 001 - Elementary German
- GERM 081 - Elementary German Praxis (.25)
- GERM 002 - Continuing Elementary German
- GERM 082 - Continuing Elementary German Praxis (.25)
- GERM 003 - Intermediate German
- GERM 083 - Intermediate German Praxis (.25)
- GERM 004 - Continuing Intermediate German
- GERM 084 - Continuing Intermediate German Praxis (.25)

AND a minimum of two conversation courses

- GERM 006 - Beginning/Intermediate Conversation (.25)

Upper Division

Upper division requirements include:

- Three full credit courses focusing on aspects of German culture, literature, film, history, politics, art, music, etc.
- GERM 196 - Capstone (.25)

At least two upper-division courses must be taken within the Department of World Languages and Cultures.

Italian Studies Minor

The Italian Studies Minor requires a total of 8.75 courses.

Lower Division

Lower division requirements include four full credit (1.0) courses and their partial credit (.25) praxis:

- ITAL 001 - Elementary Italian
- ITAL 081 - Elementary Italian Praxis (.25)

- ITAL 002 - Continuing Elementary Italian
- ITAL 082 - Continuing Elementary Italian Praxis (.25)
- ITAL 003 - Intermediate Italian
- ITAL 083 - Intermediate Italian Praxis (.25)
- ITAL 004 - Continuing Intermediate Italian
- ITAL 084 - Continuing Intermediate Italian Praxis (.25)

And a minimum of two conversation courses

- ITAL 006 - Basic Conversation (.25)
- ITAL 060 - Italian Civilization for Travel Courses (.25)
- ITAL 106 - Intermediate/Advanced Conversation (.25)

Upper Division

Upper division requirements include:

- Three full credit courses focusing on aspects of Italian culture, literature, film, history, politics, art, music, etc.
- ITAL 196 - Capstone (.25)

At least two upper-division courses must be taken within the Department of World Languages and Cultures.

Spanish Minor

Students will need 6 courses to complete the Spanish major. They must complete the following courses:

Lower Division

- SPAN 009 - Spanish for Spanish Speakers
OR
- SPAN 010 - Conversation & Composition
*Note: a student can be placed into any of these courses by placing at that level through the Avant proficiency exam (a minimum placement of intermediate low is required) or by scoring at appropriate level on the AP Spanish Language and Culture or the AP Spanish Literature and Culture exam.
- SPAN 011 - Introduction to Literature
*Note: This requirement (SPAN 011) may be satisfied by scoring a 5 on the AP Literature and Culture Exam. Please see placement coordinator for more information.

Upper Division

- SPAN 102 - Advanced Writing and Research

AND

Three upper-division 1-credit Spanish courses

To include courses in at least two areas: culture, linguistics, literature.

- Literature Courses: SPAN 120, SPAN 121, SPAN 122, SPAN 127, SPAN 130, SPAN 140, SPAN 141, SPAN 150
- Linguistics Courses: SPAN 100, SPAN 101, SPAN 103, SPAN 104, SPAN 131, SPAN 170
- Cultural Studies Courses: SPAN 132, SPAN 160, SPAN 161, SPAN 162

Note

Note: Some courses outside the SaLAS major can be petitioned for credit with approval of the chair.

Certificate of Biliteracy: Spanish

By design, the Certificate of Biliteracy is inclusive, in that it embraces all learners and intends to provide equal access and expanded opportunity. The certificate is also designed to be consistent and accessible. It certifies attainment by students of intermediate-mid level or advanced-low level of proficiency in Spanish in addition to English. It is a recognition that promotes and validates bilingualism and biliteracy. It includes those who learned their language at home, those who learned it in a classroom, and those who did so through other experiences. It can be awarded to "Spanish as a foreign language" students who have become fluent, or to native Spanish speakers whose formal education has been in English and so seek to ensure academic recognition of the whole of their language skills. The certificate offers a flexible, accurate, and reliable standard by which to recognize language skills at levels that are meaningful for academic and workplace environments.

Who is the certificate for?

- The certificate is independent from a SPAN major/minor but students who decide to be majors and minors can also receive one as they complete a major or minor.
- Students from all Undergraduate majors across campus can obtain a certificate.
- Students in KSOE getting multiple and single subject credential can get a certificate.

Certificate Program Requirements: Pathway to Completion

1. Take 3 courses in SaLAS, including SPAN 011 and at least one upper-division (UD) (with a grade point average of 2.8 across the three courses).
2. Take Avant proficiency exam administered by the placement and proficiency coordinator of the WLC. Exam costs 30 dollars per person.
 - Passing with **intermediate-mid** level proficiency (ACTFL standards) in all 4 modalities (reading, writing, speaking and listening). At this level, the candidate will receive a "FUNCTIONAL FLUENCY AWARD."

or

 - Passing with **advanced-low** level proficiency (ACTFL standards) in all 4 modalities (reading, writing, speaking and listening). At this level, the candidate will receive a "WORKING FLUENCY AWARD."

Qualifying test scores are valid for 12 months following the test date.

Purpose and Rationale

- To recognize and value biliteracy and bilingualism as an academic outcome for our diverse population of students.
- To prepare students across majors with 21st century skills in critical thinking, problem solving, and awareness of cultural diversity.
- To recognize the value of Spanish language beyond the language requirement and to acknowledge the biliteracy skills of all students.
- To cultivate skills in communication, research, and analysis that are essential for a lifetime of intellectual engagement in language, cultures, and literatures of Spain, Latin America, and Latinos in the United States.
- To privilege and advocate for bilingual and bicultural fluidity as a societal and cultural necessity.
- To certify the attainment of biliteracy, thus giving employers a way of identifying people with these skills, and hence giving students a competitive edge in the job market.

Teacher Education

The mission of the Kalmanovitz School of Education (KSOE) is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. The Kalmanovitz School of Education is a student-centered learning community that inspires excellence and innovation in counseling, education, and leadership. Through the practice of shared inquiry, collaborative learning, and community engagement, we empower our students to lead change according to the principles of social justice and the common good.

Saint Mary's College of California was founded on the ideals of Saint John Baptist De la Salle, the patron saint of teachers. De la Salle believed that high-quality education should be made available to all, and the Teacher Education Department in the Kalmanovitz School of Education (KSOE) follows in his footsteps.

Through active and collaborative learning, we prepare students to be effective and innovative educators, to put the learner first, and to work toward the elimination of educational inequities based on race, ethnicity, culture, gender, social class, language, or disability.

For individuals who have completed a Bachelor's Degree we offer five different teaching credentials which can be completed in one year, including both college courses and student teaching (field placements).

Teaching Elementary or Middle School

Our Preliminary Multiple Subject California Teaching Credential program prepares teachers to work in K-8 schools, either as an elementary school teacher or as a teacher of core subjects in a middle school (teaching at least two subjects).

Teaching Middle School or High School

Our Preliminary Single Subject California Teaching Credential program prepares teachers for teaching in a designated subject area. We offer credentials in eight subject areas:

- Mathematics
- Science
- History-Social Science
- Art
- World Language
- Music
- Physical Education

Teaching Students with Special Needs

Our Preliminary Education Specialist (Mild/Moderate) California Teaching Credential program prepares teachers to work in diverse settings with K-12 students with:

- Autism spectrum disorder
- Emotional disturbances
- Learning disabilities
- Mild-to-moderate intellectual disabilities
- Traumatic brain injury
- Other health impairments including Attention-Deficit Disorder (ADD) and Attention-Deficit/Hyperactivity Disorder (ADHD).

Teacher Education Programs

For undergraduate students, in partnership with the Justice, Community and Leadership (JCL) program, there are two undergraduate pathways leading to a teaching credential at Saint Mary's College.

JCL Integrated Special Education Teacher Education Preparation (INSTEP) The Saint Mary's College Integrated Special Education Teacher Preparation Program (INSTEP) prepares future K-12 educators in their undergraduate pathway to become educational specialists.

JCL Multiple Subject Teacher Education Concentration (MSTE) - The MSTE Integrated prepares future elementary classroom teachers. With a strong emphasis on inclusive pedagogy and social justice education, our integrated 4-year BA program emphasizes early placement experience, critical pedagogy, and research-based teaching practices.

Single Subject 4+1 Minor - Incoming first-year students and qualifying sophomores who are committed to becoming middle or high school teachers may declare this minor. This special program enables students to integrate education coursework and field experience in middle and high schools with their undergraduate course of study. With a major in the discipline they would like to teach (History, English, etc.), students will gain the critical framework and field experience necessary to be a transformative educator. Students proceed through the SS4+1 minor in a cohort with TFT and other Single Subject 4+1 minors, taking many of their minor courses and all of their field experience with other cohort members.

Please refer to the following link for more information on different pathways: stmarys-ca.edu/tft

Programs of Study

The Kalmanovitz School of Education offers coursework leading to basic teaching credentials, Master of Arts, and Master of Education.

Multiple Subject

Preliminary Multiple Subject Credential
Master of Arts in Teaching

Single Subject

Preliminary Single Subject Credential
Master of Arts in Teaching

Special Education

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

Early Childhood Education

Master of Arts Degree
Master of Education Degree in Applied
Developmental Education

Montessori Education

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

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

Interdisciplinary

SMC

The Core Curriculum

The Core Curriculum

SMC Core Curriculum Requirements

Habits of Mind

Collegiate Seminar

- SEM 001 - Critical Strategies and Great Questions
- SEM 002 - Western Tradition I
- SEM 102 - Western Tradition I for transfers * transfer students should take SEM 102 instead of SEM 001 and SEM 002.
- SEM 103 - Western Tradition II
- SEM 104 - The Global Conversation of the 20th and 21st centuries

English Composition

- ENGL 004 - Composition
- ENGL 005 - Argument and Research

Pathways to Knowledge

Artistic Understanding

- 2 full-credit courses designated as meeting the AA - Artistic Understanding (Analysis) learning outcomes
- AND
- At least .25 credits in a course designated as meeting the CP - Artistic Understanding (Creative Practice) learning outcomes

Mathematical Understanding

- 1 course designated as meeting the MU - Mathematical Understanding learning outcomes.

Scientific Understanding

- 1 course and associated laboratory designated as meeting the SU - Scientific Understanding (with Lab) learning outcomes.

Social, Historical, and Cultural Understanding

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

Theological Understanding

- 1 course designated as meeting the CF - Christian Foundations learning outcomes
- AND

- 1 course designated as meeting the TE - Theological Explorations learning outcomes

Engaging the World

American Diversity

- 1 course or experience designated as meeting the AD - American Diversity learning goal

Global Perspective

- 1 course or experience designated as meeting the GP - Global Perspectives learning goal

Community Engagement

- 1 course or experience designated as meeting the CE - Community Engagement learning goal

The Common Good

- 1 course or experience designated as meeting the TCG - The Common Good learning goal

January Term

- One full-credit January Term course for each year of full-time attendance

Language Proficiency Requirement

Complete one of the following:

- Successfully complete level 003 of any foreign or classical language taught at Saint Mary's
- Complete three years of the same language in high school with a GPA of 3.0 (b) or higher each term
- Score at least a 3 on the Advanced Placement Exam in a second language
- Achieve TOEFL score of 71 on the internet test or 527 on paper test (for international students who are non-native speakers of English)

School of Economics and Business Administration - Departments

School of Economics and Business Administration

Accounting

While confirming the discipline's technical content, the Department of Accounting also endeavors to present accounting as a liberal discipline. When discussing accounting rules and standards, the emphasis is given to

fundamental underlying principles and the conceptual framework of the discipline. In explaining complex standards, the faculty consider the economic consequences of accounting rules and pronouncements. In all accounting courses, professors seek to strengthen students' skills of analysis, synthesis, and oral and written communication. In order to meet the 150-hour educational requirement set by California law, the department offers a Master of Science (MS) in Accounting degree program.

Faculty

Cathy Finger, PhD, *Associate Professor*

Kevin McGarry, PhD, *Associate Professor*

June Woo Park, PhD, *Assistant Professor*

Andreas Simon, PhD, CPA, *Associate Professor*

Sankaran Venkateswar, PhD, CPA, CMA, *Professor, Chair, Undergraduate Accounting Program Director, Graduate Accounting Program Director*

Program Learning Outcomes

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

Internships

Students who want to combine study with practical experience in accounting should contact the program director and the SEBA internship coordinator in advance for information on a variety of opportunities available in both the private and public sectors. Academic course credit for internships may be available through enrollment in the Accounting Internship (ACCTG 195) course.

Prerequisite Grade

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

Business Administration

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

Saint Mary's Undergraduate Business Program offers an exciting curriculum, grounded in responsible leadership and global business. The general business program gives students an understanding of all functional areas of business. For those interested in an in-depth study of a particular discipline, the Undergraduate Business Program, also offers a variety of concentrations: Business Analytics, Digital Media, Entrepreneurship, Finance, Global Business, Intercultural-Interfaith Leadership, and Marketing. All of these programs prepare students for careers in business, including: financial analyst, business intelligence analyst, marketing manager, project manager, organizational and

global business leader, social media analyst, and client services manager. Additionally, some students pursue graduate business degrees, law school or other graduate study.

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

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

Faculty

Berna Aksu, PhD, Professor

Marco Aponte, PhD, Associate Professor, Management Department Chair

Jyoti Bachani, PhD, Associate Professor

Norman S. Bedford, PhD, Professor Emeritus

David Bowen, PhD, Professor Emeritus

Caroline Burns, PhD, Associate Professor, Associate Dean, Undergraduate Programs

Kim Clark, PhD, Associate Professor, Associate Dean, Graduate Programs

Jake Cowan, PhD, Assistant Professor

Barry Eckhouse, PhD, Professor

Michael Hadani, PhD, Associate Professor

James Hawley, PhD, Professor Emeritus

Jivendra Kale, PhD, CFA, Professor

Eric J. Kolhede, PhD, Professor

Nancy Lam, PhD, Associate Professor

Kimberly Legocki, DBA, Adjunct

Yuan Li, PhD, Associate Professor, Organizational Behavior and Responsible Business Department Chair

Tee Lim, PhD, Adjunct

Barbara A. McGraw, JD, PhD, Professor

Mary Alice McNeil, MA, Adjunct, Associate Professor

Kevin Okoeguale, PhD, Associate Professor, Finance Department Chair

Mina Rohani, PhD, Assistant Professor

Grant Rozenboom, Assistant Professor

Michal Strahelivitz, PhD, Associate Professor

Saroja Subrahmanyam, PhD, Professor, Marketing Department Chair

Jan Warhuus, PhD, Assistant Professor

Kelly Weidner, PhD, Associate Professor, BUSAD Program Director

Lili Yan, JD, PhD, Assistant Professor

Xiaotian Tina Zhang, PhD, Professor

Program Learning Outcomes

Graduates will be:

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

Structure of the Business Programs

The business major consists of the Common Business Core plus either the requirements for General Business or the choice of one of the available Concentrations: Business Analytics, Digital Media, Entrepreneurship, Finance, Global Business, Intercultural-Interfaith Leadership, and Marketing.

Business Program in Brief

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

Developing a Graduation Plan

Faculty Advising and Course Availability

Common Business Core courses are offered every semester and some courses are offered less frequently. Annual course offerings will be published on the website. Students must develop a graduation plan with their faculty advisors to schedule classes in order to complete their program of study.

Advising and Special Action Petitions

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

Prerequisites:

Students must finish all lower division Common Business Core courses before starting their general business or concentration required courses. Students must earn a C- or higher grade in all prerequisites. Also, students must pay careful attention to course prerequisites, which affect how courses must be sequenced. For example, to be eligible to take BUSAD 196, which is the Business program capstone course, students must have previously (not concurrently) completed all lower division Common Business Core courses, the SMC core curriculum math requirement (MATH 003 or MATH 027 is required), and at least BUSAD 123, BUSAD 124, and BUSAD 132.

Saint Mary's Business Program Residency Requirements:

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

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

Math Requirement:

Math is an SMC core requirement. The Business Department highly recommends that students complete this requirement (MATH 003, or MATH 013 and MATH 014, or MATH 027) before taking DATA 040; ACCTG 002; and ECON 004, and not later than the end of the sophomore year. This subject-area will provide necessary analytical tools for success in business courses and is a prerequisite for most upper- division BUSAD courses. Seniors will not be admitted into MATH 003. MATH 027 or MATH 013 and MATH 014 is required for Business Analytics concentration.

Major Requirements

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

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

Internships

Students who want to combine study with practical experience in business should contact the SEBA Undergraduate Career Services Office for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in BUSAD 195 (1 credit or .25 credit) prior to beginning the internship.

Data Science

The Data Science Major focuses on the analytical tools and critical thinking skills necessary to extract knowledge and insights from massive data sets, and to use these to solve such problems as adapting organizations to a world of big data, helping communities become more sustainable, and identifying threats in digital infrastructures. Students develop theoretical and practical knowledge to analyze data sets, present the data in a meaningful way, and facilitate actionable decisions. The program leverages the Bay Area's culture of innovation and technical advancements to give students hands-on experience and the opportunity to learn from the industry leaders who visit campus, teach courses, and discuss career paths.

Faculty

Ahmed Ahmadein, PhD, *Assistant Professor*

Noha Elfiky, PhD, *Associate Professor*

Rui Guo, *Assistant Professor*

Linda Herkenhoff, PhD, *Professor*

Ameera Ibrahim, PhD, *Associate Professor*

Anh Nguyen, PhD, *Associate Professor*

Wenting Pan, PhD, *Associate Professor, Business Analytics Department Chair*

Navid Sabbaghi, *Associate Professor*

Program Learning Goals

- Develop in-depth understanding of data science tools and techniques;
- Extract insights from big data to solve problems in real-world contexts and communicate these solutions effectively;
- Demonstrate proficiency in programming languages and knowledge of software tools for analytics.

Economics

Why do some countries prosper while others do not? Who benefits from increasing country wealth? How? These basic questions motivated the first economists some two centuries ago and continue to be at the core of what economists do. They have also gone far beyond the initial questions while seeking to explain a wide range of human behaviors. Modern economics has thereby become a practical, mature social science offering interesting career paths in business and government. The economic way of thinking about human behavior-as taught in our degree programs-also provides essential support to the College liberal arts mission and is a valued part of the educational experience offered at Saint Mary's.

The major in economics leads to either a Bachelor of Science (BS) or a Bachelor of Arts (BA) degree. The BS major is a quantitatively oriented program that provides excellent preparation for graduate studies and careers in economics or business administration. The BA major is a social science-oriented program that is ideal for students planning professional studies and/or careers in law, teaching, business or the public or nonprofit sectors.

The regular BA and BS degrees offer a wide range of choice regarding which courses to take in the junior and senior years. Under each degree option, students may, however, choose an interdisciplinary concentration focusing on international and development issues or the sustainability challenges facing growing economies. Students choosing one of these concentrations should consult their advisor as early as possible, and normally no later than the beginning of their junior year, to discuss their academic and career plans.

All degree options are based on a rigorous core of economic theory and methods and the opportunity to use these to explore a wide range of applications, which may be combined with coursework in other disciplines. Throughout, the emphasis is on developing practical skills that can be used to address real world issues.

The economics minor is an excellent complement to many majors such as politics, history, mathematics, communication, accounting and business administration. The minor provides students with a core of economic theory and a sampling of the many fields of economics.

Faculty

William C. Lee, PhD, *Professor, Chair*
Roy E. Allen, PhD, *Professor*
Jackson A. Allison, PhD, *Assistant Professor*
Jerry J. Bodily, PhD, *Professor Emeritus*
Kristine L. Chase, PhD, *Professor Emerita*
Andras Margitay-Becht, PhD, *Associate Professor*
Anna Maximova, PhD, *Assistant Professor*
Asbjorn Moseidjord, PhD, *Professor*
Vilma Sielawa, PhD, *Assistant Professor*
Andrew Williams, PhD, *Professor Emeritus*

Program Learning Goals

- Graduates will be effective economic analysts.
- Graduates will be able to apply economic theories.
- Graduates will have well developed critical thinking skills.
- Graduates will be able to analyze and interpret economic data.

Internships

Students who want to combine study with practical experience in economics should contact the department chair and the SEBA Internship Coordinator in advance for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in ECON 195.

Honors

Majors and minors who maintain a GPA of 3.0 overall and 3.0 (3.25 for minors) in their economics courses will be considered for induction into and a lifetime membership in the Saint Mary's chapter of Omicron Delta Epsilon, the internationally recognized economics honors society.

Minor Requirements

A student may earn only one minor in the School of Economics and Business Administration. The minor in economics requires successful completion of seven courses: Principles of Micro and Macro Economics (ECON 003 and ECON 004); Statistics (may be satisfied by DATA 040, or MATH 004 or MATH 113); Micro and Macro-Economic Theory (ECON 105 and ECON 106); and two additional full-credit upper-division economics courses.

Minors desiring a research experience in economics may include in their upper-division economics electives ECON 120 or (with the appropriate math and statistics prerequisites) ECON 141-ECON 142.

Interfaith Leadership

Interfaith Leadership

Today where cross-cultural and cross-religious contacts are nearly ubiquitous, professionals in various sectors (e.g., health-care, law, business, education, NGOs, government service and public policy) are beginning to recognize the need to address the religious/spiritual dimensions of their work not only to serve more compassionately and effectively, but also to contribute to the evolution of a more inclusive and just society. The Interfaith Leadership Minor program provides students with a set of competencies and perspectives to begin to understand what is at stake in our religiously diverse world and how to make a difference in it in their own lives and in whatever careers they pursue. Those who develop the capacities of interfaith leadership understand that religion can be a source of conflict or an invitation to cooperation, and they know how to lead others toward the latter. Hence, an "Interfaith Leader" is a person with the knowledge, capacity for self-reflection and empathy, values and skills to lead inclusively and effectively in any religiously and spiritually diverse environment.

Faculty

Barbara A. McGraw, JD, PhD, *Professor of Social Ethics, Law, and Public Life and Director of the Interfaith Leadership Program*

Interfaith Leadership Advisory Board

Julie Ford, D.MA, *Performing Arts*
Emily Hause, PhD, *Psychology*
Makiko Imamura, PhD, *Communication*
Yuan Li, PhD, *Organizations and Responsible Business*
Julie Park, PhD, *Integral and Collegiate Seminar*
Aaron Sachowitz, PhD, *Communication*
Grete Stenersen, MA, *Leadership Studies and Collegiate Seminar*
Marguerite Welch, PhD, *MA in Leadership*
Paul Zarnoth, PhD, *Psychology*

Learning Outcomes

Students who complete the program will be able to:

- **IDENTITY/BIAS:** Reflect on students' own and others' identity formation and perspectives; articulate how religious and other identities and worldviews affect perceptions of issues that arise in various environments and situations; and articulate how such perceptions can result in bias.
- **COMMUNICATION/DIALOGUE:** Demonstrate effective communication and dialogue facilitation skills that can be used to address interreligious conflict and promote interfaith cooperation, engagement, and understanding.
- **RELIGIOUS LITERACY:** Demonstrate an understanding of what it means to be religiously literate; articulate ways that religions differ in thought, practice, and organization; and articulate the meaning of "pluralism" in this context.
- **LEADERSHIP:** Identify interfaith challenges and opportunities; propose inclusive methods for addressing them; and articulate how to lead implementation of those inclusive methods.
- **APPLICATION:** Demonstrate interfaith leadership (as defined above) in a collaborative community-based project.

Interfaith Leadership Minor

To graduate with an Interfaith Leadership Minor, students must complete courses in the following Program Core, which consists of four full credit courses and one quarter-credit project course. Students must also complete Two Electives, one from each of two elective categories.

Other Courses in the Program

Course descriptions for other courses in the Interfaith Leadership Minor can be found under their respective department/program in this catalog, e.g., in Business Administration, Anthropology, Ethnic Studies, Psychology, Communication, Politics, History, Kinesiology, Global and Regional Studies, Theology and Religious Studies, and Justice, Community and Leadership.

School of Liberal Arts - Departments

School of Liberal Arts

Anthropology

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

Anthropology is distinct in its insistence that the foundations for theorizing and the comparison of cultures be based on firsthand ethnographic fieldwork. Current faculty in the department have conducted fieldwork in China, the Philippines, Hawai'i, American Samoa, Colombia, Ecuador, Peru, Bolivia, Italy, and the Napa Valley, Calif. Faculty have also led January Term study trips to China, Hawai'i, the Cook Islands, Ecuador, Guatemala, Las Vegas, Nev., and San Francisco, Calif.

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

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

Students also can take advantage of a course exchange program to enroll in Anthropology and Archaeology courses at The University of California, Berkeley and California State University East Bay.

Faculty

Dana R. Herrera, PhD, Professor, Chair

Anna Corwin, PhD, Associate Professor

Jennifer Heung, PhD, Professor

Paola Sensi-Isolani, PhD, Professor Emerita

Cynthia Van Gilder, PhD, Professor

Learning Outcomes

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

- **APPRECIATE** the great diversity of human cultures and the interrelatedness of economic, socio-political and religious systems.
- **APPROACH** cultural diversity with thoughtfulness and sensitivity.
- **EXAMINE** their lives in social and cultural contexts and assess how their lives are affected by the specific time and place in which they live.
- **UNDERSTAND** anthropological theory and methods and how they are applicable in and beyond academia.
- **EMPLOY** critical reading, writing and thinking skills that will allow them to understand and contribute to an increasingly complex, multicultural and interdependent world.

- **EXPRESS** themselves with confidence and clarity in both oral and written communication. This includes an understanding of the difference between primary and secondary sources and how to properly cite and reference those sources.

Major Requirements

The anthropology major comprises 12.50 lower- and upper-division courses. Students are exposed to all four of the traditional subdisciplines of anthropology while having the choice of majoring in anthropology; anthropology with an archaeology concentration; or anthropology with an applied anthropology concentration.

A grade of C- or higher is required for coursework to count toward the major or minor.

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

Art & Art History

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

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

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

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

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

Acknowledging the importance of direct contact with diverse artistic practices, students in each major are encouraged to study abroad through the college's many art-focused travel programs. Students are provided with academic internships at museums, auction houses, artists' studios and galleries that prepare them for employment in art-related fields upon graduation.

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

Art Practice Faculty

Peter Freund, PhD, *Professor Emeritus, Digital Media, Experimental Film/Video, Art Theory*

Andrew Mount, EdD, *Assistant Professor, Studio, Printmaking, Gallery Team*

Lydia Greer, MFA, *Visiting Professor, Digital Media, Experimental Film/Video, Animation*

History of Art Faculty

Costanza Dopfel, PhD, *Professor and Chair, History of Art, World Languages & Cultures, Medieval, Renaissance and Baroque Art*

Hossein Khosrowjahi, PhD, *Visiting Professor, History of non-Western Art, Film, Theory and Criticism*

Anna Novakov, PhD, *Professor Emerita*

Affiliated History of Art Faculty

Thomas Poundstone, PhD, *Theology and Religious Studies, Christian Art and Baroque Art*

Cynthia Van Gilder, PhD, *Anthropology, Archeology and Art of the Pacific and the Americas*

Art Practice Learning Outcomes

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

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

History of Art Learning Outcomes

Upon completion of the major, graduates must have attained the following:

- A general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-western cultures.
- Functional knowledge of the creative process through foundation or other studio art courses.

- More specific knowledge, in greater depth and precision, of several cultures and periods in the history of art and concentration in at least one area to the upper-division level. Study at the advanced level includes theory, analysis, methodology, and criticism.
- Knowledge of the tools, methodologies, and techniques of scholarship. Active research and the writing of analytical, theoretical and critical essays are reinforced throughout the program from the first lower-division survey course to the senior capstone project.
- An understanding of the role that art has played and can play in encouraging positive social change.
- The ability to synthesize in written essays the interconnection between various forms of artistic expression.
- Successful completion of a senior thesis based on an in-depth study of a theme or issue in the history or art.
- An understanding of the real-life experience and challenges of working in a museum, auction house or gallery acquired through internships.

Art Theory and Criticism Learning Outcomes

Upon successfully completing the program of study with an art theory and criticism emphasis, students should be able to:

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

Split Major Agreements

Art Practice: Split Major Agreements

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

Art Theory and Criticism: Split Major Agreements

For more information, please email Professor Costanza Dopfel at cdopfel@stmarys-ca.edu.

Note: For curriculum of the Art Theory & Criticism major offered by other departments, please see the course descriptions in those programs: Anthropology (ANTH 120 and ANTH 124); Communication (COMM 100 and COMM 109); English (ENGL 170); Performing Arts (PERFA 001, PERFA 010, PERFA 050, PERFA 118, PERFA 160 and PERFA 184); Philosophy (PHIL 005 and PHIL 111).

History of Art: Split Major Agreements

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

Minor in Cinematic Arts

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

Students minoring in Cinematic Arts take six courses from the disciplines of Art, Communication, English, Anthropology, and World Languages and Cultures. Beyond the coursework, an internship elective (ART 195) provides hands-on experience that can include assisting with a film exhibition, working as an assistant with a faculty filmmaker or researcher, and other options.

Learning Outcomes

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

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

Degree Requirements and Courses

Classical Languages

The ancient Greeks and Romans left a legacy of values and ideas that continue to inform the way we view the changing world around us. The Classical Languages department enables students to go beyond the translations and engage directly with the extant Greek and Roman texts, while at the same time acquiring knowledge about their context. In this way, students can attain a clearer understanding of the Greco-Roman component in modern-day world views as they continue to reflect on the universal human condition.

Whether you major in Classics or not, the linguistic approaches and strategies you will develop with us are highly transferable. Familiarity with the etymology of the Greek and Latin roots in English makes the study of science much more effective. There is no better preparation for the pitfalls of legalese than the meticulous, logical approach to Greek and Latin texts. Students who plan to enter graduate studies in Classics, philosophy, art history, theology, archaeology, etc., will be able to satisfy one or more of the language requirements in those programs. No matter what career you choose, students tell us, the overall cultural enrichment you get along the way is one of the great benefits of Classical Studies.

Classical Languages majors write a Senior Thesis based on one of their upper division courses on a major author.

Faculty

Michael Riley, PhD, *Professor, Chair*

Learning Outcomes

Our focus is on your learning. We actively communicate with you in the course of your studies. We rely on your input as you progress toward linguistic proficiency in Greek and/or Latin.

Upon successful completion of the ELEMENTARY LATIN/GREEK SEQUENCES, you will be able to:

- Engage in simple interactions in Latin and/or ancient Greek;
- Read and understand simple texts with the help of dictionaries and textbook materials;
- Translate simple English sentences into idiomatic Latin and/or Greek;
- Develop a stable understanding of grammar as a vehicle for logic;
- Acquire reliable strategies for approaching sentences in both Latin/Greek and English;
- Begin to develop strategies for sight-reading Latin and/or Greek texts (without the help of dictionaries and textbook materials); and
- Understand the basic cultural, historical, political, philosophical and mythological background of the texts you read.

Upon successful completion of the INTERMEDIATE LATIN/GREEK SEQUENCES, you will be able to:

- Engage in more complex interactions in Latin and/or ancient Greek;
- Read relatively complex texts with occasional help from dictionaries and textbook materials;
- Sight-read basic texts;
- Distinguish between writers' styles and develop specific reading strategies for dealing with each author;
- Translate sentences into idiomatic Latin and/or Greek in a specific writer's style;
- Appreciate the metric and rhythm of Greek and Roman poetry;
- Discuss the cultural, historical, political, philosophical and mythological background of the texts you read;
- Understand the logical and rhetorical complexities of ancient texts;
- Appreciate the creative distortions inevitable in translation; and
- Perform basic evaluation of selected official translations from Latin and Greek.

UPPER-DIVISION COURSES IN LATIN AND /OR GREEK hone the intermediate skills you've acquired:

- Your reactions to the linguistic aspects of the Latin/Greek text should become more or less automatic;
- You will sight-read most Latin and Greek texts;
- You will be able to read some very difficult texts without losing sight of their non-linguistic dimensions; and
- Your proficiency in analyzing the hidden dimensions of any text-English or ancient-will increase dramatically, along with your expanded vocabulary and interpretive sophistication.

Major Requirements

Lower Division Classics Major

By arrangement.

Classical Studies Minor Requirements

The Classical Studies minor is an interdisciplinary approach to the study of the literature, history, and art of the ancient Greeks and Romans and their influence from antiquity up to the present. The minor is open to all undergraduates. The minor is rooted in the study of the texts, ranging from the Homeric poems of the archaic Greek period to the works of St. Augustine in the fourth century C.E. Offered by the Classical Languages Department the Minor provides students opportunities to be part of a large and thriving classics community, to conduct collaborative research, and study abroad through the College's programs in Rome.

Learning Outcomes

1. Understanding the basic cultural, historical, political, philosophical and mythological backgrounds of ancient literature
2. Capacity for disciplined examination and discussion of fundamental ideas and questions, as treated or suggested by some of the great written texts
3. Proficiency in analyzing the hidden dimensions of any text-English or ancient-will increase dramatically, along with expanded vocabulary and interpretive sophistication.
4. Ability for close reading and listening, for precise verbal formulations of questions, distinctions, concepts, arguments, and judgments, and facility at addressing and responding to classmates' like contributions; and
5. Well-developed competence in written formulation of questions, distinctions, concepts, arguments, and judgments.

Requirements

Students must complete 6 courses which may be double-counted towards core curriculum requirements. The lower-division entry course, a comprehensive introduction to the Greek and Roman civilization is required. At least five courses must be upper-division. Students may elect in any order five of these courses. Upper-division Greek and Latin courses can also to meet the minor requirements. Upper-division RILA courses can also be used to fulfill the requirement. Integral students can also use INTEG 113 and INTEG 133 (Ancient mathematics and mathematical cosmology) to meet these requirements. Some listed courses have a prerequisite or require instructor's permission. January Term courses do not count towards the minor requirements.

Prerequisite Grade

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

Communication

The Department of Communication embraces the mission of Saint Mary's College to instill a liberal arts, Catholic, and Lasallian character through curriculum that identifies the process of communication as a primary means by which we construct social reality, recognize and analyze social processes, and affect social change. The study of Communication is complex and interdisciplinary, incorporating rhetoric, social sciences, cultural studies, and film and media studies. Students studying communication will engage in ethical and systematic inquiry into a broad range of areas, including relational and intercultural communication, new media and digital culture, mass and alternative media, organizational communication, visual studies, ethics, and international communication. Students will also learn to express their inquiry in research, media production, and other forms of public communication such as advertising, public relations campaigns, and journalism.

The Communication curriculum is both conceptual and applied with core courses preparing students for in-depth exploration of one of two tracks centered around the kinds of communicative roles students aspire to upon graduation: Media Maker or Communication Strategist. The core courses common to both tracks highlight oral, written, and media communication competencies, as well as research design and project management skills. The Media Maker track is for students interested in examining processes of media communication, especially media production. This track balances critical, analytical, and theoretical approaches to the study of media with hands-on media production training, culminating in a media-focused Capstone project. The Media Maker track provides students with competencies in media production, especially visual design, cinema and video, and digital media. The Communication Strategist track is for students interested in examining the processes of meaning making through communication and its impact on human psychology, emotions, and relationships in various contexts including workplace, groups and teams, and other forms of relationships. This track emphasizes the application of quantitative and qualitative data collection and analysis and communication theories to the production of ethical and strategic plans for effective communication in various contexts, and culminates in a data-driven research Capstone. The Communication Strategist track provides students with competencies in qualitative and quantitative data analysis.

Faculty

Ellen Rigsby, PhD, *Professor, Chair*
Shawny Anderson, PhD, *Associate Professor*
Veronica Hefner, PhD, *Assistant Professor*
Makiko Imamura, PhD, *Professor*
Jason Jakaitis, MFA, *Assistant Professor*
Samantha Joyce, *Associate Professor*
Dan Leopard, MFA, PhD, *Associate Professor*
Aaron Sachowitz, PhD, *Associate Professor*
Scott Schönfeldt-Aultman, PhD, *Professor*
Edward E. Tywoniak, MFA, EdD, *Professor Emeritus*

Learning Outcomes

By the time they graduate, students should be able to:

- DESCRIBE the Communication discipline and its central questions
- EMPLOY communication theories, perspectives, principles, and concepts
- ENGAGE in communication inquiry
- CREATE messages appropriate to the audience, purpose, and context
- Critically ANALYZE messages
- DEMONSTRATE the ability to accomplish communicative goals (self-efficacy)
- APPLY ethical communication principles and practices
- UTILIZE communication to embrace difference
- INFLUENCE public discourse

Major Requirements

Students who major in communication take a total of 11 full credit courses and one quarter credit course. Five and a quarter of the courses are shared between the two tracks and the remaining six are specific to each track (two required and four electives).

Minor Requirements

Students who minor in communication take a total of six courses, three of which are required plus three electives. Of the three electives, one must be an upper-division application course denoted by the word "Application" after the title.

Prerequisite Grade

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

Minor in Cinematic Arts

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

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

Learning Outcomes

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

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

Matriculation Pattern

Total Requirement (six courses)

Required Core (four courses)

Minor in Digital Studies

The idea for a minor in Digital Studies within the School of Liberal Arts grew out of the recognition that the dramatic change brought about by the digital revolution in areas such as communication, culture, art, commerce, and education necessitated a more formal lens of investigation of the contemporary world. Foundational to this conversation is the very question itself of the role of the liberal arts in the 21st century, including the signature hallmarks of a liberal education—critical thinking, collaborative inquiry, and the ability to effectively communicate.

The Digital Studies minor is open to all students. The program's curriculum provides the requisite tools for critical analysis of how "the digital" frames human discourse, while simultaneously developing a technical understanding of how digital media and content are produced and delivered in order to prepare students for careers in the technology sector.

Learning Outcomes

Students completing the Minor in Digital Studies will be able to:

- Ability to analyze the digital environment toward the end of becoming a digital citizen 2.
- Ability to analyze the digital environment (technically and culturally) through shared inquiry and collaborative learning
- Ability to understand and utilize digital media production tools (video, audio, images, graphics, interactivity) 4.
- Ability to understand and utilize principles of digital programming (HTML5, CSS5, and Python)
- Ability to understand and utilize project management tools and skills toward the creation of digital artifacts
- Ability to understand and utilize critical thinking for the analysis of digital information and its application in the contemporary age
- Ability to produce and conceptualize through assignments and activities digital bases art within a critical-theoretical framework
- Ability to investigate through assignments and activities digital concepts within historical cultural and societal contexts
- Ability to investigate through assignments and activities the dialogic relationships between digital culture and technology
- Ability to investigate and analyze through assignments and activities the attributes and the effects of "big data" on culture and society, and develop skills and strategies for effective data management.

Matriculation Pattern

Total Requirement (five courses and four .25 credit labs)

Required Core (three courses and four .25 credit labs)

English

Faculty

Marilyn Abildskov, MFA, Professor

Carol L. Beran, PhD, Professor Emerita

Sunayani Bhattacharya, PhD, Assistant Professor

Edward Biglin, PhD, Professor Emeritus

Glenna Breslin, PhD, Professor Emerita

David J. DeRose, PhD, Professor Emeritus

Elisa Findlay, PhD, Assistant Professor

Jeanne Foster, PhD, Professor Emerita

Brother Ronald Gallagher, FSC, PhD, Associate Professor

Robert E. Gorsch, PhD, Professor

Rosemary Graham, PhD, Professor

Sandra Anne Grayson, PhD, Professor Emerita

Brenda L. Hillman, MFA, Professor
Jeannine M. King, PhD, Professor
Emily Klein, PhD, Associate Professor
Kathryn S. Koo, PhD, Professor
Carol S. Lashof, PhD, Professor Emerita
Hilda H. Ma, PhD, Associate Professor
Lisa Manter, PhD, Professor
Molly Metherd, PhD, Associate Professor
Phyllis L. Stowell, PhD, Professor Emerita
Meghan A. Sweeney, PhD, Associate Professor
Lysley Tenorio, MFA, Professor
Yin Yuan, PhD, Assistant Professor
Ben Xu, PhD, Professor Emeritus
Matthew Zapruder, MFA, Associate Professor

Learning Outcomes

When students have completed a program of study in English, they should be able to:

- **ENGAGE** in informed, active reading, bringing to bear a broad base of literary, historical and cultural knowledge.
- **READ** critically a wide range of literary texts, with an awareness of the theoretical assumptions behind various interpretive strategies, and the ability to choose appropriate methods of inquiry and to formulate clear questions.
- **APPLY** a variety of reading strategies, combining critical detachment with the intellectual, imaginative, and emotional engagement necessary for appreciation.
- **WRITE** clear, well-reasoned prose in a variety of situations (academic, professional, social) for a variety of audiences and support their arguments with appropriate, thoughtfully analyzed evidence.
- **CONVERSE** articulately about texts and interpretations, understanding that interpretation is often a dialogic, collaborative process.
- **CRITICALLY** evaluate how texts engage notions of diversity and difference.

4+1 Program

English majors, including those with the SMPP concentration, may participate in the Justice, Community and Leadership (JCL) 4+1 program by declaring a Single Subject 4+1 minor in JCL. Students who successfully complete both the major and JCL 4+1 minor are permitted to enroll in the Kalmanovitz School of Education credentialing courses and work towards a Masters in Teaching by fulfilling additional coursework and research components.

Special Note:

Students who successfully complete two years in the Integral Program before declaring an English major are exempt from the department's Shakespeare and pre-1800 requirements.

Prerequisite Grade

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

Ethnic Studies

The Ethnic Studies Program at Saint Mary's College of California takes a critical multidisciplinary approach to addressing issues of power, resistance, and social justice. Ethnic Studies students learn comparative multiracial and multiethnic perspectives to examine race, ethnicity, gender, class, sexuality, legal status, Indigeneity, and other dimensions of identity and lived experience. Born from student protests from the 1960s social movements, the field of Ethnic Studies believes in the holistic understanding of the individual and their environment in order to fully analyze social problems and enact change. The Ethnic Studies approach to teaching and learning incorporates many academic fields, including the arts, communication, global studies, history, politics, psychology, queer studies, sociology, theology and religious studies, and women and gender studies.

Students critique dominant frameworks through an analysis of power and applied, community-based methods that center the perspectives and needs of historically marginalized communities. Through coursework, research, and community engagement, Ethnic Studies students explore social constructions of identity, forms of oppression, and community building within the U.S. and beyond, with particular attention paid to African American and Black, Latinx, Native American, Asian American and Pacific Islander communities.

Ethnic Studies embodies the College's Lasallian commitment to social justice, respect for all persons, and the fostering of an inclusive community.

Faculty

Loan Thi Dao, PhD, *Associate Professor, Director*

David Quijada, PhD, *Associate Professor*

Ethnic Studies Faculty Advisory Board

Nicole Brown, PhD, *Sociology*

Ynez Hirst, PhD, *Sociology*

Emily Klein, PhD, *English*

Amissa Miller, PhD, *Performing Arts*

Scott Schönfeldt-Aultman, PhD, *Communication*

Michael Viola, PhD, *Justice, Community & Leadership*

Ethnic Studies Community Advisory Board

Rebecca Aguiano, PhD, *Counseling Psychology*

Cynthia Martinez, PhD, *Counseling Psychology*

Legacy Lee, MA, *Intercultural Center*

Alvaro Ramirez, PhD, *World Languages and Cultures*

The educational goals of the Ethnic Studies Program for majors and minors include:

- **EXPLORING** the cultural and social histories of African American, Latino, Native American and Asian American/ Pacific Islander ethnic groups.
- **INTEGRATING** Catholic social justice teaching, the Lasallian core values, and service based learning in service of these historically underrepresented groups.
- **CRITICALLY EXAMINING** United States racial and ethnic diversities and their interrelatedness to other international socio-historic systems.

Upon completion of the Ethnic Studies major, students will be able to:

- **DESCRIBE** the history and social theories relevant to a critical understanding of African American, Latino, Native American, and Asian American/Pacific Islander ethnic groups;
- **EMPLOY** theoretical and analytical frameworks to understand an increasingly complex, multicultural and interdependent world;
- **IDENTIFY** the social, historical, economic, and religious factors that have affected and continue to affect ethnic groups in the U.S.;
- **EXHIBIT** critical thinking about issues of social injustice and the common good, and strategies for working towards social justice.

Global and Regional Studies

The Global and Regional Studies (GRS) major is designed for students preparing for an increasingly global environment through the multidisciplinary study of global processes or a major world region. The course of study integrates several academic disciplines, language proficiency, cultural literacy, independent research, and residential experience abroad.

The GRS major is geared toward students who want to focus their major on international studies writ large instead of a single academic discipline. This interdisciplinary approach best facilitates the student's gain in cultural literacy, language acquisition, and the ability to understand and analyze critically global and regional connections, processes, and development outcomes from multiple academic perspectives. The GRS major allows students to focus on a major region of the world (eg, Europe, Latin America, East Asia, etc), or broader themes and issues that cut across world regions. Students may also opt for a concentration in global justice.

Faculty Advisory Board

Jennifer D. Heung, PhD, *Professor of Anthropology*

Ronald Ahnen, PhD, *Professor of Politics*

Manisha Anantharaman, PhD, *Assistant Professor of Justice Community & Leadership*

Zeynep Atalay, PhD, *Associate Professor of Sociology*

Helga Lénárt-Cheng, PhD, *Associate Professor of World Languages and Cultures (French and German)*

María Luisa Ruiz, PhD, *Associate Professor of World Languages and Cultures (Spanish), Director, Institute for Latino and Latin American Studies*

Aeleah Soine, PhD, *Associate Professor of History*

E. Elena Songster, PhD, *Associate Professor of History*

Learning Outcomes

Graduates of the Global and Regional Studies Program will demonstrate:

- **ABILITY TO DEFINE** their place as a citizen in global society.
- **UNDERSTANDING** of the political, economic and cultural interconnectedness that constitutes our world today.
- **ABILITY TO COMMUNICATE** at a basic functional level of proficiency in a language other than English specific to their geographical region of study.
- **ABILITY TO ANALYZE** specific social aspects of a geographical region employing in a competent and creative way the appropriate conceptual and theoretical tools of the following disciplines: anthropology, economics, history, literature and art, and politics.

- **ABILITY TO INVESTIGATE** the increasing interdependent nature and complexity of cultural, economic, environmental, political, and social processes that constitute the global experience, and to examine those processes from a global justice perspective.

Career Opportunities

Graduates will be in a position to work for the ever- growing number of international agencies, organizations and businesses. Increasingly, language proficiency and overseas experience are requirements for jobs. Employers seek persons experienced and qualified to function in another language and culture.

Other students go on to graduate school in international business, international studies, or in their minor field. Most major universities have graduate international or area studies programs that offer a natural next step for students interested in further developing their expertise.

Beyond career advancement, many students will find that the immersion in another culture expands their understanding of the human experience and permanently enriches their lives.

Major Requirements

Track Selection

Students first select between one of two tracks in the major: **Global Studies** or **Regional Studies**. Students in the Global Studies track may opt for a concentration in global justice studies. Students in the Regional studies track must select a specific region of the world in which they have a particular interest and wish to focus their studies. Four choices are available: East Asia, Europe, Latin America, or student defined (eg, North Africa, Middle East, etc). Student-defined regions must receive approval from the Director of Global and Regional Studies. Regional Studies track students must complete the requirements of a minor area of study chosen from Anthropology, Economics, History, World Languages and Cultures, or Politics.

Optional Global Justice Concentration

Global Studies track students may opt for a concentration in global justice studies. The concentration requirements are:

1. complete **POL 115 - Theories of Justice**
2. complete an internship with a local organization or business while focusing on a global justice issue (may be completed in conjunction with an independent study course that counts as a Group B course).
3. write the senior thesis on a global justice topic (approved by the instructor).

Language

Students in both tracks must complete the equivalent of level four (4) semesters in a foreign language (appropriate to the region if selected). Language study should correspond with the country where students wish to spend their study abroad. The interdisciplinary and language courses taken by students will prepare them for critically engaged learning experiences.

Study Abroad

Study abroad is a vital component of the GRS major and provides students with an important experience that allows them to understand more directly the cultural complexities and lived experiences of their region of study. Regional studies track majors are strongly encouraged to spend a minimum of one semester studying abroad in their selected region during their junior year in a country that corresponds with their foreign language study. Global studies track students are also strongly encouraged to study abroad for a semester in any region of their interest, or may opt for a semester long internship with an international focus.

Minimum GPA

Students must be mindful of meeting the minimum GPA requirement of the study abroad program of their choice, which range from 2.8 to 3.5.

History

As a disciplined study of the past, History focuses on change and continuity over time. Our department challenges students to read, think, and write about questions societies face in every generation-the tension between freedom and authority, reason and faith, individual agency and powerful structures. The ultimate goal: to become imaginative and resourceful human beings engaged with the world.

Our faculty cultivates understanding, not memorization. The history student becomes immersed in the study of the past and develops the skill and ability to read critically and write elegantly. The faculty welcomes budding historians who love history, as well as students from other disciplines seeking a broad view of the world, and students who might simply be curious about a specific time, country, or topic.

Our curriculum is organized in clusters of courses that allow for global or regional comparisons. Among these are: the history of women (Europe, Latin America, the United States); environmental history (Latin America, Asia, the United States); and revolutionary movements (China, the United States, Europe, and Latin America).

As an active collaborator in the larger College community, the department regularly offers classes in the following interdisciplinary majors and minors: Women's and Gender Studies, Ethnic Studies, Environmental Studies, and Global and Regional Studies.

Faculty

Elena Songster, PhD, Professor, Department Chair

Carl J. Guarneri, PhD, Professor

Brother Charles Hilken, FSC, PhD, Professor

Myrna Santiago, PhD, Professor

Aeleah Soine, PhD, Associate Professor

Gretchen Lemke-Santangelo, PhD, Professor

Ronald Isetti, PhD, Professor Emeritus

Katherine S. Roper, PhD, Professor Emerita

Learning Outcomes

History majors develop a unique set of skills designed for research and analytical thinking in a diverse and increasingly globalized world. Upon completion of the History program, students will be able to:

- **THINK** historically, read critically, write coherently, speak persuasively, and communicate effectively.
- **SITUATE** major historical events within their proper chronological, geographical, thematic, and comparative context.
- **CONNECT** and integrate historical knowledge, grasp the ethical and moral dimensions of history, and appreciate the complex, multi-causal origins of past events.
- **IDENTIFY** and **INTERPRET** a wide variety of historical sources, both primary and secondary.
- **EXPLAIN** the value and application of historiography and various historical methods, approaches and theories.
- **EVALUATE** and critically assess the validity of historical evidence and interpretations.
- **USE** and **APPLY** primary and secondary sources to construct sophisticated, persuasive, and logical interpretations of historical problems and events.

Prerequisite Grade

All prerequisites must be passed with a grade of C- or better.

Integral

The Integral Program of liberal arts is founded on the wager that it is still possible to appreciate and to evaluate all the main kinds of human thinking. It is thought that students in the Program can learn enough of the technical languages of the natural sciences, mathematics, literary criticism, social sciences, philosophy and theology to follow arguments in those disciplines. The Integral Program is not an honors curriculum but is intended rather for anyone drawn to a comprehensive view of education, an education devoted equally to the arts of language, to the arts of pure and applied mathematics (including music), to observation and measurement, to judgment and reasoned appreciation.

The program is divided into the seminar and the tutorials: language, mathematics, laboratory and music. During the fourth year, seniors are asked to marshal their experiences from seminar and tutorials to write a major essay and then defend it before the tutors and the other students.

The program had its origin in a two-year study beginning in the fall of 1955 and financed with a grant from the Rosenberg Foundation. Brother Sixtus Robert Smith, FSC, and James L. Hagerty of the faculty joined with consultants from Saint John's College, Annapolis, the University of California Berkeley and Stanford University, to establish this "college-within-a-college." The first graduates were the class of 1960. From the beginning, a confident grasp of fundamental truths, a healthy skepticism toward passing dogma, and a reliance on reasoned deliberation has marked the graduates of the program.

Tutors

David Bird, PhD, *Hispanic Studies*

Steven Cortright, MA, *Philosophy*

Brother Kenneth Cardwell, FSC, PhD, *Emeritus*

Theodora Carlile, PhD, *Emerita*

Alexis Doval, PhD, *Emeritus*

Elizabeth Hamm, PhD, *History and Philosophy of Science and Technology, Director*

Felicia Martinez, PhD, *English*

Brother Raphael Patton, FSC, PhD, *Emeritus*

Gabriel Pihas, PhD, *Social Thought*

Michael Riley, PhD, *Classical Languages*

Theodore Tsukahara, Jr. AFSC, PhD, *Economics*

Learning Outcomes

Students who complete the program will demonstrate:

- **THE CAPACITY** for disciplined examination and discussion of fundamental ideas and questions, as treated or suggested by some of the great written texts; and
- **AWARENESS** of variations in the kinds and degrees of knowledge attainable in different fields of inquiry, acquired through active use of the resources employed in those fields, e.g., experience, reflection, hypothesis, experiment, measurement and inference; and
- **ABILITY** for close reading and listening, for precise verbal formulations of questions, distinctions, concepts, arguments, and judgments, and facility at addressing and responding to classmates' like contributions; and
- **WELL-DEVELOPED COMPETENCE** in written formulation of questions, distinctions, concepts, arguments, and judgments.

Requirements

An alternative, comprehensive curriculum, the program offers a bachelor's degree proper to it. The degree is granted for the successful completion of the eight seminars, the eight tutorials in mathematics, the eight in language, the four laboratories, a tutorial in music and the senior essay totaling 29.25 course credits. Note that the College further requires the successful completion of four January course credits, and of electives sufficient to complete Core Curriculum learning outcomes in Community Engagement, American Diversity, and Social Cultural and Historical Understanding (1 course credit), and to raise the total to 36 course credits.

Students who start in the Integral Program and move to another major are deemed to have completed the following Core Curriculum requirements:

- *After one semester:* Mathematical Understanding, Scientific Understanding (including laboratory), SEM 001 - Critical Strategies and Great Questions
- *After two semesters:* the above, plus ENGL 004 - Composition, SEM 002 - Western Tradition I
- *After three semesters:* the above, plus Theological Understanding (Christian Foundations), Artistic Understanding (both Artistic Analysis and Creative Practice), the language requirement, and SEM 103 - Western Tradition II
- *After four semesters:* the above, plus Theological Understanding (Theological Explorations) and SEM 104 - The Global Conversation of the 20th and 21st centuries

Prerequisites

Each course in the program beyond the first semester depends in an obvious way entirely on the courses taken earlier, making it impossible to join the Program later than the first year. In extraordinary cases, a remedial course in January may allow a first-year entrance in February.

Any course in this program with a prerequisite assumes a grade of C- or better in the prerequisite course.

Justice, Community, and Leadership

The mission of Justice, Community and Leadership is education for liberation. Such an education requires a critical analysis of interconnected systems of oppression and invites us to think and act in humanizing, humble and self-

reflective ways. JCL classes challenge students with an engaged critical pedagogy that enables us to apply what we learn in the classroom to a broader community context.

Many of our courses include working with community members and organizations to learn from their expertise on both the impact of and ideas for addressing structural inequity. Together with these community experts, we grapple with the complexity of policies, dominant ideologies, and cultural practices that disadvantage some groups of people, while benefiting others and consider how we can be a part of social change efforts. Students in our program go on to work in diverse fields-such as education, the non-profit sector, law, social entrepreneurship, government, and public health-yet they share a common aim to make the world more equitable.

Faculty and Advisory Board

Monica Fitzgerald, *Professor, Director*

Manisha Anantharaman, PhD, *Assistant Professor*

Shawny Anderson, PhD, *Associate Dean, Liberal Arts*

Alicia Rusoja, PhD, *Assistant Professor*

Tamara Spencer, EdD, *Associate Professor, KSOE*

Michael Viola, PhD, *Assistant Professor*

Learning Outcomes for the Justice, Community and Leadership Major

Students who complete this program will be able to:

1. **[Knowledge]** Demonstrate knowledge of the ways systemic inequities (e.g. economic, racial, gender, environmental) are reproduced and interconnected historically and in our contemporary world.
2. **[Analysis]** Utilize critical transdisciplinary lenses to analyze unjust power relations and systemic oppression, centering the experiences, histories, and visions of oppressed communities.
3. **[Research]** Using appropriate library and information literacy skills, evaluate and apply research methodologies in ways that challenge dominant assumptions about knowledge production to articulate, interpret and contribute to social justice.
4. **[Community Application]** Collaborate with diverse community formations to imagine, co-construct, organize for and sustain strategies that contribute to a more just social order.
5. **[Communication]** Utilize oral, written, artistic, expressive and new media formats to advocate for transformative social change with attention to audience and power relations.
6. **[Reflection]** Demonstrate cultural humility and an understanding of one's positionality within historical and intersecting systems of power.

JCL General Major and Concentrations

The Justice, Community and Leadership program offers three concentrations:

- JCL General Major
- JCL: Education Specialist Teacher Education
- JCL: Multiple Subject Teacher Education

Undergraduate Teacher Credential Pathway

These concentrations allow students to complete their BA and earn a teaching credential in 4 years.

JCL: Education Specialist

The Education Specialist (SPED) concentration prepares individuals with a passion for teaching students with mild-to-moderate disabilities in grades K-12. We provide a balance of theory and current practice to meet the individual needs of exceptional learners.

JCL: Multiple Subject Teacher Education

The Multiple Subject Teacher Education (MSTE) concentration is built upon a student-centered learning community that inspires excellence and innovation in K-8 education. Through the practice of shared inquiry, collaborative learning and community engagement, we empower our students to lead change according to the principles of social justice and common good.

4+1 Pathway

This 4+1 single subject pathway concentration allows students to complete a BA in 4 years and a Single Subject Preliminary Teaching Credential in one additional year.

Single Subject 4+1 Minor

Incoming first-year students and qualifying sophomores who are committed to becoming middle or high school teachers may declare this minor. This special program enables students to integrate education coursework and field experience in middle and high schools with their undergraduate course of study. With a major in the discipline they would like to teach (History, English, etc.), students will gain the critical framework and field experience necessary to be transformative educators. Students proceed through the SS4+1 minor in a cohort with TFT and other Single Subject 4+1 minors, taking many of their minor courses and all of their field experience with other cohort members.

Leadership Concentration

Leadership for Social Justice 4+1

The MA in Leadership for Social Justice is a concentration in the graduate Leadership Studies program, designed for students interested in practicing leadership for social change in fields such as non-profit, community organizing, law, or public service. The Justice, Community and Leadership program has developed a 4+1 pathway for students to complete their BA in four years and their MA in one additional year. By fulfilling the 4+1 pathway requirements, students can be admitted to the Leadership for Social Justice MA program and begin graduate course work in their senior year.. Students in this concentration fulfill additional requirements. Prospective students must apply separately to the MA in Leadership.

Major Requirements

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

Additional Requirements by Concentration

Students complete all requirements of the JCL Common Curriculum and the additional requirements of their concentration

JCL Minor Requirements

This multidisciplinary minor, housed within the Justice, Community and Leadership Program, incorporates community engagement and issues of social justice into the experiences and curriculum of students interested in learning about the principles and practices of justice, community, and leadership. The minor must consist of at least five courses outside of the student's major(s).

Kinesiology

Faculty

Chi-An Emhoff, PhD, *Associate Professor, Chair*

Robin Dunn, PhD, *Assistant Professor*

Craig Johnson, PhD, *Associate Professor*

Deane Lamont, PhD, *Professor*

Derek Marks, PhD, *Associate Professor*

Steve Miller, PhD, *Associate Professor*

Claire Williams, PhD, *Associate Professor*

Learning Outcomes

Department of Kinesiology undergraduates will be able to demonstrate:

- a knowledge of the field's subdisciplines, their theoretical and knowledge bases, and major research foci and implications.
- the ability to analyze, interpret, synthesize, and integrate scholarly material.
- critical thinking through high level written and verbal communication.
- knowledge of the human body and its relevance to physical activity and health.
- knowledge of and ability to effectively utilize contemporary information literacy practices.
- the ability to engage in cogent, in-depth dialogue concerning the value of the field to contemporary society through analyses of historical and current issues and problems.
- professional decision making skills grounded in sound philosophical and theoretical principles.
- an understanding and respect for the value of individuals, communities, and perspectives of difference.

Major Requirements

The Kinesiology major at Saint Mary's College is a four-year course of study leading to either a Bachelor of Arts or a Bachelor of Science depending on the student's area of interest. The major requires rigorous study of the human being in motion. We examine the whole person-anatomically, physiologically, biomechanically, psychologically, sociologically, and historically-across the lifespan. Our domains are health, sport, and physical activity. Students select one area within which to study: Sport and Recreation Management (Bachelor of Arts), Health Promotion (Bachelor of Arts), or Exercise Science (Bachelor of Science). Students may not transfer more than two upper-division courses from another institution for credit in the Kinesiology major. Online courses are generally not accepted for credit in the major.

A minimum 2.0 GPA within the major is required for graduation.

Prerequisite Grade

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

Performing Arts: Dance, Music, and Theatre

The Performing Arts Department offers a unique approach to the study of dance, music and theatre within a Liberal Arts context. Students receive conservatory-calibre training that prepares them for graduate studies or a career in the performing arts, while developing the critical thinking and communication skills that are the hallmark of a liberally educated person. All majors take a sequence of courses in their chosen discipline-emphasizing performance practice, history and theory, criticism and analysis in either music, dance or theatre. Performing Arts students are also encouraged to explore interdisciplinary pathways, through classes and performance opportunities beyond their home program.

The Performing Arts Department offers five separate majors:

- Dance: Choreography and Performance
- Dance Studies
- Music
- Theatre: Performance and Theatre Studies
- Theatre: Design and Technical Theatre

The Performing Arts Department builds creative artists with strong foundational skills and adventuresome spirits. Rigorous studio and lab courses build technique, while classes in history, theory and analysis foster critical engagement with the substance and styles of dance, music and theatre. Students learn to discuss and analyze both classic and contemporary works, and to understand the arts in the context of the history of great ideas and artistic achievements that have shaped our world.

The capstone of the Performing Arts degree is the senior project, for which students produce a substantial original research paper or creative work demonstrating their command of artistic and intellectual skills.

Performing Arts' signature values include:

- Mentoring by faculty members who are both outstanding teachers and accomplished artists.
- Frequent attendance at world-class dance, music, and theatre performances around the Bay Area.
- Multiple and varied performance opportunities, beginning with the first year.
- Challenging standards that help students achieve artistic excellence and professionalism.
- Master classes, guest lectures and informal contact with professional artists, connecting classroom learning with the real world.
- A welcoming and inclusive student cohort experience, in which students of all levels are supported and encouraged in their individual development.
- Stimulating creative collaborations and intellectual exchange between programs.

Faculty

Dana Lawton, MFA, Professor, Dance, Chair (Dance Movement, Choreography, Dance Appreciation, Dance Pedagogy)

Rosana Barragán, MFA, Associate Professor, (Phenomenology, Choreography, Somatic Movement, Dance History, Dance Movement)

CatherineMarie Davalos, MFA, Professor, Undergraduate Dance Program Director (Dance Movement, Dance History and Theory, Choreography, Somatic Movement, Dance Science, Production)

Rebecca Engle, MA, Professor, Head of Performance & Theatre Studies (Acting, Directing, Contemporary Theatre)

Julie Ford, DMA, Associate Professor, Music Program Director, Head of Vocal/Choral Arts (Classical, Pop, and Jazz Choirs, Vocal Science, Lyric Diction, Private Voice, Conducting)

Rogelio Lopez, MFA, Associate Professor, Director, MFA in Dance (Dance Movement, Choreography, Costume, Ballet Folklorico, Production)

Sixto Montesinos, DMA, Assistant Professor, Head of Instrumental Studies (Music Fundamentals, Orchestration, Sports Band, Chamber Music)

Lino Rivera, DMA, Professor (Piano, Music History, Music Theory, Form and Analysis, Chamber Music)

Martin Rokeach, PhD, Professor Emeritus, Music

Shaunna Vella, MFA, Adjunct Associate Professor, Director of LEAP (Dance Movement, Dance and Social Justice, Performance Studies, Choreography, Production)

Jia Wu, MFA, Associate Professor, (Dance Movement, Chinese Dance and Diaspora Studies, Dance for the Camera, Choreography)

Deanna Zibello, MFA, Associate Professor, Theatre Program Director, Head of Design and Technical Theatre (Scenic Design)

Learning Outcomes

When they have completed the Performing Arts Program, students will be able to:

- **USE** specific, technical terms appropriately when discussing works of dance, music or theatre.
- **ARTICULATE** significant structural elements when analyzing a work's form and meaning, and **RECOGNIZE** structural similarities between works of music, dance and theatre.
- **IDENTIFY** significant elements of a work's aesthetic, historical and cultural context, and **COMPARE** the work with others from within a similar context.
- **UTILIZE** a cross-disciplinary perspective and familiarity with the Great Books/Liberal Arts traditions to identify the ways performing artists draw inspiration from nature, history, one's own imagination, and the creative ideas of others.
- **ENGAGE** in critical discourse to explore how social identities are constructed, constrained, reinforced, and treated with inequality by systems of power, including within the field of performing arts. **ANALYZE** issues of access, representation, exclusion, and inclusion in the field and **DEVELOP** an understanding of performance-making as civic practice.
- **DEVELOP** the artist's instrument through exploration of the whole self - i.e., seek an active imagination, sense of one's spirit, use of empathy, ensemble awareness, self-expression, open communication, receptivity, and collaboration.
- **ACHIEVE** the capacity for sustained and focused rehearsal efforts, and for working collaboratively with different directors and performers.

- **DEMONSTRATE** advanced performance skills in live performance to meet the technical demands of masterworks of various styles, eras, and cultures, including original/contemporary works, including the ability to use a variety of techniques within the discipline.
- **EXHIBIT** proficiency in a variety of discipline-specific forms of writing appropriate to the writer's purpose and audience. [Examples: personal reflection; observation and description; critical analysis; evaluation; generating performance texts]
- **IDENTIFY**, locate and evaluate discipline-specific scholarly sources, and competently select, summarize, and synthesize pertinent research findings.
- **ENGAGE** discipline-specific skills and methods that **EXHIBIT** a capacity for goal-setting, time/ resource management, problem-solving and self-reflection in the realization of a capstone creative or research-based project.

Prerequisite Grade

Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course or the permission of the chair to waive that provision.

The Dance program also offers a concentration in Dance Science; consult the Director of the Dance Program, Professor Davalos.

Split Major Agreements

Dance and Biology

Dance and Communication

Dance and English

Dance and Kinesiology

Dance and Psychology

Dance and Studio Art

Musical Theatre and Studio Art

Theatre and Studio Art

Theatre and English

Theatre and Social Justice (Sociology/Ethnic Studies)

Students considering a split major or an individualized major must have a curricular plan approved and on file with the department and the Registrar's Office by the time they have accumulated 22 graduation units. For further information on these or other split or individualized majors, contact Department Chair Dana Lawton at dlawton@stmarys-ca.edu.

Prerequisite Grade

Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course or the permission of the chair to waive that provision.

Philosophy

The Department of Philosophy provides an opportunity for every student to continue, in more structured, critical terms, the spontaneous inquiry into basic questions man has raised from the beginning of time—questions about himself, about God, about the world in which he lives, and the way in which he ought to live.

The word "philosophy" itself, love of wisdom, indicates that the search is not concerned with superficial explanations, but probes beyond appearances for fundamental principles and causes.

Hence courses are offered not only to satisfy a major but also to provide an opportunity for students who are interested in a closer examination of one or more areas of philosophical inquiry as a worthwhile supplement and broadening factor to their specialized field of study.

Faculty

Patrick Downey, PhD, Professor, Chair

Wayne H. Harter, PhD, Associate Professor

Steven Cortright, MA, Professor

Deepak Sawhney, PhD, Associate Professor

Learning Outcomes

The Philosophy Department seeks to cultivate a unique virtue in its students and faculty. This intellectual virtue we have called the Philosophical Habit of Mind. It consists, at least, of the following abilities:

- An ability to situate oneself in the Western philosophical tradition of ethical and metaphysical questions and reasoning.
- An ability to account to oneself and to others for the bases of one's actions.
- An ability to reckon with the consequences of one's own and other's practical reasoning in various contexts, both personal and political.
- An ability to raise metaphysical questions in various concrete, lived, literary and political contexts.
- An ability to distinguish and relate the architectonic questions of metaphysics from and to the specialized questions of the sciences and other disciplines.
- An ability to discern the interconnection between various modes of ethical and political reflection and distinct metaphysical positions.
- An ability to pose to oneself the questions raised by the claims of the Christian faith on one's own ethical and metaphysical reasoning.
- An ability to read new or contemporary works in the ongoing tradition of dialectical philosophy with all these abilities at one's disposal.

John F. Henning Institute

The Department of Philosophy hosts the John F. Henning Institute, a center for the study of Catholic social thought, with special emphasis on the question of human work and its centrality to the common good. Students are invited to take part in the institute's program of academic conferences and lectures, publications and seminars.

Prerequisite Grade

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

Politics

The politics major is designed to provide a systematic understanding of political power, political processes and political institutions, both in the United States and the world at large. Politics majors gain insight into public affairs; improve their conceptual, analytical, critical and communication skills; and explore normative questions concerning the relation of individuals to governments and of governments to one another. The curriculum offers courses in four fields: American government, political theory, international relations, and comparative politics. The department advises students to divide their work among the four fields, although a concentrated major may be advised in a particular case. The department also recommends substantial coursework in related disciplines such as economics, history, communication or philosophy.

The politics major provides a liberal arts education that fosters responsible civic engagement and an appreciation of diverse political cultures and identities. It prepares students for fulfilling careers in government service, international affairs, education, journalism, community service and business. It also serves the needs of students who seek postgraduate education in political science, the law, public policy and international studies. Students seeking a career in the legal profession will find that the Politics Department's law-related courses will prepare them with a broad background and specific tools with which to undertake their legal education. See also the Law and Society minor, described below.

Students who expect to pursue graduate study in politics should note that knowledge of foreign languages and/or quantitative reasoning is usually required for a graduate degree. Knowledge of world languages is also particularly important for careers in international affairs. Department faculty advisors assist students in the selection of appropriate courses.

The department participates in several off-campus programs that allow students to combine study with practical experience in public life. Students may arrange to receive academic credit for internships with local agencies, officials or political groups. Students interested in American politics can spend a semester studying at American University in Washington, D.C., which includes an internship with a government agency or interest group.

Faculty

Ronald Ahnen, PhD, Professor, Chair
Zahra Ahmed, PhD, Assistant Professor
David Alvarez, PhD, Professor Emeritus
Wilbur Chaffee, PhD, Professor Emeritus
Patrizia Longo, PhD, Professor
Stephen Sloane, PhD, Associate Professor Emeritus
Melinda R. Thomas, JD, Professor
Susan C. Weissman, PhD, Professor
Steven Woolpert, PhD, Professor

Learning Outcomes

Students who graduate with a politics major will be able to demonstrate:

- knowledge of institutions, principles and theories of American constitutional democracy
- knowledge of: a) political theory and structure, b) dynamics of political conflict, and c) historical and cultural contexts of political events
- clear and effective analysis of significant political issues
- understanding of, and proficiency in research techniques relevant to political science issues

- commitment to civic engagement

Major Requirements (13 Courses)

The Politics major consists of 13 (1 credit) courses.

Prerequisite Grade

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

Law & Society Minor (6 Courses)

See end of Politics section for requirements.

Law & Society Minor

The Law & Society Minor is an interdisciplinary approach to the study of law and its impact on society. It is designed for students who wish to study how social forces influence the legal system and how the law affects society. The Law & Society minor is open to all undergraduates. Offered by the Department of Politics, the minor helps prepare students for a wide range of professional opportunities in justice-related careers in law and related professions. Courses taken to satisfy students' major requirements may not also count towards completion of this minor.

Learning Outcomes

Students who successfully complete this minor will:

- **DEMONSTRATE** understanding of the interrelationships among legal, social, and ethical issues
- **DEMONSTRATE** understanding of the legal process
- **CRITICALLY ANALYZE** the role of law in its political, economic and social context;
- **DEMONSTRATE** skill in oral and written expression and critical thinking
- **INTEGRATE** theoretical and practical understanding of law and society concepts

Requirements: Students must complete 6 courses, which may be double-counted towards core curriculum requirements. See the list of courses at stmarys-ca.edu/politics/law-and-society-minor/the-law-and-society-minor-curriculum Courses taken to satisfy students' major requirements may not also count towards completion of this minor. At least 4 courses must be upper-division. The 6 courses shall include the Overview course, one Domestic Justice course, one Global Justice course, one Skills course, one Field Placement course, and one Elective course. The elective may be satisfied preferably by choosing an additional course in either Domestic Justice or Global Justice, or by choosing a course from the list of additional electives. Courses may be taken in any order. Some listed courses have a prerequisite or require instructor's permission. January Term courses do not count towards the minor requirements.

Sociology

In the Sociology Department you'll learn to better understand the sometimes confusing nature of human social life. How is social life possible? What do patterns of social life tell us about the world? What is the relationship of the individual to the social order?

In the words of sociologist C. Wright Mills, sociology requires that we exercise our "sociological imagination." That is, we must understand how the issues in the lives of individuals are also the issues of the larger society. We can't understand the individual without understanding society and we can't understand society without understanding the individual. This implies that sociology is deeply personal. We seek to understand society, but in doing so we learn much about ourselves.

Sociology addresses the most pressing social issues in contemporary society: racial and ethnic tensions, gender inequality, poverty, health and illness, social movements, crime and deviance, educational inequality, immigration, globalization and problems in urban environments, just to name a few. Sociologists study everything from the social dynamics of two people in conversation to the social dynamics of political revolutions.

Sociology provides students with a theoretical framework with which to help make sense of an increasingly complex world and the place of the individual within that world. Sociology also provides students with specific methodological tools to investigate the social world and to collect and analyze data about the world we live in.

The sociology major develops research skills, analytical skills and communication skills that are well-suited to students interested in careers in teaching, public and mental health, law, counseling, social work, the criminal justice system, public policy, marketing, journalism and the nonprofit sector.

Faculty

Zeynep Atalay, PhD, *Associate Professor*

Robert Bulman, PhD, *Professor*

Nicole M. Brown, PhD, *Assistant Professor*

John Ely, PhD, *Associate Professor, Chair*

Phylis Martinelli, PhD, *Professor Emerita*

Learning Outcomes

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

- **UNDERSTAND** sociological theory and methods and be able to apply theoretical explanations to empirical examples.
- **RESEARCH** and analyze a sociological topic using the appropriate library resources.
- **WRITE** research papers with a clear thesis statement, sufficient support for that thesis, and in accordance with the standards of the American Sociological Association.
- **EXERCISE** their sociological imagination in order to reflect upon questions of personal and social responsibility in a complex and changing society.
- **APPLY** sociological knowledge as they engage with the community beyond the academy.
- **EMPLOY** critical reading, thinking, and writing skills as they research, analyze, and report on a social issue in a way that incorporates what they have learned on a topic of their own choosing.

Prerequisite Grade

A minimum acceptable grade of C- is required for coursework to count toward a minor or the major.

Theology & Religious Studies

The discipline of Theology approaches religion from the perspective of faith, inviting students from all faiths and none to explore and wrestle with some of the perennial questions that believers and non-believers ask: Is there a God? How can we know God? Can we proclaim that "God is love" in light of the Holocaust? And ultimately, how should we then live? The discipline of Religious Studies, more theoretical and anthropological than Theology (with its normative nature and focus on the divine and transcendent), uses the tools and methods of various disciplines in the humanities and social sciences to analyze religious phenomena and discover how they create meaning for persons and cultures. Religious Studies explores how religion interacts with other important dimensions of human life, such as politics, economics, and social constructions of race and gender. While many scholars draw clear lines between the disciplines of Theology and Religious Studies, at Saint Mary's College they are drawn together in a fruitful dialogue about religion as a -- perhaps the -- fundamental dimension of human life: vital, pervasive, and richly complex.

The Department of Theology & Religious Studies offers courses that systematically and critically analyze a wide range of theological perspectives and ethical questions that are central in the formation of religious identity. As an integral part of the Catholic mission of Saint Mary's College, we provide students with an opportunity to explore many facets of the Christian tradition: biblically, historically, theologically, ethically, and aesthetically. We offer courses in a wide array of world religions, especially since, in our increasingly diverse nation and our ever more global world, it is crucial that responsible citizens and future leaders understand the ideologies and faiths of their neighbors and dialogue partners. We explore the myriad and pervasive dimensions of the phenomenon of religion in culture, particularly courses that focus on the intersections of religion and the critical issues of gender, race, and economics. And, as an Hispanic Serving Institution, we offer courses that explore dimensions of Latinx religious experience and spirituality.

The exploration of these essential questions occupies an important place in a liberal arts education, training students in the skills necessary to think for themselves, to challenge preconceived notions, and to remain open to learning from the perspectives of others. As part of our Lasallian heritage and our understanding of what it means to be a person in light of God's love and grace, revealed especially in the person of Jesus Christ, we join with the Christian Brothers in being concerned for the whole person, integrating faith and service, and fostering an existential commitment to the common good, solidarity, and a preferential option for our most vulnerable and marginalized sisters and brothers.

Faculty

Thomas J. Poundstone, PhD, *Associate Professor, Chair*

Michael Barram, PhD, *Professor*

Anne Carpenter, PhD, *Associate Professor*

Father David Gentry-Akin, STD, *Professor*

David Zachariah Flanagan, PhD, *Professor*

Paul Giurlanda, PhD, *Professor*

Marie Pagliarini, PhD, *Associate Professor*

Norris Palmer, PhD, *Professor*

The Theology & Religious Studies (TRS) Department plays a key role in the educational experience at Saint Mary's College, offering not only a major and two minor courses of study, but also participating extensively in the College's core curriculum-by providing courses designed to meet the Theological Understanding goal of the core curriculum. As part of the process of serious academic study, members of the department hope that, in addition to meeting specific core requirements, students will join us in taking pleasure in the study of theology and religion as they learn to converse insightfully and respectfully about it. Moreover, we hope that students will develop an appreciation for the depth and breadth of the Christian tradition while gaining an increasing awareness both of the mystery of life and of themselves as called by that mystery.

Learning Outcomes for Theology & Religious Studies Majors

Majors in Theology & Religious Studies Will:

Core Curriculum

1. **MEET** the outcomes for both "Christian Foundations" and "Theological Explorations" of the SMC Core Curriculum.

Major Content

2. **DEMONSTRATE** an understanding of the biblical, theological, historical, and ethical components of the Christian tradition.
3. **DEMONSTRATE** an understanding of the implications of the Catholic concept of the fundamental dignity of the human person.
4. **DEMONSTRATE** an understanding of the worldview (e.g., beliefs, practices, etc.) of a non-Christian religious tradition.

Major Skills

5. **DEMONSTRATE** an ability to employ contemporary theories and methods of biblical exegesis, systematic theology, and religious studies.
6. **DEMONSTRATE** an ability to explain, analyze, and evaluate multiple informed perspectives in debates about theological and ethical issues.

Prerequisite Grade

TRS 097 (or its junior transfer equivalent, TRS 189) is a prerequisite for any upper-division theology and religious studies course; however, only a passing grade in TRS 097 (or TRS 189) is required, not a minimum grade of C-.

Women's and Gender Studies

Women's and Gender Studies asks fundamental questions about human existence: Are women and men born or made? Do those categories adequately express gender identity? How do we understand femininities and masculinities throughout history? How does intersectionality-racial, ethnic, class, sexual identity-affect the experience of gender? What structures and social forces are involved in shaping our ideas about gender? An interdisciplinary program that invites students to take classes in anthropology, sociology, history, literature, politics and other disciplines, Women's and Gender Studies challenges students to question what is "natural" about gender identities and roles in society; to examine the origins of such views and how they change over time; and to analyze how race and class intersect with sexualities and gender to construct popular culture and modern society. The program focuses on uncovering the contributions women have made to society throughout history and how they have envisioned social justice and the common good. True to its roots in social movements that fought for equality and equity, Women's and Gender Studies seeks to understand how systems of oppression function and how different groups respond to and resist injustice at home and abroad. To that end, the program teaches students to think deeply, to read critically, to write clearly, and to speak convincingly. Furthermore, Women's and Gender Studies prepares students to be agents of change who take community responsibility and social justice seriously, offering them multiple opportunities to engage in service learning and similar projects. Thus the program fulfills its mission of educating the whole person for the complexities of a globalizing world.

Women's and Gender Studies courses are interdisciplinary in nature, cross-listed with a range of departments including but not limited to anthropology, biology, communication, English, ethnic studies, history, performing arts, politics, psychology, sociology, Spanish, theology and religious studies.

Advisory Board

Myrna Santiago, PhD, *History, Women's and Gender Studies, Director*

Sue Birkenseer, *Library*

Loan Dao, PhD, *Ethnic Studies*

Monica Fitzgerald, PhD, *Justice, Community & Leadership*

Jennifer Heung, PhD, *Anthropology, Global and Regional Studies*

Samantha Joyce, PhD, *Communications*

Emily Klein, PhD, *English*

Molly Metherd, PhD, *English*

María Luisa Ruiz, PhD, *World Languages and Cultures*

Scott Schönfeldt-Aultman, PhD, *Communication*

Sharon Sobotta, *Director of the Center for Women and Gender Equity*

Aeleah Soine, PhD, *History*

Claire Williams, PhD, *Kinesiology*

Denise Witzig, PhD, *Women's and Gender Studies*

Faculty Affiliates

Shawny Anderson, PhD, *Communication, Associate Dean of Liberal Arts*

Zeynep Atlay, PhD, *Sociology*

Catherine Davalos, MFA, *Performing Arts*

Rebecca Engle, MA, *Performing Arts*

Jose Feito, PhD, *Psychology*

Rosemary Graham, PhD, *English*

Jeannine King, PhD, *English*

Kathryn Koo, PhD, *English*

Gretchen Lemke-Santangelo, PhD, *History*

Patrizia Longo, PhD, *Politics*

Hilda Ma, PhD, *English*

Lisa Manter, PhD, *English*

Marie Pagliarini, PhD, *Theology and Religious Studies*

David Quijada, PhD, *Ethnic Studies*

Alvaro Ramirez, PhD, *Ethnic Studies*

Sonya Schuh, PhD, *Biology*

Cynthia Van Gilder, PhD, *Anthropology*

Ynez Wilson-Hirst, PhD, *Sociology*

Learning Outcomes

When students have completed a minor or major in the Women's and Gender Studies Program, they will be able to:

- **IDENTIFY** and understand assumptions and arguments about gender, race, class, and sexuality in scholarly, popular, public, and interpersonal discourses.
- **EVALUATE** diverse theories of feminism and debates about gender.

- **DIFFERENTIATE** among complex and diverse points of view regarding gender, race, class, and sexuality in a variety of academic fields.
- **WRITE** clear and well-reasoned prose employing appropriate methods of research in the field.
- **ENGAGE** in Social Justice Praxis, including intellectual or social advocacy locally or globally.

Split Majors

Split majors combine work in Women's and Gender Studies and another academic department or program. A split major must be approved by the chairs or directors of both departments. This major ordinarily comprises nine upper-division courses (six in one field and three in another), in addition to the lower-division prerequisites in WGS (e.g., WGS 001) and the other department. All split majors in WGS must complete the four core courses (WGS 001, WGS 107, WGS 177, WGS 196).

World Languages and Cultures

Our language programs play a fundamental role in the College's mission to educate for a global community. We encourage students to become actively engaged learners of diverse cultural traditions and global perspectives through the study of world languages, literatures, and cultures.

The programs in the Department of World Languages and Cultures emphasize language proficiency, analysis of different kinds of complex texts, cross-cultural competence, and study abroad. This preparation allows students to use their language, critical thinking skills and artistic literacy in various professional fields. Linguistic and cultural competency in a second language also allows students to participate more fully in local and international communities, enjoying a richness of life that goes beyond national boundaries.

Saint Mary's College proposes that all of its graduates should have knowledge and understanding of another culture and its language (see below, language proficiency requirement). To this end, the department has created a lower-division curriculum whose learning outcomes meet criteria established by the American Council on Teaching of Foreign Languages (ACTFL). All students will demonstrate intermediate language skills-listening, speaking reading and writing-in the target language. Instruction balances a solid grammatical foundation with practical training, including exposure to culture and geography, in both classroom and multimedia settings.

The Department of World Languages and Cultures offers courses in French, Italian, Japanese, and Spanish. Students can pursue a major in Spanish or French, and/or a minor in French, Spanish, East Asian Studies, German Studies or Italian Studies. Students interested in foreign language study are encouraged to explore the options of a major in Spanish or French; a double major in a foreign language and another discipline; a language minor to complement a major in another academic area; or a language studies minor. Additionally there are many natural links between the department's course offerings and those of other departments with the same goal of global learning, such as Global and Regional Studies and History.

We strongly encourage our students to study abroad for a semester or more. Students can choose from SMC sponsored programs in China, France, Germany, Italy, Japan, Mexico, and Spain, or from many other international centers through Lasallian exchanges and independent programs.

Furthermore, proficiency in a second language is the natural complement to the local and international internships described in the internship database available through the department's website. We support our students as they apply their cultural knowledge through internships related to their language of study. Students who secure an internship gain valuable work experience, enhance their professional skills, and lay the groundwork for their future careers.

We strive to prepare our students with the communicative skills necessary to participate successfully in an increasingly globalized working environment that asks for culturally knowledgeable, multilingual citizens.

Faculty

David Bird, PhD, *Professor, Chair*
Costanza G. Dopfel, PhD, *Professor*
Joan U. Halperin, PhD, *Professor Emerita*
Helga Lénárt-Cheng, PhD, *Associate Professor*
Claude-Rhéal Malary, PhD, *Associate Professor*
Brother Michael Murphy, PhD, *Visiting Associate Professor*
Alvaro Ramirez, PhD, *Professor*
María Luisa Ruiz, PhD, *Associate Professor*
Lori Spicher, PhD, *Associate Professor*
Frances Sweeney, PhD, *Professor*
Maureen Wesolowski, PhD, *Professor Emerita*

Programs Offered

The Department offers a major in French and Spanish, and a minor in East Asian Studies, French, German Studies, Italian Studies, or Spanish. In addition to a program of study for students who wish to major or minor in language, the Department of World Languages and Cultures plays a key role in the educational experience of all Saint Mary's students through the language requirement of the Core Curriculum.

Saint Mary's College Language Requirement

Learning Outcomes for the Language Requirement

After completing levels 1-3, students will be able to:

- **UNDERSTAND** and **PRODUCE** speech in a variety of personal and social contexts; initiate and sustain conversations about multiple topics in the past, present and future tenses.
- **READ** and **COMPREHEND** texts with varied subject matter, multiple points of view and verb tenses.
- **WRITE** prose that includes description and narration on a variety of topics with appropriate vocabulary;
- **PROVIDE** interpretations and supporting ideas.
- **EXHIBIT** understanding and demonstrate knowledge of cultural, geographical, historical and sociopolitical aspects of other societies.
- **DEMONSTRATE** an ability to see the world from multiple perspectives and become aware of themselves as members of the global community.

Language Placement Exam

Incoming students are strongly encouraged to take the Foreign Language Placement Exam unless they have successfully completed three years of the same language during high school with a grade point average of 3.0 or higher each term. The placement exam should be taken online at stmarys-ca.edu/orientation prior to attending orientation. Students should contact the Language Placement and Proficiency Coordinator who will assist them with access to the online exam. Students may take the placement exam once during each academic year and results are valid for one academic year. For placement in all other languages, students must contact the Placement and Proficiency Coordinator in the Department of World Languages and Cultures.

Advanced Placement Credit

Students who have taken the AP exam in language and had a score of 3 receive course credit for level 3. For a score of 4, a student receives credit for levels 3 and 4. For a score of 5, a student receives credit for levels 4 and 9 or 10. Native speakers of Spanish who did not take the AP language exam are required to take SPAN 009. Students who have taken the AP exam in literature should consult the Placement and Proficiency Coordinator for appropriate placement.

French Studies

Major Requirements for French Studies

The French Studies major cultivates skills in research, analysis and cross-cultural communication that are essential to a lifetime of intellectual engagement and a wide variety of careers. Students in French Studies can pursue one of two options. Option A is a program for students who wish to study French but may not plan to continue to graduate school (although it does not preclude further study at the graduate level). Option B is an Honors major program for students intending to continue the study of French at graduate level. For the Honors option, a GPA of at least 3.0 in the major is required, as is the recommendation of two instructors.

Learning Outcomes for the Major in French Studies

- **DEMONSTRATE** career-ready proficiency in all language modalities (speaking, writing, listening, reading) for a variety of purposes and a range of content and context
- **DEMONSTRATE** knowledge of literary texts and traditions across time, including major literary and intellectual movements, genres, writers and works, and ability to discuss and analyze literary texts from a variety of media
- **DEMONSTRATE** knowledge of several French-speaking cultures across time and geography, and ability to articulate an understanding of global perspectives, practices and products of those cultures
- **ARTICULATE** a critical analysis of artifacts and phenomena within the above-mentioned areas of content and cultural knowledge

Split Major with French

The split major in which French is the predominant field of study requires FREN 001, FREN 002, FREN 003, FREN 004, FREN 005, FREN 015 (.25), FREN 100, FREN 101, FREN 196 (.25) and four electives. The split major in which French is not the predominant field requires FREN 001, FREN 002, FREN 003, FREN 004, FREN 005, FREN 015 (.25), FREN 100, FREN 101, FREN 196 (.25) and three electives.

Spanish and Latin American Studies (SaLAS)

Major Requirements for Spanish and Latin American Studies (SaLAS)

In addition to preparing students for a number of careers, the major in Spanish and Latin American Studies (SaLAS), assists students who wish to pursue graduate education. The program of study is

vibrant, flexible, challenging, and engaging. The SaLAS concentration cultivates skills in communication, research, and analysis that are essential to a lifetime of intellectual engagement with the language, cultures and literatures of Spain and Latin America, and of Latinos in the United States. The courses required for the major fall into three broad categories: Hispanic Literary Studies, Hispanic Linguistic Studies, and Hispanic Cultural Studies.

The courses in Literary Studies offer students knowledge of the literatures and cultures of the Spanish-speaking world while achieving competency in the language. Students completing these courses will study the rich literary and cultural texts and traditions of Spain, the Americas, and the Caribbean. They will discuss major literary and intellectual movements, genres, and writers. As they do so, they will learn about history, politics, human rights, social activism, and gender roles through the lens of fictional and non-fictional characters, including the voices of writers who represent diverse class, gender, and ethnic backgrounds.

The courses in Hispanic linguistics offer students who are interested in the study of the linguistic fields of the Spanish language an increased understanding of language use and change. They provide excellent preparation for those whose career goals include graduate study in language and linguistics, and those who aspire to work in education, teaching, interpretation, and translation. They are also designed for those who wish to combine language study for the professions with another discipline (e.g., Education, Health Sciences and Psychology, Business, Justice, Community and Leadership).

The courses in Hispanic Cultural Studies are tailor-made for students interested in gaining a multidisciplinary understanding of the culture, languages and artistic artifacts of the Spanish-speaking world. From a variety of perspectives and through the use of diverse analytical tools, these courses provide students an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the U.S., literature, film, music, politics, art, and history, among others, are featured.

Learning Outcomes for SaLAS Major:

Students who complete this major will be able to:

- Demonstrate a career-ready proficiency in all language modalities (speaking, writing, listening, and reading) for a variety of purposes and a range of content and contexts.
- Develop an understanding of the linguistic nature of Spanish, including its primary fields (phonology, morphology, syntax, semantics, sociolinguistics and dialectology, language acquisition, second language pedagogy, and historical linguistics).
- Demonstrate knowledge of Spanish and Latin American literary texts and traditions across time, including major literary and intellectual movements, genres, writers, and works; and discuss and analyze literary texts from a variety of sources.
- Demonstrate knowledge of Hispanic cultures and communities across time and geography, and articulate an understanding of global perspectives, practices, and products of those cultures.

Split Major with Spanish

The split major in which Spanish is the predominant field of study requires SPAN 009/SPAN 089 or SPAN 010/SPAN 090; SPAN 011/SPAN 091; 6.25 upper-division courses which must include SPAN 101; SPAN 102; two of the following: SPAN 120, SPAN 121, SPAN 140, SPAN 141; two electives, and SPAN 196. The split major in which Spanish is not the predominant field requires SPAN 009/SPAN 089 or SPAN 010/SPAN 090; SPAN 011/SPAN 091; three upper-division courses, one of which must be SPAN 101 or SPAN 102; and SPAN 196.

Minors in World Languages and Cultures

Learning Outcomes for a Minor

Students graduating with a minor in East Asian Studies, French, Italian Studies, German Studies, or Spanish will be able to:

- **CONVERSE** using the present, past and future tenses in everyday situations.
- **DEMONSTRATE** satisfactory reading and writing skills.
- **ENGAGE** the target culture through various disciplines, including politics, economics, anthropology, history, literature and art.

Prerequisite Grades

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

Interdisciplinary

School of Science - Departments

School of Science

Biochemistry

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

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

Faculty and Steering Committee

Jeffrey A. Sigman, PhD, *Professor, Director*
James Berleman, PhD, *Associate Professor*
Vidya Chandrasekaran, PhD, *Associate Professor*
Jim Pesavento, PhD, *Assistant Professor*
Karen Ruff, PhD, *Associate Professor*

Learning Outcomes

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

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

Admission Requirements

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

Prerequisite Grade

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

Major Requirements

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

Biology

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

Faculty

Rebecca Jabbour, PhD, *Associate Professor Evolution, Anatomy, Chair*

James Berleman, PhD, *Associate Professor Microbiology, Microbial Ecology, Genetics*

Carla C. Bossard, PhD, *Professor Terrestrial Ecology, Plant Science*

Vidya Chandrasekaran, PhD, *Professor Developmental Genetics, Biochemistry, Physiology*

Jessica Coyle, PhD, *Assistant Professor, Ecology*

Margaret F. Field, PhD, *Associate Professor Emerita Physiology, Cell Biology*

Keith E. Garrison, PhD, *Professor Immunology, Genetics, Molecular Biology*

Khameeka Kitt-Hopper, PhD, *Assistant Professor Cell and Molecular Biology, Anatomy and Physiology*

Phillip Leitner, PhD, *Professor Emeritus Conservation Biology, Desert Ecology*

Jacob F. Lester, PhD, *Professor Emeritus Zoology, Parasitology*

Michael P. Marchetti, PhD, *Fletcher Jones Professor of Biology, Aquatic Ecology, Conservation Biology, Invasive Species*

James Pesavanto, PhD, *Associate Professor Biochemistry, Molecular Biology*

Sonya Schuh, PhD, *Associate Professor Cell Biology, Developmental Biology, Physiology*
Gregory R. Smith, MS, *Professor Anatomy, Physiology*

Learning Outcomes

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

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

Suggested Biology Major Program

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

January Term

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

Prerequisite Grade

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

Chemistry

The Chemistry Department seeks to offer a versatile academic program that will prepare students for a variety of options upon graduation: employment in industry, graduate work in chemistry or related fields, entry into professional schools such as medicine or dentistry, or teaching at the K-12 level. Using a balance of theoretical and experimental work, the curriculum attempts to provide students with a solid understanding of fundamental concepts, the ability to

reason through unfamiliar problems, the tools to investigate a topic in depth and the communication skills that are needed to share information with others.

The department recognizes that since chemistry is a discipline whose primary focus is the underlying substances of the universe, it is important both independently and in relation to other fields of study. For these reasons the department strives to connect the curriculum to other disciplines and real-world examples whenever possible, and to routinely offer courses to meet the needs of students who are not science majors.

Faculty

Valerie A. Burke, PhD, *Associate Professor, Chair*

Kenneth J. Brown, PhD, *Professor*

Steven J. Bachofer, PhD, *Professor*

Joel D. Burley, PhD, *Professor*

John S. Correia, PhD, *Professor Emeritus*

Zuleikha Kurji, PhD, *Assistant Professor*

Mark Lingwood, PhD, *Associate Professor*

Karen M. Ruff, PhD, *Assistant Professor*

Michelle L. Shulman, PhD, *Associate Professor*

Jeffrey A. Sigman, PhD, *Professor*

Elizabeth Valentin, PhD, *Assistant Professor*

Learning Outcomes

The learning outcomes for the Chemistry Department are organized into five general categories:

- **TOOLS** for learning
- **FUNDAMENTAL** knowledge and conceptual understanding
- **INVESTIGATIVE** skills
- **COMMUNICATION** skills
- **SOCIETAL AWARENESS** and concerns

Preparation for Success

Students planning a major in chemistry should present credits for one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remedy any deficiencies in summer school. Students planning a science major should be particularly alert to the language proficiency requirement (see Program of Study) and the math diagnostic prerequisite for entrance into CHEM 008.

Major Requirements

The Chemistry Department offers several options for the student interested in chemistry:

1. The bachelor of science (B.S.) chemistry major provides a solid foundation for students pursuing careers in technically intensive fields or graduate study. It is particularly appropriate for students with strong mathematical skills.

2. The chemistry major with an environmental concentration (B.S.) is designed for students with an interest in applying chemistry to the study of environmental systems and issues.
3. The bachelor of arts (B.A.) chemistry major provides students the flexibility to undertake a minor, prepare for a single-subject teaching credential, or complete courses for medical or professional school. It can also prepare students for employment with a number of firms in the scientific and medical arenas.
4. The biochemistry major (B.S., offered jointly with the Biology Department; see Biochemistry major for more information).

A suggested four-year program of study for any major in chemistry or biochemistry is available from any Chemistry Department faculty member.

Prerequisite Grade

Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course, unless noted otherwise in the course description.

3+2 Engineering Program

Through the 3 + 2 Engineering Program, Saint Mary's offers students the benefits of a liberal arts education while allowing them to pursue an engineering degree. Students spend their first three years at Saint Mary's taking physical science, mathematics, humanities and social science courses. The final two years are completed at an engineering school approved by the program's director. Upon completion of all academic requirements, students are granted two degrees: a bachelor of arts from Saint Mary's College and a bachelor of science in engineering from the university they have chosen for completing the final two years of the program. The full range of engineering specializations can be studied: Computer Science, Electrical Engineering, Biomedical Engineering, Aeronautical Engineering, Chemical Engineering, and Mechanical Engineering. Saint Mary's has a transfer agreement with Washington University in St. Louis which guarantees admission to our students who have a grade point average of at least 3.25.

Faculty

Jessica Kintner, PhD, *Director; Professor of Physics and Astronomy*

Learning Outcomes

After completing the Engineering Program at Saint Mary's, students will have a working knowledge of the physical world and mathematics, and a developed ability to reason and communicate. These gains will allow the students to succeed in the specialized engineering courses taken after transferring and to work effectively as an engineer upon graduation.

Environmental and Earth Science

The Environmental and Earth Sciences (EES) programs provide students with foundational knowledge from many disciplines. This knowledge is then applied to the study, management, and conservation of the environment and living systems around us. Students examine the structure, function and dynamics of ecosystems, the interaction between biotic and abiotic systems, and explore how human enterprise is adversely affecting our global environment. Students examine how environmental degradation and pollution can be lessened or prevented by the application of conservation and management principles derived from ecological theory. Our students work towards a deep understanding of the natural world around them, while at the same time acquiring practical skill sets useful for addressing the serious

environmental issues with which we as a society are faced. Our degree programs foster deep critical thinking and scientific understanding and offer a range of heuristic approaches to addressing environmental issues that span from the natural sciences to aspects of the social sciences and humanities.

The location of Saint Mary's College, on the cusp between the urban centers of the Bay Area and the more rural setting of the coast range and the Central Valley provide unique opportunities for our students. Due to our location we have easy access to freshwater systems, (streams, wetlands, etc.), the Sacramento San Joaquin Delta, the coast range mountains, mixed oak woodland forests, and chaparral communities. Some of our students are also able to take advantage of internships in a variety of fields due to our proximity to the greater San Francisco Bay Area.

Faculty

Alice Baldridge, PhD, Director
(Geological and planetary sciences, aqueous geochemical systems)

Manisha Anantharaman, PhD
(Environmental Justice)

Steven Bachofer, PhD
(Inorganic/Environmental Chemistry)

Carla C. Bossard, PhD
(Terrestrial ecology, plant science)

Joel Burley, PhD
(Atmospheric Chemistry, pollution in national parks and forests)

Michael P. Marchetti, PhD
(Aquatic and marine ecology, conservation biology)

Asbjorn Moseidjord, PhD
(Environmental economics)

Myrna Santiago, PhD
(Environmental history)

Nekesha Williams, PhD
(Environmental Sciences, coastal and hydrological systems, GIS)

Steven Woolpert, PhD
(Environmental politics)

Learning Outcomes

When students complete the Environmental Science and Studies programs, they will be able to:

- **RECALL** and synthesize the knowledge derived from biology, chemistry, physics, earth science, economics and political science to better understand the earth's environment.
- **COMPREHEND** environmental problems from multiple perspectives.
- **EVALUATE** the credibility of varying sources of information on environment.
- **DISPLAY** cognizance of ethical considerations and be mindful of them when constructing solutions to environmental problems.

- **RECOGNIZE** the interconnectedness of earth's ecosystems and human dependence on them.
- **COMMUNICATE** environmental findings through seminars, written scientific reports and visual presentations.
- **KNOW** how to access information on environmental topics from library sources, original scientific literature and the Internet.
- **DEMONSTRATE** competence in using the basic equipment used to gather information on the environment.
- **RECOGNIZE** processes and patterns of environmental interactions.

Curriculum and Course Requirements

Two degrees are offered. A bachelor of science (BS) in Environmental Science and a bachelor of arts (BA) in Environmental Studies. The bachelor of arts program involves less scientific rigor than the bachelor of science. Three minors are also offered in Environmental Science, Environmental Studies and Earth Sciences. All environmental science and studies majors will also be required to do either a research internship or a senior research thesis (such as the ongoing summer research program in the School of Science) or a senior project.

Health Science

The School of Science offers an interdisciplinary major in health science. This program provides a strong foundation in natural science and human biology. The Health Science major prepares students to pursue graduate programs in physical therapy, physician assistant, nursing, occupational therapy, public health, and other health careers that require a science background and have a service orientation (listed below). The student must meet with the Health Science Advisor on admission to the College to design a course of study that will meet their individual needs and interests.

The Health Science major is consistent with the mission of the College to offer students a diverse liberal arts curriculum that is enhanced by an area of study-in this case the biological, biochemical, chemical, psychological, and physical sciences. The courses that fulfill the Health Science major allow students to acquire scientific knowledge, integrate that knowledge among different fields of science, and apply it in the professional environment. Finally, the Health Science major facilitates education of a community of students with common goals to enhance the health and well-being of their communities through a variety of health service-oriented professions.

Learning Outcomes

1. **DEMONSTRATE** competence in the scientific principles of human health in all four major areas of Health Science: biology, chemistry, psychology, and kinesiology including knowledge of human anatomy and physiology and its relevance to human health;
2. **UNDERSTAND** and practice scientific inquiry through observation and/or experimentation including logic of experimentation, data analysis and ethical implications;
3. **ANALYZE**, interpret, integrate and evaluate scientific literature with the ability to communicate findings in a written format;
4. **GAIN** exposure to professional environments where philosophical and theoretical principles are applied while demonstrating an understanding and respect for the value of individuals, communities, and perspectives of difference.

Career Paths

See career paths below and electives need to complete prerequisites for various degree programs:

- **Physical Therapy** (take PHYSI 010 & PHYSI 011 and PSYCH 140, PSYCH 152, & PSYCH 160)
- **Occupational Therapy** (take PSYCH 140, PSYCH 152, & PSYCH 160)
- **Physician Assistant** (take PHYSI 010 & PHYSI 011, CHEM 104 & CHEM 106, BIOL 105, BIOL 130, and Anthropology/Sociology)
- **Nursing** (take HS 131, BIOL 105, BIOL 130, and COMM 112 - also note that a 1-year Accelerated Bachelor's of Science in Nursing Degree is required after SMC graduation)
- **Optometry** (take PHYSI 010 & PHYSI 011, CHEM 104 & CHEM 106, BIOL 105, BIOL 130, BIOL 135, BIOL 139)
- **Pharmacy** (take PHYSI 010 & PHYSI 011, CHEM 104 & CHEM 106, BIOL 105, BIOL 130, BIOL 135)
- **Medical and Clinical Lab Tech** (take PHYSI 010 & PHYSI 011 and CHEM 104 & CHEM 106)
- **Sonography** (take PHYSI 010 & PHYSI 011)
- **Nutrition** (take PHYSI 010 & PHYSI 011 and CHEM 104 & CHEM 106)
- **Dietetics** (take CHEM 104 & CHEM 106, BIOL 105, BIOL 130, BIOL 135 , HS 131)
- **Genetic Counseling** (take CHEM 104 & CHEM 106)
- **Radiologic Technology** (take COMM 112, PHYSI 010 & PHYSI 011, and Medical Terminology off campus)
- **Nuclear Medicine** (take COMM 112, PHYSI 010 & PHYSI 011, and Medical Terminology off campus)
- **Medical Assisting** (take PHYSI 010 & PHYSI 011 and CHEM 104 & CHEM 106)
- **Public Health**
- **Health Administration**

Major Requirements

The Health Science major comprises 16 lower- and upper-division courses, many with corresponding laboratories, detailed below. To officially declare an Health Science major, students must have completed CHEM 008 & CHEM 009 with a C- or better. In order to finish a Health Science major within four years, it is essential that students complete CHEM 010 & CHEM 011 prior to the beginning of their sophomore year.

Mathematics and Computer Science

Mathematics is a liberal art fundamental to a true education. Its study trains students in analytical thinking. Graduates of the department are active in an extraordinarily wide range of careers. The department offers a bachelor of science degree in mathematics with a pure, applied, and computer science track. A minor in mathematics is available.

Faculty

Ellen Veomett, PhD, Professor, Chair
Anastasia Chavez, PhD, Assistant Professor
Andrew Conner, PhD, Associate Professor
Udayan Das, PhD, Associate Professor
Charles R. Hamaker, PhD, Professor
Chris Jones, PhD, Professor, Chair
Lidia R. Luquet, PhD, Professor Emerita
Satbir Malhi, PhD, Assistant Professor
Brother Raphael Patton, FSC, PhD, Professor Emeritus
Kathryn F. Porter, PhD, Professor
Jane R. Sangwine-Yager, PhD, Professor Emerita
Jim Sauerberg, PhD, Professor

Learning Outcomes

When they have completed a mathematics major, students will be able to:

- **DEMONSTRATE** a mastery of the core SMC undergraduate mathematics curriculum.
- **COMMUNICATE** mathematical ideas and concepts correctly and clearly in both oral and written forms using mathematical reasoning and terminology and symbolic representation.
- **UNDERTAKE** scholarly investigations using appropriate mathematical resources.
- **INTEGRATE** the use of technological tools into their investigations.
- **DEMONSTRATE** knowledge of connections within mathematics and applications to other fields.

Major Requirements

The Department of Mathematics and Computer Science offers three tracks within the mathematics major: Pure, Applied, and Computer Science. Each is a Bachelor of Science degree.

A student wishing to major in mathematics should have a strong interest in the field and normally a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of pre-calculus or equivalent).

Prerequisite Grade

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

Suggested Four-Year Program

First-year students should take MATH 027 and MATH 038 and MA/CS 021. Failure to take these courses in the first year may make it impossible to complete the major in four years. It is also recommended for first-year students to enroll in PHYSI 001, PHYSI 002, PHYSI 003, PHYSI 004 or CHEM 008, CHEM 009, CHEM 010, CHEM 011. Those interested in developing a four-year program of study toward a major in mathematics may consult any department faculty member.

Computer Science

Courses in computer science are designed to introduce students to the design of computer systems and their current applications, and to prepare students for using the computer as a tool to solve complex problems in the future. The emphasis is on the fundamental principles and questions of computation and computer structures.

Minor Requirements

A student wishing to minor in computer science should have a strong interest in at least one area of application of computer science. Normally, a student is expected to have a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of precalculus or equivalent). Students may not complete both the mathematics major and the computer science minor.

Physics and Astronomy

Physics in this century is a complex endeavor reflecting many centuries of experimentation and theory. It is an enterprise conducted by people who are stimulated by hopes and purposes that are universal: to understand and describe nature in its most elementary form. Physics and astronomy courses train students to carefully observe physical phenomena and to interpret the phenomena using synthesis, mathematical modeling and analysis. These methods represent a way of knowing that is central to the scientific method. The department is dedicated to teaching students with majors in science, as well as general science education in the liberal arts tradition.

Faculty

Mari-Anne M. Rosario, PhD, Professor, Chair

Jessica C. Kintner, PhD, Professor

Aaron Lee, PhD, Assistant Professor

Chris M. Ray, PhD, Professor

Roy J. Wensley, PhD, Professor

Learning Outcomes

Students who graduate with a major in physics will be able to analyze complex and subtle physical phenomena and systems. The successful student will be able to identify the physical and mathematical principles relevant to a system—even principles that are addressed in separate courses and disciplines. Using the principles they identify, students will be able to carry out the necessary analysis and synthesis to model the system accurately, and will be able to effectively communicate their results.

Major Requirements

Bachelor of Science

The bachelor of science (BS) degree in physics is designed for students who wish to pursue careers or graduate study in scientific and technically intensive fields.

Prerequisite Grade

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

Psychology

The major in psychology is a four-year program leading to a Bachelor of Science degree. Students majoring in psychology are introduced to a spectrum of psychological theories, experiments and problems within the context of a liberal arts college. Although there is considerable breadth in the Department of Psychology's course offerings, an orientation embracing both research and application is emphasized. Psychology majors having earned their Bachelor's degrees are prepared for many different endeavors. For example, they may pursue further study at the graduate level; become involved with the work of counseling centers, elementary and secondary schools, or youth authority facilities; earn a credential in early childhood education and/or in special education; or pursue a career in human resource management. Psychology is also an excellent preparation for careers in law, medicine or business.

Faculty

Mark S. Barajas, PhD, *Associate Professor*
Lynnyonne D. Cotton, PhD, *Associate Professor*
Elena A. Escalera, PhD, *Professor*
José A. Feito, PhD, *Professor, Chair*
Emily Hause, PhD, *Professor*
James McCauley, PhD, *Assistant Professor*
Hiroko Nakano, PhD, *Professor*
Keith H. Ogawa, PhD, *Professor*
Makenzie O'Neil, PhD, *Assistant Professor*
Sara K. Stampp, PhD, *Professor Emeritus*
James A. Temple, PhD, *Professor*
Mary True, PhD, *Professor Emeritus*
Hoang J. Vu, PhD, *Professor*
Paul Zarnoth, PhD, *Associate Professor*

Learning Outcomes

Upon completion of the requirements for the bachelor of science degree in psychology, students will be able to:

- **DEMONSTRATE** knowledge of and be able to critically analyze the theoretical approaches, research findings, and historical trends in psychology.
- **UNDERSTAND** multiple research methods and statistical tools and be able to use them to design research and collect, analyze, and interpret data, as well as proficiently write a research report using standard APA format.
- **DEMONSTRATE** an understanding of the multiple ways gender, culture, age, and sexual orientation affect psychological processes (e.g., perception, memory, learning, affect, social behavior, and development).
- **APPLY** psychological theory and research to real-world problems and issues.

Full Credit Course Requirement

All course requirements for the Psychology major must be met by full credit courses. In other words, .25 and .50 credit courses may not be used to fulfill course requirements in the Psychology major.

Course Prerequisites and Requirements

A minimum grade of C- in all prerequisites is required for admission to all courses. Prerequisites may be waived at the discretion of the instructor.

Transfer Credit in Psychology

Students already enrolled at Saint Mary's College who wish to transfer credit for an off-campus psychology course other than PSYCH 001 must submit a formal petition to do so to the chair of the Psychology Department before enrolling in the course.

Concentrations

In addition to general psychology, there are four major concentrations in the Department of Psychology. A student may elect to follow any one of these programs for a bachelor of science degree:

-division accounting courses from another institution for credit in the accounting major (or minor). Online courses will not be accepted for credit. Transfer credits must be approved by the program director.

Upper division courses are offered one term per year. It is the responsibility of the student to ensure that they take all required courses in the term in which they are offered.

Academic Honor Code

Saint Mary's College expects every member of its community to promote and abide by ethical standards, both in conduct and exercise of responsibility towards other members of the community. Academic Honesty must be demonstrated at all times to maintain the integrity of scholarship and the reputation of the College. Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community and betrays those who may eventually depend upon the College's academic integrity and knowledge.

As an expression of support for academic integrity throughout the Saint Mary's learning community and as an administrative tool to discourage academic dishonesty, Saint Mary's has implemented an Academic Honor Code. The Academic Honor Code has been approved by the Associated Students, the Faculty Academic Senate, the Provost and the President of Saint Mary's College.

Pledge

All students, whether undergraduate or graduate, agree to the following pledge, the Academic Honor Code, by accepting their admittance to the College and not having read the Code is not an excuse for violating it. The pledge reads as follows:

As a student member of an academic community based in mutual trust and responsibility, I pledge:

- To do my own work at all times, without giving or receiving inappropriate aid;
- To avoid behaviors that unfairly impede the academic progress of other members of my community; and
- To take reasonable and responsible action in order to uphold my community's academic integrity.

Principles of Action

Confidentiality

All student information generated in connection with the Code and its implementation are education records of the student(s) involved and cannot be discussed or disclosed (or re-disclosed) other than on an educational need-to-know

basis or with the student(s)'s prior written and dated consent. This principle applies to all involved parties, including any faculty, staff, other students, and all Council members.

Individual Responsibility

It is the responsibility of every student and faculty member of the College community to know and practice the tenets of the Academic Honor Code. If there is confusion over the appropriateness of a particular action in light of the Code, or if a community member has recommendations about how to amend or alter the Code, those questions and suggestions should be addressed to the Academic Honor Council through the Academic Honor Code Coordinator, or to the program director or dean for adult and graduate programs. Community Responsibility In addition to maintaining one's own academic integrity, each member of the academic community should strive to preserve and promote integrity among his/her peers. This community empowers its members to take appropriate action in support of the Academic Honor Code. If a student, faculty member, staff member, or administrator suspects a violation of the Academic Honor Code, he or she should take action consistent with the Academic Honor Code Procedures described below. Additional possible actions include:

- Actively encouraging academic integrity among one's peers.
- Using moral suasion to avert a peer's academic dishonesty.
- Alerting a faculty member to suspected violations of academic integrity.
- Educating one another regarding the responsibilities of academic integrity.
- Helping a faculty member maintain an environment that is conducive to integrity.

Violations

All violations of the Academic Honor Code are administered by the Academic Honor Council (AHC). Members of the academic community are presumed to be familiar with the procedures outlined for determining a violation of the Academic Honor Code and, therefore, ignorance of the Code is not available as an excuse for an alleged violation of it. Forms of violations of the Academic Honor Code include, but are not restricted to:

In Examinations

Unauthorized talking during an exam; use of "cheat sheets" or other unauthorized course materials during an exam; having someone other than the student registered in the course take an exam; copying from another student's work; giving assistance to another student without the instructor's approval; gaining access to an exam prior to its administration; informing students in other course sections of the contents of an exam; preparing answer sheets or books in advance of an exam without authorization from the instructor; unauthorized collaboration on a take-home exam; altering another person's answers in the preparation, editing, or typing of an exam; bringing unauthorized materials into an exam room.

On Papers and Class Assignments (understood as all work assigned in a course)

Submitting work prepared by someone else as one's own; using the thesis or primary ideas of someone else, even if those ideas have been edited or paraphrased, without proper citation; plagiarizing words, phrases, sections, key terms, proofs, graphics, symbols, or original ideas from another source without appropriate citation; receiving unauthorized assistance in preparing papers, whether from classmates, peers, family members, or other members of this or any other College community; collaboration within a class or across sections of a class without the consent of the instructor; preparing all or part of a paper for another student; intentional failure to cite a source that was used in preparing the paper; citing sources that were not used or consulted to "pad" a bibliography; citing sources out of another's bibliography without having consulted those sources; re-using previous work without the consent of the current instructor; providing a paper to another student for any purpose other than peer editing or review; using unapproved sources in preparing a paper; lying to an instructor to circumvent grade penalties; interference with access to classrooms, computers, or other academic resources.

In Research

Fabricating or falsifying data in any academic exercise, including labs or fieldwork; using material out of context to inappropriately support one's claims; sabotaging another person's research; using another researcher's ideas without proper citation; taking credit for someone else's work; hoarding materials and/or equipment to advance one's research at the expense of others.

In the Use of Academic Resources

Destruction, theft, or unauthorized use of laboratory data, research materials (including samples, chemicals, lab animals, printed materials, software, computer technology, audiovisual materials, etc.); stealing or damaging materials from the library or other College facilities; not returning materials when asked to do so; appropriating materials needed by others such that their work is impeded; helping others to steal, hoard, destroy, or damage materials.

In Academic Records

Changing a transcript or grade in any unauthorized way; forging signatures on College documents; willful public misrepresentation of achievements, whether academic, athletic, honorary, or extracurricular; falsifying letters of recommendation to or from college personnel; bribing any representative of the College to gain academic advantage; breaking confidentiality about the 111 proceedings of the Academic Honor Council, an Academic Review Board, or an investigative committee in the adult and graduate programs.

In Community Participation

Engaging in conduct that, if found to have occurred, violates the College's Technology Use and Whistleblower policies.

These types of conduct constitute violations of the Academic Honor Code and will be considered, if determined to have occurred, as acts of academic dishonesty. Any conduct that represents falsely one's own performance or interferes with that of another is academic dishonesty. Academic dishonesty is distinguished from academic inadvertence. The Academic Honor Council or the dean or program director for adult and graduate programs, receives and considers all reports of conduct that is alleged to be a violation of the Code and, thereafter, decides whether the alleged conduct, if

determined to have occurred, constitutes academic dishonesty or academic inadvertence, which involves an act that might appear to be a violation of the Academic Honor Code, but is determined during the Review Board process not to be. In cases of academic inadvertence, no charge of academic dishonesty is made and the student is referred to the instructor for appropriate resolution. The Academic Honor Code is not intended to impede or inhibit the free exchange of ideas and collaborative learning which are hallmarks of a Saint Mary's education. The College supports and encourages cooperative learning, group projects, tutoring, mentoring, or other forms of interchange of ideas among students and faculty, one of the most important benefits of academic life.

Oversight and Sanctions

The procedures for the administration of the Academic Honor Code, the determination of violations, and the imposition of sanctions are overseen by the Academic Honor Council (AHC).

Oversight: Academic Honor Council

Council Membership

The AHC consists of a minimum of sixteen student members and six faculty members. These members share a special responsibility for the dissemination and implementation of the Academic Honor Code on campus.

Responsibilities of the Academic Honor Council ("AHC"): The responsibilities of the AHC include, but are not limited to, the following:

- To select from its membership a student Chair, or Co-Chairs, who will oversee the operations of the AHC for one year.
- To review and revise the Academic Honor Code as necessary, offering recommendations for changes to the Code to the Admissions and Academic Regulations Committee of the Educational Policies Board.
- To serve in an advisory capacity for the College community in understanding and interpreting the Code.
- To promote and maintain the Code, primarily through community education via publications, workshops, forums, and community events.
- To create and facilitate a non-credit seminar on academic integrity to be taken by students who are in violation of the Code.
- To constitute Review Boards from among its membership to consider alleged violations of the Code.
- Through its Chair or Co-Chairs to consider requests for the removal of "XF" grades and to be a Review Board as a whole for petitions of reconsideration brought forward by the Chair or Co-Chairs.
- To provide an annual report (maintaining appropriate confidentiality) for the Educational Policies Board and the Student Senate reviewing the AHC's activities for the year.

Coordinator of the AHC

In addition to the members of the Academic Honor Council, there is a staff Coordinator who is part of the staff of the Student Success Office. The Coordinator's responsibilities are: to serve as "first contact" for a party who wishes to register a concern; to maintain office hours during which community members may file concerns, seek advice, obtain written materials relevant to the Academic Honor Code; to update written materials and information as per the

instructions of the AHC; to distribute materials to appropriate parties during student orientation and at the beginning of the new academic terms; to function as a "neutral party" in organizing and scheduling reviews by the AHC; to contact all involved parties and inform them of their rights and responsibilities in the process of pursuing a concern; to assign Advisors at the earliest possible time; to compile brief case inventories on concerns that are raised; and to schedule and book meetings of the Academic Honor Council at large, and to coordinate with the Chair of the AHC the constitution and meetings of Honor Review Boards. 113

A reported student has 5 business days to contact the AHC coordinator to discuss their options. After the 5-day period, the student has 24 hours to inform the AHC coordinator of their decision of whether they want to go forward with a review board or sign a No-Contest Resolution. If there is no contact within the specified time frame, an immediate XF grade will be assigned to the student's academic transcript for the course in question.

Honor Review Boards

In cases when a violation of the Academic Honor Code is not handled through the channels of No-Contest Resolution, the Chair(s) of the AHC designate the case for review and establish an Honor Review Board comprised of members of the AHC. If there are two or more pending cases, the reported student is given the option to decide whether or not they want their review boards to consist of the same AHC members. The pending review boards are not allowed to be scheduled on the same day. If the student chooses to not make this decision it is at the discretion of the Co-Chairs, to decide whether or not the board consists of all the same members.

The appropriate sanction is decided by the majority vote of the voting members. The non-voting Facilitator serves as the neutral presiding officer of the review. The role of the non-voting Advisor is to help the respective parties in their understanding of the Academic Honor Code, provide confidential guidance, assist in preparing the respective parties for the Honor Review Board process, aid the parties in understanding the decisions of the Honor Review Board, and inform the parties of processes for petition for reconsideration. At no time during the review does an Advisor formally represent the party in the hearing or speak on his/her behalf; rather, each party is expected to speak for him- or herself.

Sanctions

Standard Sanction: Assignment of an "XF" Grade

For violations pertaining to a course, the standard sanction upon a student who commits a violation of the Academic Honor Code is the assignment of an "XF" grade in the course.

- First Violation Standard Sanction: Assignment of an XF grade.
- Second Violation Standard Sanction: Semester Suspension. The standard sanction for a second violation is a semester-long suspension from the College. Timing of the suspension is to be determined by the review board that reviews the individual case.
- Third Violation Standard Sanction: Expulsion. The standard sanction for a third violation is immediate expulsion from the College.

For violations that do not pertain to a course, the sanction is determined by the Honor Review Board hearing the case. The "XF" grade indicates failure in the course, and that the course failure was the result of a violation of the Academic Honor Code. A notation will be included in the 114 student's transcript indicating the meaning of the grade. For the purposes of computing grade point average and class standing, the "XF" will be treated as an "F."

In addition to the notation on the student's transcript, an "XF" grade disqualifies a student from representing the College as the leader of an approved extracurricular activity, or as a member of an athletic or scholarly team that is sponsored by the College. Students with "XF" grades will be eliminated from consideration for departmental or College awards and honors. No student with a standing "XF" grade may be a member of the Academic Honor Council.

Through a letter filed with the AHC Coordinator, a student may petition the Academic Honor Council to remove an "XF" grade in the semester following its assignment. A successful petition will result in the replacement of the "XF" with the grade of "F" and the removal of the notation from the student's transcript. Such a petition will be considered if the student has completed a non-credit seminar on academic integrity (administered by the Academic Honor Council) and has avoided any further violation of the Academic Honor Code. The decision to remove an "XF" grade resides with the Co-Chair(s) of the Academic Honor Council and is not guaranteed merely with completion of the seminar on academic integrity. A letter reflecting the violation, the sanction, and the removal of the "XF" grade remains in the student file held in the Office of the Registrar.

All enforcement of XF sanctions is administered by the Assistant Vice Provost of Student Success or designee.

Alternative Sanctions

That the assignment of an "XF" grade is the standard sanction for violations that pertain to coursework does not preclude the right of the Honor Review Board to assign an alternative sanction, one that is either harsher or more lenient. The rationale for an alternative sanction other than the standard is the nature of the offense and not the status or identity of the offender. The community member who brings forth the charge against the alleged violator may recommend a particular sanction to the Honor Review Board, but the assignment of the sanction rests with the board.

Alternative sanctions include but are not limited to:

- Reprimand by the AHC, with a letter placed in the student's permanent file in the Registrar's office.
- Community service requirements, either to the College or to a selected community agency consistent with the offense committed.
- Community education requirements, including participation in the development of workshops, displays, bulletin boards, testimonials, brochures, or College forums.
- Attendance of a non-credit seminar on academic integrity.
- Academic or extracurricular probation.
- Loss of privileges for College leadership or athletic participation.
- Removal from the course, with alternate plans for completing it.
- Failure of the assignment.
- Failure of the course.
- Modified "XF" grade, with no limitation on extracurricular activities.
- Suspension from the College at the end of the term.
- Immediate suspension from the College.
- Expulsion from the College.
- Withholding of a degree, even in cases where all College requirements have been met.
- Revocation of a degree already received.

Procedures for Suspected Violations

The procedure to be followed in any suspected violation of the Academic Honor Code for traditional undergraduate students will follow four, and, in certain instances (as specified, below), a fifth step.

If a student or staff member wishes to report conduct that might constitute a violation of the Code, then they have two options:

- Refer the matter to the relevant faculty member, or
- Refer the matter to the Academic Honor Council through the AHC Coordinator (Step Four).

Step One: Initial Discussion

If a faculty member, staff or student becomes aware of conduct that might constitute a violation of the Code, then they should first discuss the conduct with the suspected violator. This discussion might include asking the suspected violator(s) to explain the situation or confronting them with relevant information about the suspected conduct. The possible outcomes are:

- If the suspecting party concludes that no violation has occurred, then the matter will be dropped.
- If the discussion results in confirmation by both parties that a violation has occurred, then the student can request a No-Contest Resolution through the AHC Coordinator or an Honor Review Board through the AHC Coordinator.
- If the discussion results in lack of confirmation by both parties that a violation has occurred, then the faculty member refers the case for review by an Honor Review Board through the AHC Coordinator (Step Four).

Step Two: Meeting with the AHC Coordinator

After a violation of the AHC code has been found the case is referred to the Coordinator of the AHC. When a suspected of a violation of the Code is referred to the Coordinator, the reported student has two options to resolve the issue.

1. No-Contest Resolution (Step Three)
2. Academic Honor Review Board (Step Four)

After initially meeting with the AHC Coordinator the student has five business days to contact the AHC Coordinator to discuss their options. After the 5-day period, the student has 24 hours to inform the AHC coordinator of their decision of whether they want to go forward with a review board or sign a no-contest resolution. If there is no contact within the specified time frame, an immediate XF will be given.

Step Three: No-Contest Resolution

The No-Contest Resolution process is an option in cases when the following five conditions are met: 1) neither party contests that the conduct has occurred; 2) the nature of the violation caused by the conduct is clear; 3) the violation is course-related, 4) both parties agree to the standard sanction for the admitted violation and, 5.) if it is the first violation

In No-Contest Resolution, the standard sanction of "XF" is applied. To provide fairness in its application, the AHC Coordinator is witness to the No-Contest Resolution process.

Step Four: Honor Review Board

In the absence of a No-Contest Resolution, the case is referred through the AHC Coordinator to an Honor Review Board for review and determination.

Preparation. The AHC Coordinator informs the Co-chairs of the AHC of the need to convene an Honor Review Board. Once the Co-chairs have established the Honor Review Board for a case, it will hold a review hearing. The hearing is a closed and confidential meeting with the person raising the concern, the alleged violator(s), and any witnesses who have relevant information that either party wishes to include in the proceedings. Prior to the review hearing, the Facilitator will provide a list of witnesses and relevant information to both the person raising the concern and the alleged violator(s).

Confidentiality. All of the testimony and relevant information from the review hearing will be kept in confidence, in accordance with the College policy and to protect the privacy of the student(s) involved under the Family Educational Rights and Privacy Act ("FERPA"). Failure to maintain the confidentiality of the matters and/or the student's privacy of the student(s) involved will result in a separate and independent charge of Code violation. No lawyers or lawyers' representatives (e.g. paralegals) representing the involved parties or family members of either party may be present during the review process or the deliberations of the Honor Review Board.

Multiple Alleged Violators. In the case of multiple alleged violators in closely related cases, one Honor Review Board will hear all testimony and evidence. The Facilitator has the discretion to hold one review for all students concerned subject to receipt of the prior written and dated consent of the student(s) involved, or separate reviews for each alleged violator. Reviews will be closed to all other persons unless all parties concerned consent in writing to an open review.

The Review Hearing. The Coordinator's office determines sets and coordinates the time and place for the review hearing, as well as its structure and flow. Each party has the opportunity to present his/her position and offer relevant information and testimony, including of witnesses, to support their respective positions. Members of the Honor Review Board may forward questions during any phase of the review with the permission of the Facilitator.

Deliberation and Decision. Upon hearing all arguments, the Honor Review Board meets privately to deliberate and make its decision. A valid decision constitutes a simple majority arriving at a common conclusion as to whether a violation "more likely than not" occurred. In the event of a split or tied vote, the case will be referred to the full body of the AHC for deliberation and decision. Within 48 hours of the close of deliberations, the Student Advisors and/or Facilitator of the Honor Review Board informs both parties about the decision and sanction, either through written 117 notification or in person, depending upon the request of the parties involved preference. Notwithstanding this notice requirement, failure to inform both parties of the decision and sanction within 48 hours does not constitute a material procedural irregularity.

Removal of a Board Member. Any member of the Board who has a conflict of interest or bias or whose participation would give rise to the appearance of bias or conflict of interest must recuse him or herself from the deliberation and decision process. If during the review hearing or the deliberations the Facilitator detects a bias that may interfere with the impartial consideration of information by any voting member of the Honor Review Board and that may significantly affect the outcome of the Board's decision, the Facilitator must remove that representative from the Review Board immediately. Review and deliberations will continue with the remaining members.

Ad Hoc Review Boards. In the event that a review is necessary outside of the confines of the regular academic calendar (in the summer or over Christmas break, for example), then the Academic Vice Provost may convene a special ad hoc Honor Review Board consisting of two students and one faculty member. If possible, those representatives should be current or former members of the Academic Honor Council, but the Academic Vice Provost may exercise the right to appoint other representatives as necessary.

Step Five: Petition to Reconsider

Grounds for Reconsideration. Except as permitted below, the decision of the Honor Review Board is final (whether it is the product of a regular or ad hoc review board), and will be reported to the Academic Honor Council as well as to the

Registrar's office. The decision may be reconsidered only if: 1) new information not available at the time of the deliberation and Board's decision can be offered for consideration, 2) one or more parties can provide information that supports an allegation that there was a failure to follow procedure that materially affected the decision of the board, or 3) the sanction applied goes beyond the standard sanction. If the case is not subject to reconsideration, then the matter ends at this step.

Reconsideration: If a student that has been found in violation of the honor code chooses to submit a request for reconsideration, that person has 5 business days starting the day after their decision has been made by the review board to turn in their request in writing to the coordinator. School holiday breaks do not count as business days (as defined in the student handbook). If they do not turn it in within the designated time frame, the request will be rejected.

Any petition for reconsideration of a decision by the Honor Review Board is filed with the AHC Coordinator, who informs the Co-Chairs of the Academic Honor Council. The Co-Chairs determine whether or not the information and reasons offered support the request for reconsideration (based on the above criteria). If the Co-Chairs deem that the information offered is sufficient to support reconsideration of the case, then it is brought before the full body of the Academic Honor Council. The Council rehears the case, taking into account the new information and/or material procedural irregularity that have been established.

The Co-Chairs present the original case (in brief), the board's decision, and the stated grounds of the petition to the AHC. The AHC may, in its sole discretion, rely on existing written information or call for new information and/or testimony as needed to allow a full and fair consideration of the petition. If the AHC disagrees with the decision of the Honor Review Board, then a new decision may be reached by the entire Academic Honor Council by a majority vote of those present. The Co-Chairs will be excluded from the initial vote and will only vote in the case of a tie. If the AHC upholds the decision of the Honor Review Board, then the case will be closed. In either situation, the decision of the Academic Honor Council is final.

Final Responsibility

Saint Mary's, through its designated officers, faculty and/or employees is solely charged with and responsible for interpreting and applying the Academic Honor Code. In exercising that responsibility, the College chooses to give students a distinct and significant role in designing the Code, hearing cases, recommending sanctions, and educating the campus community about the importance of academic integrity. This student participation, however, in no way prevents Saint Mary's from exercising its sole discretion, without prior notice, in interpreting, implementing and/or amending these policies and procedures.

Course Descriptions

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

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

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

Accounting - Lower Division

ACCTG 001 - Financial Accounting

Lower Division

Prerequisites

None

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

Term Offered

Fall, Spring

Course credits: 1

ACCTG 002 - Managerial Accounting

Lower Division

Prerequisites

None, but no first-years in Fall without ACCTG 001

Focus is on understanding costs and cost behavior and the use of cost information for planning, evaluation, and control decisions. Students learn how a business manager uses management accounting information to solve problems and manage activities within an organization.

Term Offered

Fall, Spring

Course credits: 1

Accounting - Upper Division

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

Upper division courses are offered one term per year. It is the responsibility of the student to ensure that they take all required courses in the term in which they are offered.

ACCTG 127 - Accounting Communication

Upper Division

Concurrently

Must be taken concurrently with ACCTG 160 in the Fall.

This course exposes students to the type of writing expected in their profession and introduces them to professional speaking standards.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

ACCTG 160 - Intermediate Accounting 1

Upper Division

Prerequisites

ACCTG 001.

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

Term Offered

Fall

Course credits: 1

ACCTG 161 - Intermediate Accounting 2

Upper Division

Prerequisites

ACCTG 160.

The second course in a three-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of long lived assets, current and long term debt, stockholder's equity and earnings per share calculations.

Term Offered

Spring

Course credits: 1

ACCTG 162 - Intermediate Accounting 3

Upper Division

Prerequisites

ACCTG 161.

The third course in a three-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of investments, tax reporting: revenue recognition, pensions, leases, accounting changes and errors, Statement of Cash Flows, and interim and segment reporting.

Term Offered

Fall

Course credits: 1

ACCTG 164 - Auditing

Upper Division

Prerequisites

ACCTG 162. ACCTG 191.

This course integrates the theory and practice of auditing. Special emphasis is given to current issues facing the profession. Includes coverage of professional standards, ethics, evaluation of internal control, consideration of risk, gathering of audit evidence, sampling, consideration of fraud factors, EDP auditing, liability issues, and overview of other assurance service.

Term Offered

Spring

Additional Notes

Senior standing.

Course credits: 1

ACCTG 168 - Tax Accounting

Upper Division

Prerequisites

ACCTG 001.

Examines current federal taxation related to individuals. The topics covered include determination of individual income tax liability, gross income inclusions and exclusions, capital gains and losses, deductions and losses, losses and bad debts, depreciation and property transactions.

Term Offered

Spring

Course credits: 1

ACCTG 170 - Selected Issues in Accounting

Upper Division

Prerequisites

ACCTG 162.

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

Course credits: 1

ACCTG 178 - Volunteer Income Tax Assistance

Upper Division

Prerequisites

ACCTG 168.

This service learning course allows students to gain practical experience by applying what they have learned from previous coursework in the preparation of income tax returns for low income individuals, in an economically disadvantaged neighborhood, on a pro bono basis. This course gives students an opportunity to increase their tax knowledge and interpersonal skills.

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Spring

Course credits: 0.5

ACCTG 191 - Accounting Analytics

Upper Division

Prerequisites

ACCTG 161 with a grade of C- or higher

Data has proliferated in business and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc. This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. The focus of this class is on concepts as well as various data analysis tools such as Advanced Excel, Weka, Tableau/Power BI, IDEA Audit Software, iXBRLAnalyst, Structured Query Language (SQL) using SAS, Microsoft Access, Microsoft SQL Server Management Studio, Excel 2016, and MySQL, and Python, and more.

Term Offered

Fall

Course credits: 1

ACCTG 195 - Internship

Upper Division

Prerequisites

Permission of the instructor and program director is required.

Work-study program conducted in an appropriate internship position under the supervision of a faculty member.

Course credits: Credit may vary

ACCTG 197 - Independent Study

Upper Division

Prerequisites

Permission of the instructor and program director is required.

This course allows students to study accounting topics of interest to them on an individual basis.

Course credits: Credit may vary

ACCTG 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: Credit may vary

Health Science - Upper Division

HS 131 - Nutrition

Upper Division

Prerequisites

ENGL 005, BIOL 001/BIOL 001L, CHEM 008/CHEM 009, CHEM 010/CHEM 011.

Study the health effects of nutrition on the human biological system. This is a writing intensive course providing an overview of current topics in nutrition within the context of public health. In addition to studying the biochemical properties of macronutrients and micronutrients, we will explore concepts in dietary assessment and epidemiology, dietary toxic exposure and prevention strategies, life cycle nutrition, global nutrition, public health and community nutrition, agriculture and food policy, and evaluation of related research. It builds on the rhetorical and critical thinking skills used to analyze texts developed in ENGL 005 and upon the fundamental biological and chemical concepts presented in introductory biology and chemistry. The research paper will prepare students with the skills to research and present on a range of topics in the health science discipline. Students may take this course in or any time after the spring semester of sophomore year and after completing introductory chemistry and biology.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

HS 133 - Environmental Health**Upper Division****Prerequisites**

ENGL 005, CHEM 008/CHEM 009, CHEM 010/CHEM 011, BIOL 001/BIOL 001L and BIOL 002/BIOL 002L.

Study the health effects of toxic chemicals on biological systems and their movement through environmental matrices. This is a writing intensive course in which students learn about the properties of toxic substances, biological mechanisms of action, public health impacts of exposure, environmental justice, methods of prevention, and how to evaluate related research and policy. It builds on the rhetorical and critical thinking skills used to analyze texts developed in ENGL 005 and upon the fundamental biological and chemical concepts presented in introductory biology and chemistry. The research paper will prepare students with the skills to research and present on a range of topics in the health science discipline. Required for all Allied Health Science majors. Three hours of lecture per week.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Term Offered

Offered every semester.

Course credits: 1

Anthropology - Lower Division

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

ANTH 001 - Introduction to Social and Cultural Anthropology**Lower Division**

The course examines the nature of culture and the diversity of societies worldwide. It focuses on cultures in Asia, Oceania, Africa, and the Americas, and introduces the beginning student to some of the main topics of anthropology including kinship, gender, the world system, fieldwork, magic and religion, race and ethnicity, social change, and the political system of societies throughout the world.

Core Curriculum Designation(s)

SHCU - Social, Historical and Cultural Understanding; GP - Global Perspectives; TCG - The Common Good

Course credits: 1

ANTH 005 - Introduction to Archaeology**Lower Division**

Concurrently

Students are encouraged to enroll in ANTH 011, but it is NOT required.

Students are introduced to the ancient cultures of the world that existed before written records (i.e., prehistory). Cultures from every world area are studied, including the Aztec Empire, Mycenaean Greece, Mesopotamia, the Celts, and the Inca Empire. Additionally, students gain an understanding of the methods and theories of contemporary archaeology through lecture, discussion, and hands-on activities.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Course credits: 1

ANTH 007 - Biological Anthropology

Lower Division

Prerequisites

One ANTH course.

This course studies the variation and evolution of the human species and its place in nature. The emphasis of this course explores why we see broad variations among homo sapiens and how these variations affect humans in their life cycle, health and culture.

Term Offered

Spring

Course credits: 1

ANTH 007-L - Biological Anthropology Lab

Lower Division

Concurrently

Anth 007 lecture and Anth 007-L should be taken together.

Prerequisites

One ANTH course.

This lab course will give students the opportunity to demonstrate an understanding of scientific concepts, principles, and theories that explain human evolution and the human experience. Students will collect, analyze, and interpret empirical data gathered in a laboratory and field setting as it relates to the study of humans.

Term Offered

Spring

Course credits: 0.25

ANTH 010 - Introduction to Anthropological Methods

Lower Division

This .25 credit course will give students the opportunity to learn quantitative and qualitative anthropological field and lab methods. The course may be repeated as content varies.

Term Offered

Spring

Course credits: 0.25

ANTH 011 - Introduction to Archaeological Methods**Lower Division**

This .25 credit activities course will give students the opportunity to learn some basic archaeological field and lab methods.

Course credits: 0.25

Anthropology - Upper Division**ANTH 100 - Principles of Anthropology****Upper Division**

This course provides majors and minors with an introduction to the methods and theories of traditional American anthropology and international anthropologies. It is an important transition course for majors who have completed their Lower-division requirements, and are preparing for their upper division courses. The course will focus on research and writing as well as providing students with a basic history of the development of American and global anthropologies. Students will become familiar with some of the major debates in the discipline. Students are strongly advised to take this course during their sophomore year.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

ANTH 105 - Linguistic Anthropology**Upper Division**

Linguistic anthropologists seek to understand the dynamic relationship between language and culture. In this course, students will examine how basic elements of language are imbued with cultural meaning, and how cultural meaning is expressed through various linguistic modalities. The course will cover key themes in linguistic anthropology including language, gender, and sexuality, language and race, language diversity, and language and power. As part of this process, we will examine the theory behind ethnographic data collection, analysis, and transcription. Throughout the course, students will have the opportunity to collect and analyze their own data.

Core Curriculum Designation(s)

AD - American Diversity

Course credits: 1

ANTH 111 - Kinship, Marriage and Family**Upper Division**

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

Repeatable

May be repeated as content varies.

Course credits: 1

ANTH 112 - Global Perspectives on Race

Upper Division

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

Course credits: 1

ANTH 114 - Urban Anthropology

Upper Division

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

Course credits: 1

ANTH 115 - Anthropology of Digital Cultures

Upper Division

Facebook. Instagram. World of Warcraft. This course focuses on understanding digital cultures through the lens of contemporary anthropology. Students will become proficient with digital cultures and environments through both theoretical investigation and ethnographic immersion into virtual worlds, cyber-culture, online gaming, and other forms of digitally mediated social networks. Students will engage in fieldwork that examines emerging virtual worlds, migratory practices, and developing markets. The purpose of this course is to provide students with the necessary analytical tools, based on anthropological theory and methodology, to explore, describe, and define digital cultures and virtual communities.

Course credits: 1

ANTH 117 - Anthropology of Religion

Upper Division

Through the study of ethnographic texts, social science theory, and first-person accounts of religious experiences, students in this class will examine a range of religious rituals, traditions, and experiences. In the course, students will encounter a number of religious traditions such as Christianity, Buddhism, Hinduism, and Shamanism. Through the close examination of ethnographic texts, students will gain an appreciation for diverse social, cultural, ethical, and theological traditions, and how religion intersects in diverse ways across cultural contexts.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

ANTH 118 - Culture, Health, and Healing

Upper Division

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

Course credits: 1

ANTH 119 - Cultures of the Americas

Upper Division

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

Repeatable

May be repeated as content varies.

Course credits: 1

ANTH 120 - Visual Anthropology

Upper Division

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

Course credits: 1

ANTH 121 - World Cultures

Upper Division

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

Repeatable

May be repeated as content varies.

Course credits: 1

ANTH 124 - Museum Studies

Upper Division

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

Course credits: 1

ANTH 125 - Gender and Culture

Upper Division

This course takes a four-field anthropological approach to understanding gender, investigating such topics as third and fourth gender diversity, gender among non-human primates, gender roles in prehistory, and the sociolinguistics of gender usage. Special attention is paid to the ways in which gender articulates with other social practices and institutions such as class, kinship, religion, and subsistence practices.

Course credits: 1

ANTH 126 - Field Experience

Upper Division

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

Course credits: 1

ANTH 127 - Topics in Archaeology

Upper Division

Prerequisites

Successful completion of ANTH 005 is recommended, but NOT required.

This course introduces students to a major area of contemporary archaeological thought. Possible topics include cultural resource management, mortuary archaeology, the archaeology of culture contact, gender archaeology, historical archaeology, material culture and ethnicity, an in-depth study of the archaeology of a particular time period (e.g., the Neolithic), and archaeological methods.

Repeatable

May be repeated as content varies.

Course credits: 1

ANTH 128 - Food and Culture

Upper Division

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

Course credits: 1

ANTH 129 - Ancient Civilizations

Upper Division

Prerequisites

Successful completion of ANTH 005 is recommended, but NOT required.

Ninety-nine percent of human cultural development took place before the advent of written records, and therefore archaeology is the primary source of knowledge of these cultures. This course focuses on the practices of prehistoric people, such as how they made stone tools, decorated cave walls, organized their villages, domesticated plants, and built monuments like Stonehenge. Special attention is given to topics such as gender, kinship, religion, and art. Students also learn how cross-cultural comparisons of ancient civilizations have led to insights regarding the emergence of cultural complexity, city life, social classes, and other modern social phenomena.

Course credits: 1

ANTH 130 - Anthropological Theory

Upper Division

Prerequisites

Students must be in their junior or senior year or receive permission of instructor to enroll.

Through close reading and in-depth discussion of primary theoretical texts, students gain an understanding of the history of American anthropological theory from the 19th century to the present while also exploring the intellectual traditions of global anthropologies.

Course credits: 1

ANTH 131 - Cultural Geography

Upper Division

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

Cross-Listing

ES 131

Course credits: 1

ANTH 134 - Issues in Globalization

Upper Division

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

Repeatable

May be repeated as content varies.

Course credits: 1

ANTH 135 - Special Topics

Upper Division

Special topics in anthropology include such issues as criminology, sexuality, international terrorism, and popular culture.

Repeatable

May be repeated as content varies.

Course credits: 1

ANTH 136 - Applied Anthropology

Upper Division

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

Course credits: 1

ANTH 195 - Special Study Internship

Upper Division

Prerequisites

Sponsorship by an anthropology faculty member and approval of the department chair is required.

This course is usually taken by upper-division students who wish to complete their education with related work experience, and is maintaining at least a C average. In addition to work experience, outside research and a term project are usually required.

Course credits: Credit may vary

ANTH 196 - Senior Thesis

Upper Division

Honor students undertake individual research, culminating in the senior project and a presentation.

Additional Notes

This course should be taken in the senior year.

Course credits: 1

ANTH 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair required.

An independent study or research course for students whose needs go beyond the regular courses in the curriculum.

Course credits: Credit may vary

ANTH 199 - Special Study: Honors

Upper Division

Prerequisites

Approval of the department chair is required.

This course is only available to upper-division majors with a B average or higher, and entails independent study or research under the supervision of an anthropology faculty member.

Course credits: Credit may vary

Art - Lower Division

ART 001 - Studio Art

Lower Division

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

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every term.

Fee

\$60

Course credits: 1

ART 003 - Basic Design

Lower Division

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

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every other year.

Fee

\$60

Course credits: 1

ART 004 - Basic Photography

Lower Division

This course provides an introduction to the art of digital photography, production techniques and theory. Students will study the expressive power of light, composition, contrast, depth, angles, patterns, texture and subject matter. Technical skills will include digital input from scanning (flatbed and slide/negative), digital cameras, video and internet sources, and output to digital printing systems. Computer-assisted manipulation of imagery will be explored for correction and abstraction.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every term.

Fee

\$70

Course credits: 1

ART 055 - Digital Art: Photo, Video and Sound**Lower Division**

This introductory course investigates the digital editing tools, processes and concepts through which digital technology extends traditional and conceptual 2d and time-based art practices. Students will develop digital imaging, video and sound projects using current industry software. The course will combine extensive software demonstrations, hands-on exercises, theoretical and technical readings, discussion of a broad range of examples of media art and group critiques.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered in Spring and Summer.

Fee

\$60

Course credits: 1

ART 065 - Web Design and Interactive Art**Lower Division**

This course introduces the digital editing tools, processes and concepts of web design and interactive art. Students will study color theory, typography, website planning and other topics that will prepare them to produce a compelling website design. The theory of interactive design and new media will help contextualize student work and broaden the creative possibilities for the use of interactive structures for the purposes of artistic expression. Students in this course will need to buy their own URL.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered in Spring term.

Fee

\$60

Course credits: .25

ART 070 - Printmaking

Lower Division

An introduction to the medium of printmaking, this class explores the processes of monoprint, linoleum and other, non-traditional techniques. The course examines the use of tools, techniques, and machinery used in printmaking for their application to the students' images and ideas. This project-based course highlights the relationship between creativity and communication in printing, often using political or social justice themes. Through class presentations, students learn the communicative potential of images and thereby become aware of their own ability to provide creative critique of any issue they choose.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered in Fall term.

Fee

\$60

Course credits: 1

ART 090 - Special Topics in Art Practice

Lower Division

Prerequisites

This class is open to all interested students without prerequisite, though prior completion of at least one lower-division studio class is recommended.

The medium and materials vary from semester to semester and may include photography, photojournalism, video, installation art, site-specific and public projects, digital media, textiles and soft sculpture. Student assessment and evaluation are accomplished through group critiques, class discussions, peer and self- evaluations, short writings on art, and sketchbook and portfolio reviews.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated as content varies.

Course credits: 1

Art - Upper Division

ART 101 - Advanced Drawing

Upper Division

Since the Renaissance, artists have looked for ways to depict the world around them in a more realistic way. In this century, some artists have sought another kind of artistic clarity, reaching into the subconscious to explore an uncharted, inner world. If drawing is visual thought, this course aims to expand thinking through the study and application of many graphic methods such as frottage, transfer, automatism, blind drawing, collaboration and chance procedures. Different versions of this course focus on traditional or digital drawing, including basics of line drawing, digital coloring and basic animation skills.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis), CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every other term.

Repeatable

May be repeated as content varies.

Fee

\$60

Course credits: 1

ART 102 - Advanced Painting

Upper Division

Prerequisites

There are no Art pre-requisites, but enrolling students should have some experience with painting-either directly or through art history courses.

Continuing study of painting methods in a variety of traditional and nontraditional materials and techniques. This course offers students the opportunity to develop their own ability and knowledge of painting techniques, and to focus upon a self-selected painting project. The course challenges students' ability to develop a self-directed project that addresses both the conceptual and practical aspects of contemporary painting and emphasizes the development of personal issues in their work. Through homework assignments, in-class lectures and conferences with the instructor, students will gain a better understanding of the state of the contemporary art scene, which in turn will aid their own creative practice. Students will use this knowledge to engage in critique. Students are encouraged to keep current through readings and attending art lectures and exhibitions and will be required to visit museums and galleries in the Bay Area.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every other term.

Fee

\$60

Course credits: 1

ART 104 - Advanced Photography

Upper Division

Continuing study of digital photography production and post-production. This course supports the advanced photography student in conceptualizing and developing their own artistic voice through series production and experimentation. Student will explore studio and field practices, digital printing and exhibition formatting.

Term Offered

Course offered in conjunction with ART 004 every term.

Fee

\$60

Course credits: 1

ART 113 - Advanced Design

Upper Division

Students will learn graphic design for print, web and infographics.

Course credits: 1

ART 155 - Experimental Film/Video

Upper Division

This course investigates experimental film and video production using digital and traditional tools. Student projects will explore a variety of nonlinear modes of film/video production, such as oscillating, looping, recombinant and remediated structures, as well as a variety of input and sourcing methods ranging from current and antiquated video camera technologies to internet archives and found footage resources. Students will use digital editing software to expressively assemble and manipulate their materials into finished results. Readings and representative examples from the rich history of experimental film and video will help students contextualize their own work.

Core Curriculum Designation(s)

AA - Artistic Understanding (Artistic Analysis), CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every other term.

Fee

\$60

Course credits: 1

ART 165 - Experimental Interactive Media

Upper Division

As traditional web design utilizes interactivity in its merely pragmatic navigational function, students in this course will design and produce experimental web-based interfaces and architectures in which the interactive components become the focus of artistic and poetic expression. Theories of new media and net art will provide critical context for project work. Students will work individually and collaboratively, while producing projects designed for Internet as well as installation formats.

Term Offered

Offered every other year.

Fee

\$60

Course credits: 1

ART 175 - Interdisciplinary Arts

Upper Division

This course enables students to explore interdisciplinary art production. Students will work on projects that combine visual art with other disciplines such as theater, music, literature and dance. The course's interdisciplinary focus will vary from term to term.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered every other year.

Repeatable

May be repeated as content varies.

Fee

\$60

Course credits: 1

ART 193 - Student Gallery Team

Upper Division

This course provides direct experience in gallery curation and installation. Under faculty supervision, students in this course manage the exhibitions in the student art gallery, (Gallery 160) and the online Liquid Gallery.

Fee

\$20

Additional Notes

Currently offered as independent study (ART 197) or internship (ART 193). Please contact Department Chair with questions.

Course credits: 0.5

ART 194 - Special Topics in Art

Upper Division

The topic of this course varies from semester to semester. Each course focuses on a different area of study within art practice.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Repeatable

May be repeated as content varies.

Fee

\$60

Course credits: 1

ART 195 - Academic Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-practice program conducted in an appropriate art- related internship position. Normally open to junior and senior art practice majors.

Repeatable

May be repeated as content varies.

Cross-Listing

Cross-listed with: AH 195

Course credits: 1

ART 196 - Capstone Project

Upper Division

This capstone course bridges the Art Practice curriculum in preparation for a professional career. It is articulated as a sequence of three 0.25 credit courses taken over the last 3 semesters of an Art Major's course of study. Students are expected to work on their art throughout the three sections of the capstone. The sequence consists of:

- i. Art History & Theory - offered in the spring. This section encourages students to consider their position as artists in the context of contemporary art, as well as hone their ability to talk about and analyze their own art. (Spring Junior Year, Majors only)
- ii. Professional Practices - offered in the fall. This section shows students how to document and write about their artwork and create a professional artist's portfolio website. (Fall Senior Year for Majors and Minors)
- iii. Art Practice - offered in the spring. In the last section students focus on completing their artwork, write about it, document it and post it to their portfolio. The capstone culminates in the students' art show either physically in the museum or in our virtual gallery. (Spring Senior Year, Majors only)

Fee

\$20

Additional Notes

Art Practice Majors are expected to take all three ART 196 sections starting in the spring of their Junior year. Art Practice Minors are expected to enroll in ART 196 (ii- Professional Practices) only in the fall of their Senior year.

Course credits: .25

ART 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair required.

An independent study for students whose needs are not met by the regular course offerings of the department.

Term Offered

Course available every term in consultation with supervising professor.

Course credits: 1

ART 198 - Portfolio in Art Practice

Upper Division

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

Term Offered

Course offered in Spring term.

Fee

\$60

Course credits: 0.25

ART 199 - Special Study Honors

Upper Division

Prerequisites

Permission of instructor and department chair required.

Directed project under the supervision of a department faculty member, culminating in the production of an honors-level art project.

Course credits: 1

Art Theory and Criticism - Lower Division

Curriculum from within the Art & Art History Department

ATC 080 - Art Theory

Lower Division

This course introduces students to the conceptual terrain of the 20th & 21st century critical theory and its relationship to artistic practice. The class will proceed via seminar format based on close readings of seminal texts and will traverse a broad array of interdisciplinary topics and critical approaches ranging from psychoanalysis and philosophy to anthropology and political economy. Assignments will include research and creative projects. Students majoring in art as well as other fields are equally encouraged to enroll.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice); WID - Writing in the Disciplines

Term Offered

(Course offered in Fall term.)

Fee
\$60

Course credits: 1

Art Theory and Criticism - Upper Division

ATC 111 - Philosophy of New Media Art

Upper Division

This course examines the historical, philosophical and socio-political basis of contemporary new media art. We read theoretical and historical statements that articulate the concepts driving new media art production, coupled with studying examples of representative work, including photography, experimental film and video, installation and net art. Project assignments integrate a critical and creative exploration of concepts.

Term Offered
(Course offered every other year.)

Fee
\$20

Course credits: 1

ATC 117 - Art Criticism, 1900-the Present

Upper Division

This course is an exploration of the history of critical writing about art. A broad sampling of 20th century texts from art historians, critics, philosophers, social scientists and artists are brought together for discussion and reflection.

Core Curriculum Designation(s)
AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered
(Course offered every other year.)

Fee
\$20

Course credits: 1

ATC 118 - Art Since 1930

Upper Division

This course focuses on the major stylistic movements in Europe and the United States from the Great Depression to the Digital Age. Topics covered include existentialism, the Beat Generation, pop art, politics and postmodernism, and art in cyberspace. Students are encouraged to develop an understanding of the trends and debates in contemporary art.

Term Offered

(Course offered every other year.)

Fee

\$20

Course credits: 1

ATC 166 - Issues in Twentieth-Century Art

Upper Division

This course, for students who have taken at least one art history course, examines the history of avant-garde art movements in the 20th Century. This course provides students with a focused study of specific types of innovative, modern art. Topics include: Art and Social Change and Art between the Wars.

Term Offered

(Course offered every other year.)

Fee

\$20

Course credits: 1

ATC 180 - Seminar in Theory & Practice of Art

Upper Division

Prerequisites

ATC 080.

Advanced study in critical theory and its relation to art practice. Variable topics may include psychoanalysis, semiotics, poststructuralism, cultural studies and Frankfurt School, to name a few. Assignments will integrate critical and creative process as a form of artistic "praxis." The course may be repeated for credit as content varies.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Term Offered

(Course offered in Spring term, every other year.)

Fee

\$60

Course credits: 1

ATC 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

ATC 196 - Capstone Project

Upper Division

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

Course credits: 1

ATC 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair required.

An independent study for students whose needs are not met by the regular course offerings of the department.

Course credits: Credit may vary

ATC 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair is required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: 1

Biology - Lower Division

BIOL 001 - Introduction to Cell Biology, Molecular Biology and Biochemistry

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 001L.

Prerequisites

CHEM 008 and CHEM 009 (lab), with grades of C- or better.

Biology 1 is part of an introductory set of courses designed for biology majors and others requiring a rigorous treatment of the subject. It is designed to prepare students for in-depth, upper-division work in areas related to cell biology, molecular biology,

biochemistry and genetics. Required for all biology majors and prerequisite for ALL upper-division Biology courses.

Lecture and/or Lab Hours

Three hours of lecture per week.

Course credits: 1

BIOL 001L - Introductory Biology for Majors: Cell and Molecular Biology Laboratory

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 001.

Laboratory to accompany BIOL 001.

Lecture and/or Lab Hours

One laboratory per week for four hours.

Fee

Laboratory fee \$185 (includes lab manual).

Course credits: 0

BIOL 002 - Introductory Biology for Majors: Organisms and Evolution

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 002L.

Prerequisites

CHEM 008 and CHEM 009 (lab), with grades of C- or better.

Biology 2 is part of an introductory set of courses designed for biology majors and others requiring a rigorous introductory treatment of the subject. This course is a systematic introduction to all forms of life, covering all three domains: Bacteria, Archaea, and Eukarya. To account for life's unity and diversity, the guiding principle for the course is the concept of evolution. Through the study of the molecular evidence, morphology, physiology, development, and behavior of each type of organism, we provide a broad understanding of the evolutionary origins and phylogenetic relationships of all forms of life. Required for biology majors and prerequisite to ALL upper-division courses.

Lecture and/or Lab Hours

Three hours of lecture per week.

Course credits: 1

BIOL 002L - Organisms and Evolution Laboratory

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 002.

Laboratory to accompany BIOL 002.

Lecture and/or Lab Hours

One laboratory per week for four hours.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 005 - Concepts in Evolutionary Biology

Lower Division

This question-oriented course designed for non-majors explores how science works through an examination of the concepts of the theory of evolution by natural selection, which is considered to be the unifying theme of the biological sciences.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 006 - Heredity and Society

Lower Division

An introduction to the basic concepts and technologies of genetics as they apply to humans, and the ethical issues that arise as a result of the application of those principles. Students will engage these areas through lectures, discussion, guest presenters, videos and hands-on laboratory experiences. Intended for students in any major regardless of background. Six hours of lecture, discussion, and laboratory per week.

Lecture and/or Lab Hours

Six hours of lecture, discussion, and laboratory per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185 (includes reader).

Course credits: 1

BIOL 007 - Introduction to Biological Anthropology

Lower Division

Study of the variation and evolution of the human species and its place in nature. Molecular, Mendelian and population genetics serve as a basis to discussions of natural selection and how that affects biological and physiological adaptation. The emphasis of this course explores why we see broad variations among homo sapiens and how these variations affect humans in their life cycle, health and culture. Limited to anthropology majors or by consent of instructor.

Lecture and/or Lab Hours

Three lecture hours and one three-hour lab per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 010 - Introduction to Biology**Lower Division****Concurrently**

Must be enrolled concurrently in BIOL 011.

Study of the chemistry of life, the organization of cells and the molecular processes inside of cells. This course emphasizes the genetic basis of life and includes an introduction to biotechnology. Designed for Kinesiology students as a prerequisite for microbiology, human anatomy, and human physiology.

Lecture and/or Lab Hours

Three hours of lecture per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

BIOL 011 - Introduction to Biology Laboratory**Lower Division****Concurrently**

Must be concurrently enrolled in BIOL 010.

Laboratory to accompany BIOL 010. Includes techniques for studying organic molecules, cell biology and genetics.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 012 - Human Nutrition

Lower Division

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

Course credits: 1

BIOL 013 - Human Anatomy for Kinesiology

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 014.

Prerequisites

Limited to majors in kinesiology or by consent of instructor. BIOL 010, BIOL 011 (lab) and CHEM 002, CHEM 003 (lab) with a grade of C- or better in both courses.

Study of the gross and microscopic structure of the human body. This course emphasizes the structural relationships and functional aspects of gross anatomy, proceeds from the cell to tissues to organs. A strong high school science background is recommended.

Lecture and/or Lab Hours

Three hours of lecture per week.

Course credits: 1

BIOL 014 - Human Anatomy Laboratory

Lower Division

Concurrently

Must be concurrently enrolled in BIOL 013.

Laboratory to accompany BIOL 013. Laboratory will be taught from virtual materials and models.

Lecture and/or Lab Hours

One three-hour lab per week.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 015 - Human Anatomy

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 016.

Prerequisites

Limited to majors in allied health science, biology, biochemistry, or by consent of instructor. CHEM 008 and CHEM 009 (lab), CHEM 010 and CHEM 011 (lab) with a grade of C- or better.

Study of the gross and microscopic structure of the human body. This course, emphasizing the structural relationships and functional aspects of gross anatomy, proceeds from the cell to tissues to organs. A strong high school science background is recommended.

Lecture and/or Lab Hours

Three hours of lecture per week.

Repeatable

Limited to majors in allied health science, biology, biochemistry, or by consent of instructor. Prerequisites: CHEM 008 and CHEM 009 (lab), CHEM 010 and CHEM 011 (lab) with a grade of C- or better.

Course credits: 1

BIOL 016 - Human Anatomy Laboratory

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 015.

Laboratory to accompany BIOL 015. Laboratory will be taught from dissected human material, models and microscopic slides to allow students to learn from direct experience.

Lecture and/or Lab Hours

One three-hour lab per week.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 025 - Human Physiology

Lower Division

Concurrently

Must be enrolled concurrently in BIOL 026.

Prerequisites

Limited to majors in allied health science, biology, biochemistry, kinesiology, or by consent of instructor. CHEM 008, CHEM 009 (lab); CHEM 010, CHEM 011 (lab) with a grade of C- or better; OR BIOL 010, BIOL 011 (lab) and CHEM 002, CHEM 003 (lab) with a grade of C- or better.

Study of the function of the major organs and organ systems of the human body. This course, emphasizing regulation and integration, proceeds from general cell function to an overview of the controlling mechanisms and finally to the individual systems. A strong high school science background is recommended.

Lecture and/or Lab Hours

Three hours of lecture per week.

Repeatable

Limited to majors in allied health science, biology, biochemistry, kinesiology, or by consent of instructor. Prerequisites: CHEM 008, CHEM 009 (lab); CHEM 010, CHEM 011 (lab) with a grade of C- or better; OR BIOL 010, BIOL 011 (lab) and CHEM 002, CHEM 003 (lab) with a grade of C- or better.

Course credits: 1

BIOL 026 - Human Physiology Laboratory**Lower Division****Concurrently**

Must be enrolled concurrently in BIOL 025.

Laboratory to accompany BIOL 025. The laboratory consists of experiments and demonstrations designed to incorporate principles of physiology.

Lecture and/or Lab Hours

One three-hour lab per week.

Fee

Laboratory fee \$185 (includes lab manual).

Course credits: 0

BIOL 034 - Protecting Biodiversity**Lower Division**

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

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 040 - Introductory Microbiology/Microbes**Lower Division**

Concurrently

Must be enrolled concurrently in BIOL 041.

Microbes are all around us. This course covers the biology of microbes including bacteria, viruses and fungi, with emphasis on the health impact of infectious diseases, vaccinations and antibiotic resistance. The use of microbes, both modified and unmodified, in biotechnology and food production are also covered. The importance of microorganisms in ecosystems ranging from lakes, oceans, soils and waste water treatment will also be explored.

Lecture and/or Lab Hours

3.25 hours of lecture per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

BIOL 041 - Introductory Microbiology Laboratory**Lower Division****Concurrently**

Must be enrolled concurrently in BIOL 040.

Laboratory to accompany BIOL 040. Includes techniques for culture, isolation, characterization and identification of microorganisms.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 050 - General Biology**Lower Division****Concurrently**

Must be enrolled concurrently in BIOL 051.

A one semester introduction to the basic principles and concepts of biological science. Designed for students not majoring in biology.

Lecture and/or Lab Hours

Three hours of lecture per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

BIOL 051 - General Biology Laboratory

Lower Division**Concurrently**

Must be enrolled concurrently in BIOL 050.

Laboratory to accompany BIOL 050.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 055 - Oceanography**Lower Division**

An introductory course that examines the ocean world and its inhabitants. Topics include physical and chemical properties of sea water; tides and currents; geological principles; coastal and open ocean habitats; life in planktonic and benthic communities; coral reef, hydrothermal vent and mangrove ecosystems.

Lecture and/or Lab Hours

Three hours of lecture per week. One lab per week for three hours.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 080 - Human Biology**Lower Division**

This is a course to connect basic biology concepts using the human as an illustrative example. Basic scientific processes and the concepts of human biology will be explored through lecture and laboratory exercises. Topics will include science and society, the chemistry of living things, structure and function of cells, genetics, anatomy and physiology of the organ systems, reproduction, cancer, aging, evolution, human impacts and environmental issues. Open to all students interested in discovering the scientific process and the concepts of human biology.

Lecture and/or Lab Hours

One three-hour lab per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

BIOL 081 - Human Biology Laboratory

Lower Division**Concurrently**

Must be enrolled concurrently in BIOL 080.

Laboratory to accompany BIOL 080.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Laboratory fee \$185.

Course credits: 0

BIOL 088 - Biology of Women**Lower Division****Concurrently**

Must be enrolled concurrently in BIOL 089.

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

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

BIOL 089 - Biology of Women Laboratory**Lower Division****Concurrently**

Must be enrolled concurrently in BIOL 088.

Laboratory to accompany BIOL 088.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Laboratory fee \$185.

Course credits: 0

Biology - Upper Division

BIOL 100 - Comparative Vertebrate Anatomy

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

The course examines vertebrate form and function through the topics of vertebrate evolution, functional morphology and development, along with the study of soft tissues, organ systems and skin.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 102 - Developmental Biology and Embryology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

This course explores the processes during embryonic development of animals, including fertilization, establishment of a body plan, organ and organ system development. The topics will be examined with an emphasis on mechanisms controlling cell differentiation and morphogenesis.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 105 - Genetics

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

This course examines the principles of inheritance in animals, plants and microbes. Topics include classical Mendelian genetics and inheritance patterns, molecular understanding of DNA, RNA and information flow, and comparative genomics. These concepts are applied to the impact of genetics on the evolution of populations and the usage of genetics in medicine and technology.

Lecture and/or Lab Hours

3.25 hours per week of lecture and one lab per week for 4 hours.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 110 - Parasitism and Symbiology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

A comprehensive course in parasitology, focusing on the many facets of symbiosis common to every level of biology. It embraces the three basic types of intimate interrelationship between different species of organisms: parasitism, mutualism and commensalism. This course examines an array of interactions in all three types of interrelationships, at many levels of interdependency. All five kingdoms, from bacteria, protozoa and fungi to plants and animals, are studied.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 113 - Aquatic/Marine Biology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

This course examines aquatic habits (freshwater and marine) around the world with a particular focus on California. Topics include the physical, chemical, biological and ecological processes that create, shape and transform aquatic habitats. In addition students will learn how to study these systems as well as learn to identify major groups of freshwater invertebrates within the systems.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 115 - Theory of Evolution

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

Historical development of evolutionary theories. Modern concepts concerning the process of organic evolution, including population genetics, natural selection and the origin of species. Topics on macroevolution, including adaptation and extinction.

Lecture and/or Lab Hours

Three hours of lecture per week.

Course credits: 1

BIOL 116 - History and Philosophy of Biology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

Development of the major concepts of biology from antiquity to the modern era, with a consideration of what these developmental sequences show about the nature of the scientific process.

Lecture and/or Lab Hours

Three hours of lecture per week.

Course credits: 1

BIOL 119 - Research Design and Biostatistics

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

Principles of experimental design, sampling methodologies, data collection and statistical analysis are discussed, along with practical applications of these areas in biological experimentation. Course includes the use of computers. *This course may simultaneously satisfy both an upper-division Biology elective and the second Math course requirement for Biology majors.*

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 120 - Vertebrate Zoology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

Advanced study of the vertebrates, with attention to phylogeny, morphology and natural history of the major vertebrate groups. Laboratory and field work emphasize taxonomy of local forms, methods of study and special projects.

Lecture and/or Lab Hours

Three lecture hours and one lab / field period per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 122 - Comparative Animal Physiology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

The functions of the major organ systems of vertebrate and invertebrate animals. Emphasis on general principles of function as exemplified in the major animal phyla.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 125 - General Ecology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

This course examines the science of ecology, why it is important, and how it is practiced with a particular focus on California. Topics include physiological, population, community, and ecosystems ecology. The course is designed to encourage students to think about ecological theories and their application to real world situations. The lecture material and the lab require students to employ quantitative methods (i.e., math and statistics). Upon completion of the course, students will have a rich appreciation for the way organisms and their environment interact and shape each other as well as the interconnectedness of nature.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Term Offered

Offered every semester.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 127 - Systemic Physiology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

Fundamental principles of general mammalian physiology combined with physiology of organ systems, including integrative and homeostatic mechanisms. Emphasis is on human physiology with examples taken from mammalian systems. Application of these principles to interpretation of disease is included. Laboratory includes human and mammalian experiments with emphasis on instrumentation and interpretation of results.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 128 - Advanced Human Anatomy

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

Study of the anatomy of the human body. This course is taught through a regional approach, emphasizing the structural relationships and functional aspects of gross anatomy, histology and embryology. References to the evolution of anatomic structure will be included. Extensive out of class dissections will be expected. This course is limited to Biology and Biochemistry majors.

Fee

Laboratory fee \$185.

Additional Notes

Note: Students who have taken BIOL 015, BIOL 016 are not eligible to take BIOL 128.

Course credits: 1

BIOL 130 - Microbiology

Upper Division

Prerequisites

BIOL 001 and BIOL 001L, BIOL 002 and BIOL 002L; and either BIOL 105/105L or BIOL 137/137L. Concurrent registration in either BIOL 105/105L or BIOL 137/137L will be allowed.

An introduction to the growth, metabolism and genetics of microorganisms, with focus on bacteria and viruses. The application

of fundamental knowledge about these organisms to ecosystems, biotechnology and infectious diseases is included. Laboratory involves the application of sterile technique to the study of taxonomy, physiology and genetics of bacteria and viruses.

Lecture and/or Lab Hours

3.25 hours of lecture and one 4 hour lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 132 - Cell Biology**Upper Division****Prerequisites**

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

This course is designed to study selected areas of current interest in cell biology. Topics include fundamentals of cell structure, membrane structure and function, signal transduction and application to principles of cell biology to various processes such as embryonic development etc., and systems such as nervous system and immune system. Choice of topic varies. Emphasis is placed on experimental methods and answering the question "How do we know what we know?" Lab includes extensive exposure to cell culture methods.

Lecture and/or Lab Hours

Three hours of lecture and one four hour lab per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 135 - Biochemistry**Upper Division****Prerequisites**

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L, and CHEM 104 and CHEM 106.

An introduction to protein, lipid and carbohydrate structure and function, metabolism of proteins, lipids, and carbohydrates and coordination of biochemical processes for normal functioning of the body. Consideration is given to the properties of enzymes and enzyme catalyzed reactions in the cell. Applications to human function, disease and diet are included.

Lecture and/or Lab Hours

Three hours of lecture and one lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 137 - Molecular Biology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L. Exception: Only BIOL 001 and BIO 001L are prerequisites for Biochemistry majors.

An introduction to the structure and function of the genetic apparatus. This course is a study of what genes are and how they operate, and includes recent discoveries in the areas of DNA, RNA and protein synthesis in both prokaryotes and eukaryotes. Laboratory includes both discussion and practice of techniques used in genetic engineering.

Lecture and/or Lab Hours

Three hours of lecture and one four hour lab per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 139 - Immunology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

An introduction to the immune system: its components, how it functions, how it is regulated and how it is protective. The immune response and our ability to react to such a diversity of molecules with specificity are discussed in detail. In addition, the immunologic basis for tissue /organ transplant rejection, disease prevention vaccines and cancer immunotherapy are presented.

Lecture and/or Lab Hours

Three hours of lecture and one lab period per week.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 142 - California Flora and Communities

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L or by permission of instructor.

Survey of selected plant communities of California. Includes a dual emphasis on field recognition of important plant families and genera of these communities and an understanding of the relationship of the component species to their environment.

Lecture and/or Lab Hours

Labs are five weekend field trips.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 144 - General Botany

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

The study of plant biology at an advanced level, including topics in the structure and development, reproductive patterns, taxonomy, identification, phylogeny, and distribution of major plant groups.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 146 - Plant Ecophysiology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L.

The functional aspects of plant life and the relation of plants to their physical, chemical and biological environment. Emphasis on the vascular plants.

Lecture and/or Lab Hours

Three lecture hours and one lab/field period per week.

Term Offered

Offered intermittently.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 152 - Conservation Science

Upper Division

Prerequisites

BIOL 002, BIOL 002L; or BIOL 050, BIOL 051

Conservation biology is a field of biological science that draws upon the principles of ecology, genetics and evolution in an effort to understand the patterns and processes underlying the biological diversity of our planet. The course examines the current status of our scientific understanding of biodiversity, threats to biodiversity resulting from human activities, and strategies to conserve and restore the integrity of the earth's biological systems. Course activities include case studies, computer modeling and field trips.

Lecture and/or Lab Hours

Three hours of lecture and one lab/field period per week.

Term Offered

Offered in alternate years.

Fee

Laboratory fee \$185.

Course credits: 1

BIOL 192 - Special Topics in Organismal Biology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L; some topics may need additional prerequisites.

These are courses designed to explore specific areas within Organismal Biology. The courses offered in this area include topics such as Stem Cell Biology, Pathophysiology, Neurobiology, etc.

Course credits: 1

BIOL 193 - Special Topics in Cellular and Molecular Biology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L; some topics may need additional prerequisites.

These courses are designed to explore specific areas within Cellular and Molecular Biology. The courses offered in this area include topics such as Virology, Metabolic Biochemistry, etc.

Course credits: 1

BIOL 194 - Special Topics in Evolution and Ecology

Upper Division

Prerequisites

BIOL 001, BIOL 001L and BIOL 002, BIOL 002L; some topics may need additional prerequisites.

These courses are designed to explore specific topics within Evolutionary Biology and Ecology. The courses offered in this area include topics such as Animal Behavior, Biology of Fishes, Primate Adaptation and Evolution, etc.

Course credits: 1

BIOL 195 - Internship in Biology

Upper Division

Work practice program in the field of Biology. This course is developed in close consultation with a Biology faculty member. Permission of instructor and department chair required. This course will count as a non-lab upper division elective for Biology majors.

Course credits: 1

BIOL 197 - Special Study

Upper Division

Prerequisites

Permission of the instructor and the department chair required.

An independent study or literature-based research course for students whose needs are not met by courses available in the regular offerings of the department. Permission of the instructor and the department chair required. This course will count as a non-lab upper division elective for Biology majors.

Course credits: Credit may vary, but only 1.0 credit courses count as electives for Biology majors.

BIOL 198 - Field/Laboratory Research in Biology

Upper Division

An independent research course that allows students to work on a field or laboratory research project with a faculty mentor. Permission of instructor and department chair required. This course will count as an upper division elective with lab for Biology majors.

Fee

Laboratory fee \$185.

Course credits: Credit may vary, but only 1.0 credit courses count as electives for Biology majors.

BIOL 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of instructor and department chair required.

An independent study or literature-based research course for upper-division majors with a B average in biology. Permission of instructor and department chair required. This course will count as a non-lab upper division elective for Biology majors.

Course credits: Credit may vary, but only 1.0 credit courses count as electives for Biology majors.

Biochemistry - Upper Division

BIOCHEM 101 - Structural and Physical Biochemistry

Upper Division

Prerequisites

BIOL 001 and CHEM 106.

An in-depth introduction to biochemical principles with an emphasis on macromolecular structures and biophysical techniques.

Lecture and/or Lab Hours

Three lectures and one lab per week.

Term Offered

Offered every year, fall semester.

Fee

Laboratory fee required.

Additional Notes

Students may not receive credit for both BIOCHEM 101 and BIOL 135.

Course credits: 1

BIOCHEM 102 - Metabolic Biochemistry

Upper Division

Prerequisites

BIOCHEM 101

This course provides an in-depth introduction to the fundamentals of metabolic biochemistry at a cellular and organismal level. This course will explore metabolic pathways underlying carbohydrate, protein and lipid metabolism, with an emphasis on regulatory mechanisms that control metabolic flux and integration of metabolic pathways for normal function of the human body.

Lecture and/or Lab Hours

Three lectures and one lab per week.

Term Offered

Offered every year, spring semester.

Fee

Laboratory fee required.

Course credits: 1

BIOCHEM 197 - Special Study

Upper Division

Prerequisites

Consent of the faculty advisor.

Independent research in biochemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation. Students should contact potential faculty advisors directly.

Term Offered

Offered as needed.

Course credits: 1

BIOCHEM 199 - Special Study - Honors

Upper Division

Prerequisites

Senior standing, a 3.0 GPA (minimum) in biochemistry coursework, and the consent of the faculty advisor.

Independent research in biochemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation.

Term Offered

Offered as needed.

Course credits: 1

Business Administration - Lower Division

BUSAD 010 - Global Perspectives in Business and Society

Lower Division

An introduction to business and society from a global perspective. The course includes the political, socio-cultural, economic, and ecological dimensions of globalization. It also addresses various perspectives on what constitutes a moral economy and how business can contribute to a just global society.

Core Curriculum Designation(s)

GP - Global Perspectives

Term Offered

Every semester

Additional Notes

This course should be taken in the first year and is not available to juniors and seniors.

Course credits: 1

BUSAD 014 - Spreadsheet Essentials

Lower Division

This .50 credit elective course is designed to give the students the basic tools to use Microsoft Excel or a comparable spreadsheet management solution (like Openoffice Calc or Google Sheets). In the modern day business world, spreadsheet programs, and primarily Excel, are used as one of the critical ways of sharing, analyzing and displaying data among co-workers, in business-to-business or business-to-client communications. Excel is also a critical tool in a number of lower- and upper-division courses offered by the Accounting, Business Administration and Economics programs. Completing this course will enable the students to perform better both in the classroom and in the business world.

Course credits: 0.5

Business Administration - Upper Division

BUSAD 108 - Interfaith Leadership in Business and the Professions

Upper Division

Prerequisites

ENGL 004 and ENGL 005 and any one Seminar (for transfer students, a seminar-style course), or permission of the instructor.

This course joins leadership theory, religious literacy, overcoming bias, and communication methods, and applies them to business and professional settings, primarily in the U.S. However, global implications are also addressed. Students develop knowledge, values, and skills to lead inclusively and effectively in religiously diverse environments to further business and professional goals, while fostering interreligious understanding and cooperation, and in so doing contributing to the societal common good.

Core Curriculum Designation(s)

TCG - The Common Good; AD - American Diversity; CE - Community Engagement

Term Offered

Fall

Course credits: 1

BUSAD 110 - Entrepreneurship

Upper Division

Prerequisites

ACCTG 001, ACCTG 002, ECON 003, ECON 004, BUSAD 010, BUSAD 127, BUSAD 131, DATA 040, and the core curriculum math requirement.

An introduction to the concepts, tools, strategies, and practices of the entrepreneurship processes for both a start-up business as well as a Strategic Business Unit in an existing company. Topics include identifying new venture opportunities, idea generation, innovation, new product/service development, industry research, competitive analysis, legal and regulatory requirements for new ventures, and business and marketing plan development. Examination of the changing business environment is emphasized to allow students to understand the need to make strategic adjustments to their business model on a continuing basis.

Term Offered

Fall

Course credits: 1

BUSAD 111 - New Venture Financing

Upper Division

Prerequisites

Lower-division common business core courses, the core curriculum math requirement, and BUSAD 123.

The study of raising capital for new ventures involving start-up businesses, financing a strategic unit or project within an existing company, and solving financial problems unique to small- and medium-sized firms undergoing rapid growth. Topics for this course include raising seed capital from venture capital, business angels, investment banking, and commercial banking sources; legal and regulatory issues that arise in new venture financing; exit strategies and financial modeling to determine the financial health of companies and strategies for their growth.

Term Offered

Every semester

Course credits: 1

BUSAD 112 - Small Business Management

Upper Division

Prerequisites

ACCTG 001, ACCTG 002, ECON 003, ECON 004, BUSAD 010, BUSAD 127, BUSAD 131, DATA 040, and the core curriculum math requirement.

An examination of small business practices and strategies in both private and public companies. Topics include employee motivation, green marketing, franchising, e-commerce, and technology. Other issues incorporated into the course are managing diversity in the work place, team development, managing change in the face of global competition, relevant financial statements, and legal matters relating to small business (e.g., contracts and business forms). Continuous improvement methods to meet the changing demands of customers as well as information technology to increase efficiency are also addressed.

Term Offered

Spring

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 113 - Digital Marketing

Upper Division

Prerequisites

BUSAD 124 or KINES 132

The Internet is a dynamic marketplace if there ever was one. This course gives students the capability to plan, implement and measure the impact of digital marketing with efficiency through real world applications and equip them with the fundamentals of digital marketing skills such as Search Engine Optimization (SEO), Pay Per Click (PPC) and Search Engine Marketing (SEM). By the end of the course, students will be able to walk into any organization and help them have an online presence and/or improve their use of the Internet.

Term Offered
Every Semester

Course credits: 1

BUSAD 114 - Online Content Creation

Upper Division

Prerequisites
Lower Division Business Core

This course aims to introduce students to the history, concepts, and novel potential of online content creation, helping them to hone the skillset necessary to effectively concoct, compose, and communicate persuasive online content that fully utilizes the dynamic affordances of emerging technologies. In the contemporary attention economy that characterizes life on the screen, crafting online content points toward a strategic approach for attracting prospective customers, establishing corporate identity, generating brand loyalty, and engaging with online communities through the creation, publication, and distribution of valuable information and entertaining media artifacts. In short, by placing greater emphasis on content creation, marketing opportunities are no longer confined to segment breaks within a show, instead becoming the show itself. From writing blogs to recording podcasts to streaming video, content creation online focuses on the development of various genres and modes of communication that can attract and capture a clearly defined target audience, retain and expand customer loyalty, and ultimately drive an organization's reach and profitability. Accordingly, this course will walk students through the what, the why, and the how of online content creation, enabling students to craft more engaging stories and appeal more effectively to diverse audiences through the mastery of multimedia and digital rhetoric.

Term **Offered**
Spring

Course credits: 1

BUSAD 120 - Business Law

Upper Division

Prerequisites
ACCTG 001, ECON 003 for Business and Accounting majors; Core curriculum math requirement and ENGL 005 for non-Business majors

This course provides students with an understanding of common legal topics relevant to business, including contracts, business torts, business crimes, business forms (e.g., partnerships and corporations), securities law, lending and secured transactions.

Term Offered
Every Semester

Additional Notes
This course is not available to first-years.

Course credits: 1

BUSAD 121 - Advanced Legal Topics in Business

Upper Division

Prerequisites

BUSAD 120.

This course addresses the regulatory environment of business, including a discussion of applicable regulatory agencies, securities and capital market regulation, anti-trust and fair competition regulation, consumer protection, environmental protection, labor and employment law, intellectual property, international law, and related topics.

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 123 - Financial Management

Upper Division

Prerequisites

Lower division common business core courses and the core curriculum math requirement.

An introduction to the principles of corporate finance and their application in business today, focusing on the measurement and creation of value in a corporation. Topics include: financial markets, present value analysis, the theory of risk and return, portfolio theory, asset pricing models, cost of capital, capital budgeting, capital structure, and value based management.

Term Offered

Every Semester

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

BUSAD 124 - Marketing

Upper Division

Prerequisites

ACCTG 001, ECON 003, ECON 004, DATA 040

The study of the major areas of marketing decision-making that confront organizations. Topics include the utilization of marketing information systems, and marketing research processes to analyze and select viable target market segments, as well as the formulation and implementation of integrated product, pricing, distribution and promotion strategies.

Term Offered

Every Semester

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 126 - Applied Marketing Research

Upper Division**Prerequisites**

BUSAD 124

A detailed treatment and application of the process of conducting a full scale marketing research investigations aimed at informing the development of an integrated strategic marketing plan. Topics include: gathering and analyzing secondary and primary information, website analytics, segmentation analysis, targeting and positioning and market mix strategies as well as related social and ethical issues.

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Every Semester

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

BUSAD 127 - Business Communication**Upper Division****Prerequisites**

ENGL 004 and ENGL 005.

This course covers the kinds of communication students can expect in complex organizations with multiple audiences. Because business communication occurs in a competitive environment, course material will emphasize in-depth categorical editing, organizational strategies for informative and persuasive writing and speaking, and the construction and presentation of arguments.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Term Offered

Every Semester

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 128 - Consumer Behavior**Upper Division****Prerequisites**

BUSAD 124

This course begins by looking at the consumer on an individual level, through an examination of the intrapsychic components of consumer behavior. These include consumer perceptions, memory, motivation/values, attitudes and the individual decision-

making process. It then moves on to address the interdependent aspects of consumer behavior by examining its social and cultural context, including: the influence of group members on decision making, differences between subcultures within North America, and the nature and importance of cultural differences in consumer behavior around the world. In addition to a discussion of the basic principles of consumer behavior, emphasis will also be placed on critical evaluation of the supportive evidence, and the research methods used to investigate consumer behavior.

Term Offered

Every semester

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

BUSAD 129 - Global Marketing

Upper Division

Prerequisites

BUSAD 124, or permission of instructor

An exploration of the international marketing environment and its impact on marketing practice. Topics include the benefits, risks, and complexities of marketing abroad with particular emphasis on cultural aspects and their implications for market entry, global competitive strategies, and formulating suitable product, promotion, pricing and distribution strategies for international markets.

Term Offered

Every Semester

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

BUSAD 131 - Managing and Leading in Organizations

Upper Division

Prerequisites

ENGL 004 and ENGL 005.

The study of what people do in organizations and how individuals, groups, and structure impact behavior within organizations, for the purpose of improving an organization's effectiveness. Topics include motivation, leadership, decision-making, power and influence, group and team dynamics, conflict resolution, organizational change, and managing across cultures.

Term Offered

Every Semester

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 132 - Global Operations Management

Upper Division

Prerequisites

DATA 040 and the core curriculum math requirement

A study of the design and execution of the production or service system for providing products or services to meet demand. As efficiency barriers of time and space between companies are breaking down, operations function must adopt a global dimension to remain competitive. The course provides concepts and tools for evaluating and improving the operations of a firm. The specific topics include process analysis, waiting line analysis, quality management, project management, inventory management, and supply chain management.

Term Offered

Every Semester

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 135 - International Financial Management

Upper Division

Prerequisites

Lower-division common business core courses, the core curriculum math requirement, and BUSAD 123.

An examination of the principles and practices of the financing and investment decisions of multinational firms operating globally. Topics include foreign exchange markets, financial instruments in the international capital markets, corporate exchange risk management, international investment decisions, global financing strategies, financial crises, and related issues. As such, this course extends financial management and investment to the international environment.

Term Offered

Every Semester

Course credits: 1

BUSAD 136 - Investments

Upper Division

Prerequisites

DATA 040 or equivalent.

Description and analysis of the securities market (bonds, stocks, etc.) from the viewpoint of the private investor. The student is introduced to asset valuation theories as well as the basis of portfolio selection. Particular emphasis is placed on the trade-off between risk and return, both for the individual assets and in a portfolio context.

Term Offered

Every semester

Cross-Listing

Cross-listed with ECON 136

Course credits: 1

BUSAD 175 - Management Information Systems

Upper Division

Prerequisites

Lower division common business , core courses, the core curriculum math , requirement, BUSAD 123; BUSAD 124; and BUSAD 132.

This course focuses on the concepts, tools, trends, and organization of information systems. Topics include e-commerce, network technology, trends in social media, enterprise resource management, database and knowledge management, digitization and digital products, wired and wireless technology platforms, and ethical and social issues. Examination of the changes and trends in the wired and wireless technology platforms, database and business intelligence management, and social media and networks is emphasized to allow students to understand the potential competitive advantages of information technology in a global business world and its role in improving customer intimacy, supply management and various operational efficiencies.

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

BUSAD 180 - Global Business

Upper Division

Prerequisites

ECON 003, ECON 004, BUSAD 010

An overview of the special opportunities and risks firms face as a result of the rapid globalization of business. The course emphasizes the economic, cultural, and institutional factors that managers must consider when conducting business in foreign countries. Students will study and become familiar with global marketing, finance, and managerial strategies that lead to success in off-shore markets.

Term Offered

Every semester

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

BUSAD 181 - Business Ethics and Social Responsibility

Upper Division

Prerequisites

ACCTG 001, ECON 003, ECON 004, BUSAD 010

(BUSAD 010 is not required for Accounting majors or Business Administration minors)

The study and application of ethical decision-making, leadership, and social responsibility in business, grounded in personal and company core values. Topics include utilitarian, Kantian, and virtue ethics; creating ethical company cultures; the role of the firm in society and theories of corporate social responsibility, including sustainability (economic, social, ecological); cross-cultural dimensions of multinational business; and social responsibility focused regulation (e.g., Sarbanes-Oxley).

Term Offered

Every semester

Additional Notes

This course is not available to first-years.

Course credits: 1

BUSAD 185 - Managing the Global Firm**Upper Division****Prerequisites**

ECON 003, ECON 004, BUSAD 010, the core curriculum math requirement, and BUSAD 131.

An exploration of the global manager's environment, which includes the cultural context of global management, formulating and implementing strategy for international and global operations, and global human resources management. The course helps students to develop a global vision and global management abilities at the organizational, strategic, and interpersonal level. Topics include cross-cultural management, global human resource management, global workforce planning (people, mobility), developing and managing global competencies (people and processes), and labor relations policies and management.

Term Offered

Spring

Course credits: 1

BUSAD 195 - Internship**Upper Division****Prerequisites**

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Additional Notes

Normally open to junior and senior students only.

Course credits: Credit may vary

BUSAD 196 - Strategic Management**Upper Division****Prerequisites**

Lower division common business core courses, the core curriculum math requirement, BUSAD 123, BUSAD 124, and BUSAD 132.

A capstone course which must be taken in the final term of the senior year, it integrates the major functional operating areas of business firms viewed within the broader context of strategic management, i.e., the process of managerial decision making and actions that determine the long-run performance of business organization.

Course credits: 1

BUSAD 197 - Independent Study

Upper Division

Prerequisites

Permission of the instructor and BUSAD Program Director is required.

An independent study or research course for students whose needs go beyond the regular courses in the curriculum.

Course credits: Credit may vary

BUSAD 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and BUSAD Program Director is required. B average in business administration

An independent study or a research course for upper-division students with a B average in the major.

Course credits: Credit may vary

Chemistry - Lower Division

CHEM 002 - Principles of Chemistry

Lower Division

Concurrently

Concurrent enrollment in CHEM 003 (lab) is required.

Prerequisites

One year of high school chemistry.

An introduction to topics in general chemistry, organic chemistry, and biochemistry for those students with an interest in the life sciences. This course is designed primarily for kinesiology students. Others may enroll in this course if they have been sufficiently counseled as to whether it is appropriate to their needs.

Lecture and/or Lab Hours

Four lectures per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Term Offered

Offered every spring.

Course credits: 1

CHEM 003 - Principles of Chemistry Lab

Lower Division

Concurrently

Concurrent enrollment in CHEM 002 is required.

Laboratory to accompany CHEM 002.

Lecture and/or Lab Hours

One lab per week for three hours.

Term Offered

Offered every spring.

Fee

Laboratory fee required.

Course credits: 0.25

CHEM 008 - General Chemistry I

Lower Division

Concurrently

Concurrent enrollment in CHEM 009 is required.

Prerequisites

Admission requires high school chemistry and placement in MATH 013, MATH 027, or equivalent.

A study of the fundamental principles of chemical science and the chemistry of the more common elements and their compounds.

Lecture and/or Lab Hours

Four lectures per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Term Offered

Offered every semester.

Course credits: 1

CHEM 009 - General Chemistry Lab I

Lower Division

Concurrently

Concurrent enrollment in CHEM 008 is required.

An introduction to experimentation in chemistry. Laboratory to accompany CHEM 008.

Lecture and/or Lab Hours

One lab per week for four hours.

Term Offered

Offered every semester.

Fee

Laboratory fee required

Course credits: 0.25

CHEM 010 - General Chemistry II

Lower Division

Concurrently

Concurrent enrollment in CHEM 011 (lab) is required.

Prerequisites

CHEM 008, CHEM 009 with grades of C- or better.

A continuation of CHEM 008.

Lecture and/or Lab Hours

Four lectures per week.

Term Offered

Offered every spring.

Course credits: 1

CHEM 011 - General Chemistry Lab II

Lower Division

Concurrently

Concurrent enrollment in CHEM 010 is required.

Prerequisites

CHEM 008, CHEM 009.

Laboratory to accompany CHEM 010.

Lecture and/or Lab Hours

One lab per week for four hours.

Term Offered

Offered every spring.

Fee

Laboratory fee required.

Course credits: 0.25

CHEM 089 - Chemical Literature**Lower Division**

A systematic survey of the literature of chemistry and allied fields. Practice in the retrieval, evaluation, and use of chemical information.

Lecture and/or Lab Hours

Approximately two hours per week.

Core Curriculum Designation(s)

WID - Writing in the Disciplines. This course, taken with CHEM 110, satisfies the Writing in the Disciplines requirement of the Core Curriculum.

Term Offered

Offered every semester.

Course credits: 0.25

Chemistry - Upper Division**CHEM 104 - Organic Chemistry I****Upper Division****Prerequisites**

CHEM 008, CHEM 009 (lab), CHEM 010, CHEM 011 (lab) with grades of C- or better are prerequisite to all upper-division courses.

An introduction to the concepts of structure and reactivity of organic compounds.

Lecture and/or Lab Hours

Four lectures per week. One lab per week for four hours.

Term Offered

Offered every fall.

Fee

Laboratory fee required.

Course credits: 1

CHEM 106 - Organic Chemistry II**Upper Division****Prerequisites**

CHEM 104 with grade of C- or better.

A continuation of CHEM 104.

Lecture and/or Lab Hours

Four lectures per week. One lab per week for four hours.

Term Offered

Offered every spring.

Fee

Laboratory fee required.

Course credits: 1

CHEM 110 - Polymer and Supramolecular Chemistry

Upper Division

Prerequisites

CHEM 089 and CHEM 106.

An in-depth study of macromolecules and supramolecular systems, including their structure, synthesis and preparation, characterization, and physical properties. This course centers around reading and discussion of journal articles, as a prime learning objective of this course is to assist the student to use other instructional materials besides textbooks.

Core Curriculum Designation(s)

WID - Writing in the Disciplines. This course, taken with CHEM 089, satisfies the Writing in the Disciplines requirement of the Core Curriculum.

Term Offered

Offered in alternate years, spring semester.

Course credits: 1

CHEM 111 - Advanced Organic Chemistry

Upper Division

Prerequisites

CHEM 104, CHEM 106 with grades of C- or better.

An in-depth examination of the mechanisms of organic reactions, the methods used to study them, and the relationship between structure and reactivity. Selected advanced synthetic methods may also be covered.

Lecture and/or Lab Hours

Three lectures per week.

Term Offered

Offered in alternate (even) years, spring semester.

Course credits: 1

CHEM 113 - Analytical Chemistry

Upper Division

Prerequisites

CHEM 008, CHEM 009 (lab), CHEM 010, CHEM 011 (lab) with grades of C- or better.

Study of the fundamentals of analytical chemistry with emphasis on careful experimental technique. Topics will include a deeper understanding of equilibrium systems and statistical data analysis. Laboratory (113L) includes volumetric, electro-analytical, and spectroscopic methods.

Lecture and/or Lab Hours

Two lectures per week. Two labs per week, for three hours each.

Term Offered

Offered every year, spring semester.

Fee

Laboratory fee required.

Course credits: 1

CHEM 114 - Physical Chemistry I

Upper Division

Prerequisites

CHEM 008, CHEM 009 (lab), CHEM 010, CHEM 011 (lab) with grades of C- or better. Also required: MATH 013 and MATH 014, or MATH 027; MATH 028 or MATH 038; PHYSI 001, PHYSI 002, PHYSI 003, PHYSI 004 or PHYSI 010/010L, PHYSI 011/011L; or permission of instructor. Recommended MATH 039.

An overview of the main theoretical principles that underlie all of chemistry. Topics will include: the kinetic-molecular theory of gases; the three laws of thermodynamics; chemical equilibrium; chemical kinetics; quantum mechanics; atomic structure; chemical bonding; spectroscopy.

Lecture and/or Lab Hours

Three lectures per week.

Term Offered

Offered every year, fall semester.

Course credits: 1

CHEM 115 - Physical Chemistry II

Upper Division

Prerequisites

CHEM 114 with a passing grade (D- or better).

An in-depth examination of selected topics from physical chemistry. Topics will include: the application of quantum mechanics to individual atoms, and also to vibrating and rotating molecules; the use of molecular orbital theory to explain chemical bonding; the calculation of partition functions and their relationship to fundamental thermodynamic properties; transition state theory and

its use in chemical kinetics; molecular reaction dynamics.

Lecture and/or Lab Hours

Three lectures per week. One lab per week for four hours.

Term Offered

Offered every year, spring semester.

Fee

Laboratory fee required.

Course credits: 1

CHEM 118 - Instrumental Chemical Analysis

Upper Division

Prerequisites

CHEM 008, CHEM 009 (lab), CHEM 010, CHEM 011 (lab) with grades of C- or better. Also CHEM 104 (may be taken concurrently).

A study of the principles used in the design and operation of instruments and their applications in chemistry.

Lecture and/or Lab Hours

Two lectures per week. Two labs per week for four hours each.

Term Offered

Offered in alternate (odd) years, fall semester.

Fee

Laboratory fee required.

Course credits: 1

CHEM 119 - Environmental Chemistry

Upper Division

Prerequisites

CHEM 008, CHEM 009 (lab), CHEM 010, CHEM 011 (lab) with grades of C- or better.

A study of the theory and practice of water, air and soil chemistry with emphasis on the problem areas within our environment.

Lecture and/or Lab Hours

Three lectures per week. One lab per week for four hours.

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Offered in alternate (even) years, fall semester.

Fee

Laboratory fee required.

Course credits: 1

CHEM 130 - Advanced Inorganic Chemistry

Upper Division

Prerequisites

CHEM 008, CHEM 009 (lab), CHEM 010, CHEM 011 (lab) with grades of C- or better. Also CHEM 104 or consent of instructor.

A study of the structures, reactions and relationships of the elements and their compounds.

Lecture and/or Lab Hours

Three lectures per week.

Term Offered

Offered in alternate (even) years, fall semester.

Course credits: 1

CHEM 197 - Special Study

Upper Division

Prerequisites

Consent of the faculty advisor.

Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation. Students should contact potential faculty advisors directly.

Term Offered

Offered as needed.

Course credits: Credit may vary

CHEM 199 - Special Study - Honors

Upper Division

Prerequisites

Senior standing, a 3.0 GPA (minimum) in chemistry coursework and the consent of the faculty advisor.

Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation.

Term Offered

Offered as needed.

Course credits: Credit may vary

Classical Languages - Lower Division

See Greek and Latin language courses listed under GREEK and LATIN.

CLSL 001 - Etymology: The Greek and Latin Roots in English

Lower Division

A course in vocabulary-building and word-power. Students learn how to decode a wide range of complicated English vocabulary, to make better and more precise vocabulary choices, and to improve oral and written communication skills. Over 60 percent of all English words have Greek or Latin roots. In the sciences and technology, the figure rises to over 90 percent. This course surveys Greek and Latin derivatives in English and examines the contexts in which the original meanings have changed. Students learn to interpret correctly the semantic range of Greek and Latin roots in English. The English language emerges as a dynamic system intricately linked to historical, social, and cultural realities.

Course credits: 0.25

CLSL 002 - Greece and Rome: Golden Times

Lower Division

Who were the ancient Greeks and Romans? How did they see their place and role in the world around them? This lower-division course serves as a comprehensive introduction to the Greco-Roman civilization. It also enables students to explore methodically, through a wide selection of primary texts, various Greek and Roman notions of self and other, mortal and divine, same and different. By the end of the term, students will be able to assess competently the basic assumptions behind the texts and discuss them in light of our own complex assumptions and attitudes.

Course credits: 1

Classical Languages - Upper Division

CLSL 100 - Classical Mythology

Upper Division

Prerequisites

ENGL 005 or instructor's approval.

Classical Mythology is a study of the highly flexible narrative content of Greek and Roman myths, the underlying thought patterns behind it, and the ancient attitudes to myth in our main sources, the literary works of Greek and Roman writers. Classical myths and mythological references in both Classical and non-Classical literature and art emerge in historical contexts.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

CLSL 101 - The Empires of Greece & Rome

Upper Division

Prerequisites

ENGL 005 or instructor approval.

This course studies the political, social and cultural history of ancient Greece and Rome, focusing particularly on the period from the 9th century BC to the end of the 5th century AD. We will examine how the Greek and Roman authors represented the changing economic and political realities of their times, or how they reevaluated earlier historical accounts. The primary sources and scholarly essays will give us an opportunity to compare and assess various interpretations of important episodes, phenomena and figures in Greek and Roman history.

Course credits: 1

CLSL 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair is required.

Course credits: 1

CLSL 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair is required.

An independent study or research course for upper-division majors with a B average in Classical Languages.

Course credits: 1

Collegiate Seminar - Lower Division

SEM 001 - Critical Strategies and Great Questions

Lower Division

Concurrently

Corequisite: ENGL 004.

This first seminar develops the skills of critical thinking, critical reading and writing, and shared inquiry that are foundational to Collegiate Seminar. Students learn strategies for engaging with a diversity of texts, asking meaningful questions, and effectively participating in collaborative discussions. Reading and writing assignments are specifically designed to support students' gradual development of these strategies and skills.

Course credits: 1

SEM 002 - Western Tradition I

Lower Division

Employing and building upon the strategies of critical thinking, critical reading, and shared inquiry learned in the first seminar, students will read, write about and discuss a selection of classical, early Christian and medieval texts from the Western tradition.

Course credits: 1

Collegiate Seminar - Upper Division

SEM 102 - Western Tradition I for transfers

Upper Division

This first seminar for transfer students develops skills of critical thinking, critical reading and writing, and shared inquiry that are foundational to Collegiate Seminar. Students will read, write about and discuss a selection of classic and modern texts from the Western tradition.

Course credits: 1

SEM 103 - Western Tradition II

Upper Division

Employing and building upon the strategies of critical thinking, critical reading, and shared inquiry learned in previous seminars, students will read, write about and discuss a selection of Renaissance, 17th, 18th and 19th century texts from the Western tradition.

Course credits: 1

SEM 104 - The Global Conversation of the 20th and 21st centuries

Upper Division

Building on the Western tradition explored in the second and third seminars, readings focus on the Great Conversation of the modern world, which includes the West but also includes important intercultural and global voices. The course focuses on issues of significant relevance for a 21st century student, as well as texts that allow for integrative thinking across the entire Collegiate Seminar sequence. The last portion of the course will include student reflections on what they have learned and how they have grown, revisiting the steps of their intellectual development in a capstone experience.

Course credits: 1

SEM 144 - Multicultural Thought

Upper Division

Prerequisites

SEM 001 or SEM 002.

Selected readings from 20th-century multicultural authors of the United States, especially from California. Readings continue the dialogue with authors from previous seminars, give renewed attention to questions raised in those contexts and address contemporary issues as well.

Course credits: 1

SEM 145 - World Traditions

Upper Division

Prerequisites

SEM 001 or SEM 002.

Readings from the traditions of Asia, Africa and the Middle East that raise basic human questions of courage, compassion, loyalty and wisdom. These works from around the world are selected to extend the themes and ideas from both the Western Tradition sequence and the Multicultural Thought seminar to a truly global conversation.

Course credits: 1

SEM 146 - The Common Good Seminar

Upper Division

Prerequisites

SEM 001 or SEM 102.

This elective seminar uses a thematically organized selection of readings to promote discussion and writing about what the common good is and how it might be pursued. Through critical engagement with interdisciplinary primary texts, students explore questions of human nature, the common good, and a just social order. Reading lists vary according to the particular thematic focus of the course.

Repeatable

May be repeated as content varies.

Course credits: 1

SEM 190 - Co-Leader Apprenticeship

Upper Division

A course designed for specially selected, experienced seminar students assigned to assist a faculty member as student co-leader for a specific seminar class. As co-leaders, students participate as discussion facilitators and models in a seminar they have already completed. Meetings with assigned seminar faculty by arrangement.

Repeatable

May be repeated for credit.

Course credits: 0.25

SEM 192 - Introduction to Methods and Field Experience in Elementary Level Discussion Groups

Upper Division

Prerequisites

SEM 001 or SEM 002.

For course description, see Justice, Community and Leadership Program.

Course credits: 0.25

Communication - Lower Division

COMM 002 - Introduction to Media and Cultural Studies

Lower Division

This course intends to acquaint students with ways of critically assessing the everyday communication practices and texts (spoken, visual and mediated) which construct and transmit social knowledge. Introduces students to issues such as language, meaning, rhetoric, persuasion, definition, mediation, representation, visual culture, social knowledge, understanding the "self," the relationship between culture and communication, the social construction of reality, and the assessment of the influence of mass communication. Students will participate in in-depth discussions based in primary texts of communication theory and produce critical essays and creative media projects that demonstrate their grasp of course content.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

COMM 003 - Introduction to Human Communication

Lower Division

This course is designed to give students an overview of the basic concepts and theories of human communication as a meaning making process, involving both verbal and nonverbal symbols, that constructs social meaning across various contexts such as relational, intercultural, small group, and workplace. In order to understand human communication in these contexts, students will learn to examine, analyze, and interpret identities, perceptions, group dynamic and power, and technology and media in everyday life through the social scientific, interpretive, and critical lenses of the field of Communication Studies. This course will prepare students to develop fundamental knowledge on the study of communication as well as communication competence as a practical outcome.

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historial, and Cultural Understanding

Course credits: 1

COMM 010 - Rhetoric and Public Discourse

Lower Division

This course examines general principles of argument and advocacy as they relate to rhetorically creating change in different spheres of social life. Communication scholar, Rod Hart, writes that advocacy "is the human creature's most natural way of changing the world. It is also the most civilized way of doing so. Bombs, torture and mayhem change the world too, but those are primitive modalities and they lead to unstable outcomes. Symbolic influence is better. It lasts longer and it's less noisy." Students will explain the importance of communication in civic life and explore how the conventions of argument change-and how advocacy functions-in different societal spheres. Students will develop an understanding of argument and evaluation theories, while also embodying those theories by developing practical advocacy and critical appraisal strategies. Finally, students will

identify the challenges faced by communities and the role of communication in contributing to the resolution of those challenges. This course involves significant public speaking (speeches) as well as some writing.

Course credits: 1

Communication - Upper Division

Students must have sophomore standing to enroll.

COMM 100 - Communication Theory

Upper Division

Prerequisites

Students must have sophomore standing to enroll.

This course provides students with a review of major theories applicable to communication among individuals, within organizations, in politics and in the media. Through readings and discussion of seminal core texts, students are encouraged to judge for themselves the strong and weak portions of alternative concepts, models and theoretical concepts, as well as to evaluate the empirical methods from which these theories are derived.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

COMM 104 - Understanding Digital Culture

Upper Division

Prerequisites

Students must have sophomore standing to enroll.

Students will explore key concepts and theories through a close reading of fundamental texts, study of representative examples of digital work (e.g. websites, gaming, networked and immersive environments, media art), and will engage in basic digital design and production assignments.

Course credits: 1

COMM 105 - International Communication

Upper Division

Prerequisites

COMM 106 or COMM 112

A review of our "global village," which is dangerously divided not only by power struggles and interest conflicts, but by message flows that create confusion and justified or unjustified suspicion. Special attention is given to the role of the United Nations (and its specialized agencies dealing with communication) as a vital mode of cross-cultural communication among the leaders of nations, and to the role of the media in defining global policy issues.

Course credits: 1

COMM 106 - Intercultural Communication

Upper Division

An exploration of intercultural communication within various national contexts, though primarily U.S.-based. The courses will include an examination of the roles of identity, history, power, language, cultural values, nonverbal communication, migration, cultural space, popular cultural communication and relationships. Students will also become familiar with intercultural communication theories and with approaches to studying intercultural communication. Seeks to provide a basis for comprehending the relationship between culture and communication and for understanding cultural practices, differences and similarities.

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historical, and Cultural Understanding

Cross-Listing

ES 106

Course credits: 1

COMM 107 - Political Communication

Upper Division

Prerequisites

COMM 110 or COMM 111

The interplay of the press, politics and public policy is a key feature in understanding our democracy today. This course examines the role of communication, information and media technologies in the electoral and legislative processes. Special attention is given to how the Internet and other media have altered the political landscape.

Course credits: 1

COMM 109 - Visual Communication

Upper Division

In this course, students study visual culture, learn to do visual analysis and explore key ideas in visual communication including visual methodologies, such as compositional interpretation, semiotics, discourse analysis and psychoanalytic analysis. Possible topics include exploration of the visual components of advertising, video games, technology, photography, film, television, news, the body, comics, theme parks and museums.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

COMM 110 - Quantitative Methods

Upper Division

Prerequisites

COMM 003, or permission of the chair. Students must have sophomore standing to enroll.

This course is designed to introduce students to the design of empirical research, such as survey, experiment, and content analysis, and the basics of statistics and concepts of hypothesis testing through systematic data collection and analysis. Students will learn to understand existing research in social sciences and to design and execute a project for their own inquiry that are practical and applicable to the construction of generalizable knowledge.

Course credits: 1

COMM 111 - Qualitative Methods

Upper Division

Prerequisites

COMM 003, or permission of the chair.

This course introduces students to qualitative methodology and offers students an opportunity to design and practice qualitative methods. Topics addressed will include origins of qualitative methodology, ethnography, participant observation, interviewing, formulating research questions, collection and analysis of data, and writing the literature review.

Course credits: 1

COMM 112 - Interpersonal Communication

Upper Division

Upper-level course treating major theories and concepts in interpersonal communication. Lecture, discussion, readings and activities integrating concepts such as nonverbal communication, listening, intimate relationships, family relationships, interracial relationships, conflict management, forgiveness, negotiation, gender, perception and self-concept, technology's role in communication, as well as relationship development, maintenance, struggles and termination.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

COMM 113 - Rhetorical Criticism

Upper Division

This course will provide students the opportunity to learn and practice rhetorical criticism. Students will analyze artifacts (textual, visual, online) by employing methods such as Neo-Aristotelian criticism, cluster criticism, fantasy-theme criticism, feminist criticism, generic criticism, ideological criticism, metaphor criticism, narrative criticism, pentadic criticism, generative criticism and queer criticism.

Course credits: 1

COMM 116 - Advertising and Civic Engagement

Upper Division

This course is designed to give students an understanding of both the theory and practice of advertising through the medium of civic engagement projects. The first half of the course will allow you to study the underlying theories of the practice of advertising; in the second half, students will have the opportunity to apply these theories in the form of advertising campaigns for on-campus clients.

Course credits: 1

COMM 117 - Public Relations

Upper Division

This course provides an in-depth understanding of the theories of public relations and the ways in which they are practiced throughout our society, both in the marketplace and in the political realm. Emphasis is on application of these theories in student-authored projects that focus on civic engagement in the community. This course affords students the opportunity to research, plan, execute and evaluate a public relations campaign.

Course credits: 1

COMM 118 - Communication Policy and Law

Upper Division

Prerequisites

COMM 110 or COMM 111

This course examines the function of the laws regulating media and communication and explores how legal, political, social, administrative, economic and technological factors contribute to determining public policy on media issues. Of primary concern is the First Amendment's relationship to intellectual property, torts and telecommunication law.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

COMM 122 - American Journalism

Upper Division

An introduction to the craft of news writing and reporting in print and electronic news media. Historical development of newspapers, journals, blogs and magazines-in print, on television/radio, and online; emphasis on journalism as a profession and ethical conduct.

Course credits: 1

COMM 123 - Sports Journalism

Upper Division

American culture, its contests and celebrations have moved from the sports page to the front page. This course explores the history, literature and practice of sports journalism in print, TV/radio and new media. Students will examine issues of gender and

ethics, develop editorial criteria for sports coverage, and learn "best practices" in writing for print and broadcast.

Course credits: 1

COMM 125 - Media Technologies and Culture

Upper Division

This course, an introduction to media studies, focuses on the critical concepts and technical skills necessary for understanding communication practices in the 21st century. While acknowledging that the media have become digital, this course places communication and media technologies within a broader historical and cultural context. Students will be required to produce media criticism and creative media projects, as well as learn key theories about media and communication in the global, networked digital age.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

COMM 126 - Visual Research Methods

Upper Division

Prerequisites

COMM 002 and COMM 125, or permission of the chair.

This course introduces students to analytical and interpretative methods for understanding visual and media culture within a communication and cultural studies context. Students will explore the ways in which a variety of media - comics, art, television, video, cinema, and the Internet - can serve as the basis for qualitative, rhetorical, and textual forms of research practice. At the completion of the course, students will have demonstrated a working knowledge of a range of research methods and will have applied their knowledge to images from several different media. As a culminating experience, students will produce a paper or project that makes use of a particular approach to interpreting visual and media-based research materials. Each class session will present students with a specific visual research method and will apply this method to various forms of media. In addition, the basic technical skills of media pre-production, production, postproduction, and analysis will be taught with the objective of understanding the role of rigorous research and theoretical grounding in the production process.

Course credits: 1

COMM 132 - Audio Production

Upper Division

Recognizing the importance of the sonic arts in contemporary forms of media, this course introduces students to: (1) basic acoustical theory, (2) musical concepts as related to media production, (3) aesthetic and technical elements of sound design, (4) audio field recording, and (5) non-linear audio editing and post-production techniques.

Course credits: 1

COMM 133 - Video Production

Upper Division

This course introduces students to the basics of digital video production. Topics covered include: (1) introduction to film language and sound design, (2) video camera basics and video-production workflow, (3) cinematography and lighting, (4) non-linear video editing, and (5) post-production techniques.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

COMM 143 - Advanced Media Production I

Upper Division

This is an upper-division course that delves into areas of specialization and advanced applications in media production. Possible topics may include web design, digital photography, motion graphics, video game design, animation, DVD authoring and advanced audio engineering.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis), CP - Artistic Understanding (Creative Practice)

Course credits: 1

COMM 144 - Advanced Media Production II

Upper Division

Prerequisites

COMM 143.

This course is a continuation of media skills and concepts developed in COMM 143. These are upper-division media courses that delve into areas of specialization and advanced applications in media production. Possible topics include web design, digital photography, motion graphics, video game design, animation, DVD authoring and advanced audio engineering.

Course credits: 1

COMM 147 - Persuasion

Upper Division

Prerequisites

COMM 113

This course examines the theory and practice of persuasive communication in a variety of forms ranging from public relations campaigns to visual media, political debate, religion and music. Course emphasizes the utility of classical and modern rhetorical frameworks for understanding contemporary persuasive efforts in a broad range of contexts, as well as other persuasive theories, including Robert Cialdini's influential theory, Sherif's social judgment theory and Miller's information processing theory.

Course credits: 1

COMM 158 - Film

Upper Division

This course examines film history and film theory through the lens of communication. As a dominant mode of communication and as a major art form, the study of film itself ranges from theatrically-based Hollywood films to digital cinema. This course emphasizes the centrality of film to the visual imagination and the development of visual culture. Students will produce critical writing about film and a final creative media project.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

COMM 161 - Communication and Social Justice

Upper Division

Prerequisites

COMM 110 or COMM 111

This course engages the power of communication as a transformative act. In the pursuit of social justice, communication can be a tool, a weapon and a witness on behalf of community service, social change and political struggle. The role of communication in relation to social justice is not just studied abstractly, but passionately practiced and embodied through real-world projects and first-hand experiences. This course involves a service-learning component. Recent topics include food justice, hip hop, consumerism and drag culture.

Core Curriculum Designation(s)

TCG - The Common Good; CE - Community Engagement

Course credits: 1

COMM 163 - Seminar in Special Topics

Upper Division

Prerequisites

COMM 110 or COMM 111

These are topical, special-interest courses exploring an area of study or particular problem in the field of communication. Topics cover the range of communication theory, rhetoric and persuasion, law and public policy and visual media.

Course credits: 1

COMM 170 - Group Facilitation and Leadership

Upper Division

Prerequisites

COMM 106 or COMM 112

This course focuses on development of group facilitation and critical thinking skills for making ethical decisions in various multicultural settings. Topics covered in this course include leadership and communication theories of power and interpersonal dynamic in teams and groups, listening abilities and perspective-taking, practical discussion facilitation skill building, and

understanding organizational structure and decision-making processes.

Course credits: 1

COMM 190 - Communication Practicum

Upper Division

The department offers a wide variety of one-quarter academic credit courses which may be applied to student participation in radio, video, visual, film, journalism, digital media, public relations, advertising or independent study. Macken Collegiate Forensics Program may be taken for full or fractional credit.

Course credits: 0.25

COMM 195 - Internship

Upper Division

Prerequisites

COMM 002, COMM 003, COMM 010, and COMM 100 with C or better and permission of the faculty internship coordinator.

Work in an appropriate internship position in the field of communication, under the supervision of the faculty internship coordinator. Students will read relevant texts that will help them apply communication theories and concepts to the context of their internship. Students will conduct ongoing reflection on their internship experience through synthesis with course texts.

Course credits: 0.25

COMM 196 - Senior Capstone

Upper Division

Prerequisites

COMM 100, and either COMM 110 and COMM 111 (Communication Strategist Track) or COMM 125 and COMM 126 (Media Maker Track), or permission of the chair. Senior standing required.

Students must submit a formal capstone proposal to the department in the semester prior to enrolling in the course. In this course, students conceptualize and conduct research using one or two approaches (including performative, narrative or multimedia). Their research must address a socially significant communication issue, under the approval and supervision of an instructor. Students are encouraged to explore a question/issue that will represent the culmination of their undergraduate experience and reflect their finest work as a college student. At the conclusion of the term, students will present their work to interested members of the College community.

Course credits: 1

COMM 197 - Special Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or research course for upper-division majors with a B average or better in communication courses.

Course credits: Credit may vary

COMM 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: Credit may vary

COMM 310 - Communication and Culture

Upper Division/Grad

Prerequisites

COMM 110 or COMM 111 and COMM 106 or COMM 112, or permission of Graduate Director

This course investigates the relationship between communication and culture. Students will use case studies to apply a range of intercultural communication theories to analyze problems that typically arise in "real world" cross-cultural settings. Students are expected to make a clear connection between a communication phenomenon (e.g., current social issues) and intercultural communication theories as they work toward critical engagement with intercultural and cross-cultural communication competency.

Course credits: 1

COMM 311 - Identity and Intercultural Communication

Upper Division/Grad

Prerequisites

COMM 110 or COMM 111 and COMM 106 or COMM 112, or permission of Graduate Director

This course aims to develop a critical cultural consciousness. Students begin by examining their own cultural identities and then learn how to view interactions with others through the lens of intercultural communication. Through self-awareness and understanding how identity, culture, and communication work together, students learn critical skills to enhance their intercultural competence. Students work in groups to apply these insights by developing a diversity training activity grounded in theories of identity and intercultural communication.

Course credits: 1

Computer Science - Lower Division

MA/CS 002 - Digital Literacy, Introduction to Web Design

Lower Division

This course introduces students in an accessible way to the basics of digital literacy through web design as a stepping-stone to

computer programming concepts and applications. Students are introduced to web development including (1) design principles, (2) information architecture, and (3) interactivity design. Primary development tools include HTML5 and CSS3. Class projects develop knowledge, research and problem solving skills needed for the design, development, and testing of interactive media projects.

Additional Notes

This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum, nor does it count towards a mathematics major or the 3+2 Engineering Program.

Course credits: 1

MA/CS 021 - Programming I

Lower Division**Prerequisites**

MATH 027.

An introduction to problem-solving concepts and program design. Topics covered include top-down design with a structured programming language, bottom-up testing, control statements and structured data types. No prior knowledge of programming is required. The language for the course is Python; students with knowledge of another programming language will find the course valuable.

Term Offered

Offered every semester.

Course credits: 1

Computer Science - Upper Division

Consult the department chair for the schedule of offerings.

MA/CS 102 - Programming II

Upper Division**Prerequisites**

MA/CS 021.

A continuation of MA/CS 021. Topics include recursion, an introduction to data structures, analysis of algorithms and object-oriented programming. Programming style and large program development are emphasized.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: 1

MA/CS 110 - Computer Systems

Upper Division

Prerequisites

MA/CS 021.

Computer structure and machine languages, assembly language macros, file I/O, program linkage and segmentation.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: 1

MA/CS 174 - Analysis of Algorithms**Upper Division****Prerequisites**

MATH 028 or equivalent; MA/CS 021.

Basic notions of the design and efficiency of computer algorithms, nonnumerical algorithms for sorting and searching and numerical algorithms. Underlying data structures are examined.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: 1

MA/CS 190 - Topics in Computer Science**Upper Division****Prerequisites**

Varies with topic.

This course presents connections among different disciplines which apply the principles of computer science. The theme varies. Students are required to complete a significant project involving their primary discipline.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: 1

MA/CS 192 - Digital Literacy: Web Programming**Upper Division****Prerequisites**

MA/CS 002.

This course is a continuation of MA/CS 002 that introduces students to the basics of digital literacy through web design as a stepping-stone to computer programming concepts and applications. MA/CS-192 refines & builds upon this knowledge studying JavaScript, jQuery, Web API's and simple mobile applications while implementing a team-oriented project development approach. Other topics include responsive web design, CSS grid systems and HTML5 Canvas.

Term Offered

Consult the department chair for the schedule of offerings.

Additional Notes

This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum, nor does it count towards a mathematics major or the 3+2 Engineering Program.

Course credits: 1

MA/CS 195 - Internship**Upper Division****Prerequisites**

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: Credit may vary

MA/CS 197 - Special Study**Upper Division****Prerequisites**

Permission of the department chair is required.

Independent study in topics not covered in listed courses.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: Credit may vary

MA/CS 199 - Honors-Special Study**Upper Division****Prerequisites**

Permission of the department chair is required.

Independent study or research for majors in , mathematics with a concentration in computer , science or a split major in computer science, , with at least a B average in the major.

Data Science - Lower Division**DATA 040 - Business Statistics**

Lower Division

Prerequisites

None

An introduction to statistical concepts used to assist in making decisions under conditions of uncertainty. Topics include the collection and analysis of data, probability and probability distributions, hypothesis testing, linear regression, and correlation.

Term Offered

Every semester

Additional Notes

This course may not be taken for credit in addition to MATH 004 or PSYCH 003.

Course credits: 1

Data Science - Upper Division

DATA 100 - Probability for Data Science

Upper Division

Concurrently

MATH 120

Prerequisites

MATH 027; MATH 038; DATA 040 or MATH 113; MA/CS 021

The key to the success of any data science project is the understanding of the data and its quality and the ability to interpret the meanings and the importance of each feature and its attributes. This course helps develop the necessary skills in probability and statistics in the light of data science to build a proper foundation in dealing with various types of data, data summarizing, data impairments and data prediction.

Term Offered

Fall

Course credits: 1

DATA 137 - Advanced Quantitative Methods

Upper Division

Prerequisites

DATA 040 or MATH 004 or MATH 113

A rigorous analytical course involving the study of the theories and practices of diverse quantitative methods and procedures that enable managers to judiciously use data in solving complex problems in finance, marketing, operations, and corporate strategy, and providing business analysts with a sound conceptual understanding of the role management science plays in the decision-making process. Students are introduced to advanced tools and techniques for quantitative analysis to support conclusions drawn from empirical evidence for effective decision-making under conditions of uncertainty. Topics include multiple linear and logistic regression modeling, optimization, and computer simulation.

Term Offered

Every semester

Additional Notes

This course is not available to first-years or sophomores.

Course credits: 1

DATA 138 - Database Programming for Data Analytics**Upper Division****Prerequisites**

MA/CS 021

This course prepares students to effectively manage data through a relational database management system (RDBMS), a query language and relevant tools. Fundamental database theories are introduced but the emphasis is on practical and hands-on learning experience. Various topics are covered including data modeling, database development life cycle, entity-relationship (ER) modeling and database design, relational models, normalization, structured query language (SQL), SQL queries, functions as well as advanced topics such as indexes and query performance, advanced queries and Python programming with databases. MySQL, the industry leading open-source RDBMS and the graphical user interface (GUI) and development tool MySQL Workbench are practically introduced and used.

Term Offered

Fall

Course credits: 1

DATA 139 - Big Data and Machine Learning**Upper Division****Prerequisites**

DATA 137, MA/CS 021

This course covers predictive modeling techniques. Students will also be exposed to a collection of current practices and computer technologies used to transform business data into useful information and support the business decision-making process. Topics include data mining, text and web analytics, and big data strategies. RapidMiner/Python will be used in the course and supplemented with other tools as needed.

Term Offered

Spring

Course credits: 1

DATA 140 - Data Visualization**Upper Division****Prerequisites**

ENGL 005

This course provides an introduction as well as hands-on experience in building creative and technical skills to transform data into visualized reports for the purpose of effectively conveying a shared understanding with the target audience. Students will learn how to use software to ingest, organize and visualize quantitative and qualitative data, with an emphasis on applying design principles to create neat, elegant, and intuitive graphs and dashboards that capture the essence of an insight, message or recommendation that can facilitate managerial decision making. Students will learn how to use state-of-the-art visualization software and techniques to visualize exploratory and explanatory data for presentations and storytelling. To enhance students' presentation and storytelling ability, this course is designed to be writing-intensive and content-rich. It uses writing to deepen the learning of the data visualization content. Writing learning sessions and assignments are an integral part of the course and students will learn how to convey ideas, processes and results of visualization using appropriate, professional writing in the context.

Course credits: 1

DATA 196 - Capstone

Upper Division

Prerequisites

DATA 100, DATA 138, DATA 139, DATA 140

Course credits: 1

Economics - Lower Division

ECON 003 - Principles of Microeconomics

Lower Division

Introduction to the concepts and tools of microeconomic analysis. Microeconomics is concerned with individual economic units including representative consumers, firms and markets. Topics include resource allocation, income distribution and price, wage and quantity determination in competitive and noncompetitive markets. Micro-economic analysis is applied to selected current economic issues.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

ECON 004 - Principles of Macroeconomics

Lower Division

Introduction to the concepts and tools of macroeconomic analysis. Macroeconomics is concerned with the relationship between major economic aggregates including firms, households and government. Topics include the determination of the level of aggregate economic activity, inflation and unemployment, as well as government's ability to achieve a full employment, non-inflationary Gross Domestic Product using fiscal and monetary policy. Macro-economics is applied to current economic issues including economic growth, business cycles, the government budget, and the policies of the Federal Reserve.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

ECON 010 - Economics and Society

Lower Division

A non-technical, introductory approach to micro- and macro-economics principles, issues and policies designed for students with little or no background in economics. Students are introduced to the tools, terminology, and analytical methodology of economics through their application to a number of real- world social, political, and economic issues. Some examples are how markets work, how government economic programs affect well-being, the government budget and the tax system, income and wealth distributions, why nations trade, and how to improve environmental quality using economic policies.

Additional Notes

ECON 010 does not substitute for ECON 003 or ECON 004, and may not be taken by those who have completed ECON 003- ECON 004.

Course credits: 1

ECON 020 - Data Management for Economists

Lower Division

This 0.25 credit course, required of all econ majors, prepares students to use data effectively. Students are first introduced to the basics of handling and manipulating data using current and relevant software. Thereafter, they will learn to survey popular economics databases and learn how to select and access data appropriate to a given research and other questions. Furthermore, the data management process includes evaluating and dealing with data quality issues; organizing and manipulating the data to prepare them for statistical analysis; and presenting data and analytical results effectively.

Term Offered

Offered every spring semester

Course credits: 0.25

Economics - Upper Division

ECON 100 - Issues and Topics in Economics

Upper Division

Analysis of a selected theme, topic, issue, era or region not covered by the regular course offerings of the department. Subject of the course will be announced prior to registration each semester when offered.

Term Offered

Course will not be offered each semester.

Course credits: 1

ECON 102 - Development of Economic Thought

Upper Division

Prerequisites

ECON 003, ECON 004 and ECON 106.

The course explores the historical and theoretical foundations of economic theory, with an emphasis on the classical political economists of the 18th and 19th centuries through a critical reading and analysis of the original works of important economic thinkers like Adam Smith, David Ricardo, Karl Marx and John Maynard Keynes. The course seeks to understand the relevance of these early economists to modern economic theory and issues.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Term Offered

Offered every spring semester.

Course credits: 1

ECON 105 - Microeconomic Theory

Upper Division

Prerequisites

ECON 003, ECON 004, and MATH 003 or equivalent.

An intermediate-level analysis of the motivation and behavior of producers and consumers under alternative market structures. Particular emphasis is placed on price determination and resource allocation, as well as the application of theory to real-world issues.

Term Offered

Offered every semester

Course credits: 1

ECON 106 - Macroeconomic Theory

Upper Division

Prerequisites

ECON 003, ECON 004, and MATH 003 or equivalent.

An intermediate-level analysis of the aggregate interrelationship between consumers, business, government and the foreign sector in the determination of national income, employment, price levels and economic growth rate. Particular emphasis is placed on policy alternatives available to mitigate unsatisfactory performance of these variables.

Term Offered

Offered every semester

Course credits: 1

ECON 111 - Economic History of the United States

Upper Division

Historical view of the development of the United States economy with particular emphasis on economic growth, income distribution and structural and institutional change in the 19th and 20th centuries. Course themes include the evolution of market structures, business organization, trade and technology; the history of American living standards, income distribution and poverty; immigration, race and gender roles; business cycle history; the changing role of government and the rise of the American- style welfare state. Students are provided a historical perspective on the origins of current economic issues

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 120 - Research Seminar

Upper Division

Prerequisites

ECON 020, ECON 105, and ECON 106.

This seminar is designed to develop the student's ability to evaluate professional, economic research through literature review and share ideas through seminar-like discussions. Methods of economic research are examined in theory and in actual practice, including their application in influential, published research. Students are expected to present this research in class and participate in discussions to deepen their understanding of how economists work and think. They are also required to develop their own areas of interest, appropriate to their choice of economics degree. This includes identifying a research project to be completed in the follow-on capstone class.

Course credits: 1

ECON 121 - Advanced Data Management for Economists

Upper Division

Prerequisites

ECON 020 or similar introductory spreadsheet classes

This quarter credit course focuses on the deepening the understanding of data management and computational skills for economists, building on the basics covered in ECON 020.

Term Offered

Fall

Repeatable

May be repeated as content varies.

Course credits: 0.25

ECON 130 - Banking and Monetary Policy

Upper Division

Prerequisites

ECON 003, ECON 004, and ECON 106.

A description and analysis of the role of money and finance in a modern economy. The role of banks and other suppliers of credit, along with the U.S. Federal Reserve System and other central banks across the world is identified. Trends and instabilities in financial markets, interest rates, inflation and the general level of economic activity will be studied, including episodes of large scale banking and financial crises.

Course credits: 1

ECON 135 - Public Finance**Upper Division****Prerequisites**

ECON 003 and ECON 004.

An analysis of government taxing and spending activities using theoretical, empirical, and institutional material. Topics include optimal provision of public goods, cost-benefit analysis, tax incidence, policies aimed at efficient level of externalities such as pollution, income redistribution, models of democratic and bureaucratic decision-making and the design of government procurement contracts.

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 136 - Investments**Upper Division****Prerequisites**

ECON 003, ECON 004, DATA 040 or equivalent.

Description and analysis of the securities markets (bonds, stocks, etc.) from the viewpoint of the private investor. The student is introduced to asset valuation theories as well as the basis of portfolio selection. Particular emphasis is placed on the trade-off between risk and return, both for the individual assets and in a portfolio context.

Course credits: 1

ECON 141 - Methods of Quantitative Analysis**Upper Division****Prerequisites**

ECON 003, ECON 004, MATH 027, MATH 028 or MATH 038, and ECON 105.

The first part of this two-semester sequence explores the ways in which economists use mathematical techniques-especially linear (matrix) algebra and differential calculus-to represent and "solve" a wide range of theories, problems and hypotheses. Applications include the firm's profit maximization and the consumer's optimization of utility.

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 142 - Methods of Quantitative Analysis

Upper Division

Prerequisites

ECON 003, ECON 004, DATA 040 or equivalent, and ECON 141.

The second part of the sequence is about how economists use statistical data to estimate and predict relationships between different economic variables. The goal is to have students become educated consumers and producers of econometric analysis; the former by studying how other economists make use of econometric methods in their work and the latter by doing estimations (running regressions) themselves using statistical software packages. Students will conduct an in-depth econometric research project on the topic of their choice.

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 150 - Environmental and Natural Resources Economics

Upper Division

All economic activity involves an exchange with the natural environment. Natural resources are used in production and consumption and then returned to the environment in some form of waste. The class focuses on how a market economy actually handles these exchanges and develops criteria for judging the economy's performance in this regard. Important questions include the following: Are we exhausting our natural resources? Will we run out of cheap energy? What is the appropriate balance between economic standard of living and environmental quality? Can we rely on market forces to achieve the appropriate balance or do we need government intervention?

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

ECON 152 - Labor Economics

Upper Division

Prerequisites

ECON 003 and ECON 004.

An extension and application of microeconomic theory to analysis of labor market processes that determine the allocation of human resources, as well as the level and structure of wages, employment and working conditions. The course devotes considerable attention to the public and private institutions (e.g., labor laws and unions) and sociological forces (e.g., prejudice and discrimination) that interact with demand and supply forces. Labor market models that take account of economic, sociological, and institutional forces are used to explain recent trends and patterns in the level and distribution of wages, employment, working conditions and union membership. The models are also used to analyze the impact on labor markets of changes in trade, technology, immigration, family structures and social norms; and to evaluate the efficiency and equity effects of

government, business and union policies.

Term Offered

Generally offered in alternate years

Course credits: 1

ECON 160 - Comparative Economics Systems

Upper Division

Prerequisites

ECON 003 and ECON 004.

The production and distribution of goods and income and the material welfare of people-the longtime concerns of economics-can be achieved in many different ways. This course examines capitalism, socialism, traditional village economies, and other ways to organize economic activity. Case studies from around the world will include less developed as well as developed countries- China, Russia, Latin America, the Middle East and Africa. The course also examines the new globally integrated economy, based significantly on the U.S. model, and how it impacts various regions of the world.

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 170 - Industrial Organization

Upper Division

Prerequisites

ECON 003 and ECON 105 or consent of instructor.

Industrial organization is the study of firms, markets and strategic competition. The course will examine how firms interact with consumers and one another, primarily using the tools of microeconomics and game theory. Topics include competitive strategies, price discrimination, antitrust policy, mergers and advertising. Upon completion of the course, students should be able to examine real- world mergers and other firm strategies with a critical eye and predict market outcomes and consumer impact.

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 175 - Multinational Enterprises

Upper Division

Prerequisites

ECON 105.

This course examines multinational enterprises (MNEs) and foreign direct investment (FDI) from a number of perspectives, including motivations for international expansion, the economic impact of such expansion on home and host countries, and the political economy of MNEs. By the end of the course, students should understand why MNEs exist, under what conditions they

can cause economic benefit or harm, and the complex interaction between MNEs and home and host country government.

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 180 - Sports Economics

Upper Division

Prerequisites

ECON 003.

Economic principles are used to analyze issues in the professional and amateur sports industries. Topics include league history and structure, labor issues, stadium financing, player salaries, competitive balance and the role of the NCAA. The economic perspective helps students better understand the industry and its economic, social and cultural significance.

Course credits: 1

ECON 190 - International Economics

Upper Division

Prerequisites

ECON 003 and ECON 004.

This course utilizes rigorous economic analysis to address key issues facing the global economy, such as international trade, direct foreign investment and the interaction of macroeconomic policies across borders. Students who are majoring or minoring in economics and/or planning a career in economics or business should be familiar with international economic issues. This course will give the student a firm foundation in international trade and finance and the ability to apply it in a practical context.

Core Curriculum Designation(s)

GP - Global Perspectives

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 192 - Economic Development

Upper Division

Prerequisites

ECON 003 and ECON 004.

A broad overview of the leading topics in development economics, with an emphasis on the application of economic theory to problems of economic development in Latin America, Africa and Asia and the practical policy issues and debates. Topics include the definition and measurement of economic development, macro-economic theories of growth and structural change, poverty and inequality, population, human capital, agriculture and rural development, migration, environment, trade, debt, liberalization and structural adjustment, foreign investment and foreign aid.

Core Curriculum Designation(s)

GP - Global Perspectives, TCG - The Common Good

Term Offered

Generally offered in alternate years.

Course credits: 1

ECON 195 - Internship**Upper Division****Prerequisites**

Permission of instructor, department chair and SEBA Internship Coordinator required.

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only.

Course credits: Credit may vary

ECON 196 - Capstone**Upper Division****Prerequisites**

ECON 120.

Required of all graduating economics majors, this course requires students to complete a comprehensive economic research project. Students will typically bring a research question from ECON 120 and execute the actual research in this capstone class, including hypotheses development, literature search, data gathering and analysis, and write a report. Students will help each other through this process and be guided by the instructor.

Term Offered

Offered every spring semester

Course credits: 1

ECON 197 - Special Study**Upper Division****Prerequisites**

Permission of instructor and department chair required.

An independent study or research course for students whose needs are not met by the regular courses in the curriculum.

Course credits: Credit may vary

ECON 199 - Special Study - Honors

Upper Division

Prerequisites

Normally open only to seniors with at least a B average in economics who have complete ECON 120 or ECON 141 and ECON 142 with a grade of B or better. (Seniors may be allowed to concurrently enroll in ECON 142 or ECON 120 and ECON 199). Permission of instructor and department chair required.

Independent study and research in an area of interest to the student culminating in a written thesis presenting the issue, methods of analysis and research findings.

Course credits: Credit may vary

English - Lower Division

ENGL 004 - Composition

Lower Division

English 004 helps students develop their skills in critical thinking and written communication, and it introduces them to information evaluation and research practices. Through the writing process, students engage in intellectual discovery and unravel complexities of thought. They read and write to examine their own and others' assumptions, investigate topics, and analyze arguments. With a focus on writing as a scaffolded process, the course is designed to prepare students for writing in Collegiate Seminar, the more advanced writing required in ENGL 005, and college-level writing in general. This course requires the completion of at least 5,000 words of graded formal writing, and an additional 2,500 words of informal writing practice.

Additional Notes

A grade of at least C- is prerequisite to enrollment in ENGL 005.

Course credits: 1

ENGL 005 - Argument and Research

Lower Division

Prerequisites

A grade of at least C- in ENGL 004 is prerequisite to enrollment in English 005.

Students continue to develop the rhetorical and critical thinking skills they need to analyze texts and to structure complex arguments. In addition, students practice evaluating sources, exploring arguments through library research, and supporting original theses with appropriate evidence. Through a scaffolded process, students write and revise two or more essays, at least one of which is a substantial research essay of 8-12 pages that presents an extended argument. This course prepares students for the Writing in the Disciplines courses that they will encounter in their major. It requires the completion of at least 5,000 words of formal writing, and an additional 2,500 words of informal writing practice.

Additional Notes

A grade of at least C- in ENGL 005 is prerequisite to enrollment in Writing in the Disciplines courses.

Course credits: 1

ENGL 019 - Introduction to Literary Analysis

Lower Division

A course to introduce skills of analysis and interpretation that will help students to understand and enjoy works of literature and to articulate their understanding in discussion and essays. Special attention is given to literary terms and conventions and to the problems involved in writing about works of literature. Required for English majors, this course begins the major and is prerequisite to ENGL 029.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 023 - Voices of American Diversity

Lower Division

An introduction to some of the many voices that constitute the diverse literary cultures of the United States. Readings may include novels, poems, short stories, slave narratives, Native-American chants, or diaries and letters organized around a theme or issue. Examples of possible offerings: The Immigrant Experience, Race and Sexuality in America, The City in American Literature, American Autobiography, or Growing Up in America.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Course credits: 1

ENGL 024 - SMPP Assessment

Lower Division

Students in the English Subject-matter Preparation Program are required to register for this course prior to their senior year. The course assists students in beginning their portfolio and preparing them for the initial assessment interview required by the SMPP.

Term Offered

Offered in Spring only.

Course credits: 0.25

ENGL 025 - Creative Writing: Multi-Genre Studies

Lower Division

An introduction to the critical and creative techniques and vocabularies of the major genres of creative writing-poetry, fiction, nonfiction, playwriting, and screenwriting. Students will be introduced to the craft of these genres while learning to explore their own written voice in a workshop-style environment.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

ENGL 026 - Creative Writing Reading Series

Lower Division

Students enrolled in this course attend the public events of the Creative Writing Reading Series and have an opportunity to meet visiting writers and discuss the writing and performances of the readers in the series.

Repeatable

May be repeated for credit.

Additional Notes

Students in the creative writing minor must take this course twice.

Course credits: 0.25

ENGL 027 - English Department Book Club

Lower Division

This class meets for one hour a week or two hours every other week to discuss works chosen jointly by an instructor and interested students. Its focus will vary from semester to semester, but may include such topics as books and the films based on them, fantasy fiction, memoir, detective fiction, or contemporary writing.

Course credits: 0.25

ENGL 029 - Issues in Literary Study

Lower Division

Prerequisites

ENGL 019.

An introduction to the disciplinary concerns relevant to the study of English and American literature. Through readings in theory and literature, class discussion and writing, students engage with the following topics: diverse interpretive approaches, the role of the reader, and canon formation.

Additional Notes

This course is a prerequisite for ENGL 167, ENGL 168, ENGL 170, and ENGL 196

Course credits: 1

ENGL 108 - Advanced Argument and Research

Upper Division

Prerequisites

ENGL 004 (must have a C- or better). Intended only for junior transfers (16.0+ entering credits); may not be taken by students who have completed ENGL 005 .

In this course students will hone the rhetorical and critical thinking skills necessary to analyze texts and to structure complex arguments. In addition, students practice evaluating sources, exploring arguments through library research, and supporting original theses with appropriate evidence. Through a scaffolded process, students write and revise two or more essays, at least one of which is a substantial research essay of 15-20 pages that presents an extended argument. This course prepares students for the Writing in the Disciplines courses that they will encounter in their major. It requires the completion of approximately 40

pages (10,000 words) of writing in the semester (at least 25 pages would be graded formal writing). A grade of at least C- in English 108 is prerequisite to enrollment in Writing in the Disciplines courses.

Course credits: 1

English - Upper Division

ENGL 100 - Advanced Composition

Upper Division

Prerequisites

ENGL 004 and ENGL 005.

This course is designed to improve students' analytical, persuasive, professional and expository writing as well as to help them develop voice and style. Students will build on their research skills with the aim of producing effective upper-division college papers on complex topics. In addition, the course will cover motivation and commitment to writing and revising, appealing to specific audiences, developing and organizing ideas.

Additional Notes

Exception: With the Permission of the Director of Composition, transfer students with advanced standing may take this course in lieu of ENGL 005.

Course credits: 1

ENGL 102 - Creative Writing

Upper Division

Offerings rotate among poetry, fiction, creative nonfiction and dramatic writing. May be repeated for credit as genre varies.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

ENGL 103 - British Literature I

Upper Division

Chronological study of British literature from the Middle Ages to 1700, including Chaucer, Shakespeare and Milton, with attention to close reading and historical context.

Additional Notes

English 103 is not prerequisite to ENGL 104.

Course credits: 1

ENGL 104 - British Literature II

Upper Division

Chronological study of British literature from the Neoclassic, Romantic, Victorian and Modern periods, with attention to close reading and historical context. Writers studied may include Pope, Wordsworth, Austen, Mary Shelley, Dickens, Woolf, Yeats and T.S. Eliot.

Additional Notes

ENGL 103 is not prerequisite to English 104.

Course credits: 1

ENGL 105 - Children's Literature**Upper Division**

Intensive readings in imaginative literature for children. Topics may include adolescent fiction, multicultural literature, picture books, fairy tales, issues in selecting books for children, history, enduring themes, forms of fantasy, conventions and relationship to adult literature.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 106 - Writing Adviser Training Workshop**Upper Division**

Training in the art of helping fellow students develop, organize, and articulate their ideas in writing. Students develop tutoring skills through practice and discussion in a workshop setting.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 0.25

ENGL 107 - Writing Adviser Staff Workshop**Upper Division****Prerequisites**

ENGL 106.

Advanced training in the art of helping fellow students develop, organize, and articulate their ideas in writing. Students develop tutoring skills through practice and discussion in a workshop setting.

Core Curriculum Designation(s)

CE - Community Engagement

Repeatable

May be repeated for credit.

Course credits: 0.25

ENGL 110 - Linguistics

Upper Division

An introduction to the scientific study of language. Language as a system: phonetics, phonology, morphology, syntax, semantics and discourse. Language in context: language in relation to history, culture, social class, region, ethnicity, and gender. Language considered biologically: as a uniquely human characteristic, in brain development, first- and second-language acquisition, and in animal communication systems.

Course credits: 1

ENGL 111 - Topics in Linguistics

Upper Division

Study of specialized topics in linguistics. Topics may include language and thought, language acquisition, second-language acquisition, sociolinguistics, and language and literature.

Course credits: 1

ENGL 115 - Chaucer

Upper Division

Studies in the poetry of Chaucer with emphasis on the Canterbury Tales; a study of Chaucer's language directed toward the ability to read the poetry with ease and understanding.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 118 - 20th-Century Literature

Upper Division

Reading and discussion of major works of literature written since 1900. Poetry, fiction, drama or essays included.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 119 - Contemporary Literature

Upper Division

Reading and discussion of contemporary poetry, fiction, drama, or essay, with occasional inclusion of other media.

Course credits: 1

ENGL 120 - The Short Poem

Upper Division

Study of the development of lyric poetry written in English from the 16th century to the present.

Course credits: 1

ENGL 122 - Law and Literature

Upper Division

Intensive study of specific problems in the law and the literature that addresses them. Examples of possible offerings are: Early Modern Drama and the Law; Victorian Literature and the Law; African American Literature and the Law; Contemporary Drama and the Law.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis), AD - American Diversity, TCG - The Common Good

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 124 - SMPP Assessment

Upper Division

Students in the English Subject-matter Preparation Program are required to register for this course during their senior year. The course assists students in assembling the final version of their portfolio and preparing them for the final assessment interview required by the SMPP.

Course credits: 0.25

ENGL 125 - Film

Upper Division

Viewing and discussion of films with emphasis on theory, history and aesthetics of film.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 126 - Topics in Film

Upper Division

Viewing and discussion of films of a particular genre, country, or director. Examples: American comic film, Japanese film, film noir, films of Hitchcock.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 130 - Single Author

Upper Division

Intensive study of the major works of one important author. Some attention to background and biography.

Repeatable

May be repeated as author varies.

Course credits: 1

ENGL 138 - Short Fiction

Upper Division

Close reading of short stories and novellas of the 19th and 20th centuries.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 140 - Studies in Literary Genre

Upper Division

Exploration of a particular literary genre. Examples of possible offerings: satire, tragedy, comedy, memoir, science fiction, detective fiction, Gothic fiction and nature writing.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 141 - Studies in Medieval Literature

Upper Division

Study of British literature through 1500, focusing on the period as a whole or some aspect of it. Examples of possible offerings:

Chaucer and His Contemporaries; Fabliau and Romance; the Arthurian Tradition; Medieval Allegory and Enigma; Women Writers of the Middle Ages.

Course credits: 1

ENGL 142 - Studies in Renaissance and 17th-Century Literature

Upper Division

Study of British literature from 1500 to 1660, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Renaissance Drama Exclusive of Shakespeare; 16th-Century Poetry; 17th-Century Poetry; Prose of the English Renaissance; Renaissance Storytelling.

Course credits: 1

ENGL 143 - Studies in Restoration and 18th-Century Literature

Upper Division

Study of American and/or British literature from 1660-1800, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Tory Satirists; Johnson and His Circle; Pre-Romantic Poetry; the Emergence of the Professional Woman Writer.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 144 - Studies in 19th-Century Literature

Upper Division

Study of American and/or British literature from 1800-1900, focusing on the period as a whole or on some aspect of it. Examples of possible offerings: Romantic Poetry; Victorian Poetry; the Social Problem Novel; Gothic Fiction; the "Woman Question" in the 19th Century.

Course credits: 1

ENGL 150 - American Literature Before 1800

Upper Division

Study of American prose, poetry, and fiction of the 17th and 18th centuries with particular attention to the representation of cultural diversity. Readings may include Native American literature, Puritan journals and poetry, prose by the Founding Fathers, and "domestic" novels by women.

Course credits: 1

ENGL 151 - American Literature 1800-1900

Upper Division

Study of American prose, poetry and fiction of the 19th century from the Transcendentalists to 1900, with particular attention to the representation of cultural diversity. Readings may include the literary traditions of Native Americans, African Americans, immigrants and women.

Course credits: 1

ENGL 152 - 20th-Century American Literature

Upper Division

Study of American prose, poetry and fiction of the 20th century, with particular attention to the representation of cultural diversity. Readings may include writers representing modernism, the Harlem Renaissance, the Jazz Age and the Great Depression, the literary traditions of Chicano-, Hispanic-, and Asian-Americans.

Course credits: 1

ENGL 153 - American Ethnic Writers and Oral Traditions

Upper Division

Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Asian Americans, American Jews, specific Black cultural groups, Hispanic Americans or Chicano communities.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Course credits: 1

ENGL 154 - Studies in African-American Literature

Upper Division

Study of some aspect of the African-American literary tradition. Examples of possible offerings are: Oral Tradition and Slave Narratives, African American Novelists, the Harlem Renaissance, Contemporary African American Poets.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Course credits: 1

ENGL 160 - Development of English Fiction I

Upper Division

Studies in the origin and development of the English novel with attention to foreign influences.

Course credits: 1

ENGL 161 - The English Novel

Upper Division

Studies in the English novel in the 19th and 20th century.

Additional Notes

ENGL 160 is not prerequisite to 161.

Course credits: 1

ENGL 162 - The American Novel**Upper Division**

Studies in the range of varieties of the American novel.

Course credits: 1

ENGL 163 - Anglophone Literatures**Upper Division**

Studies in literature in English outside the English and American traditions. Examples: the Commonwealth Novel, the African Novel in English, Writers of the Caribbean, and Canadian Literature.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 167 - Literary Criticism I**Upper Division****Prerequisites**

ENGL 029.

Readings in the development of critical theory from Aristotle to Coleridge.

Course credits: 1

ENGL 168 - Literary Criticism II**Upper Division****Prerequisites**

ENGL 029.

Readings in 19th- and 20th-century criticism and aesthetics.

Course credits: 1

ENGL 170 - Problems in Literary Theory

Upper Division

Prerequisites

ENGL 029.

Intensive study of the varying problems in literary theory. Examples of recent course offerings: Metaphor, Symbol and Myth; Philosophy in Literature; Feminist Theory; Post-Colonial Theory.

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 171 - Literary Movements

Upper Division

Study of groups of writers related by time, place or interest. Examples of possible offerings are: The Metaphysical Poets, Modernism, the Bloomsbury Group, Negritude, American Expatriates, Surrealism, The Pre- Raphaelites.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 173 - Women Writers

Upper Division

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-Century British Novelists; Contemporary Women Poets; and American and Canadian Short Story Writers.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 175 - Shakespeare

Upper Division

Close study of selected major plays and poems with attention to developing the ability to read the plays with ease and to experience them with pleasure.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as topic varies.

Course credits: 1

ENGL 180 - Milton

Upper Division

Study of the minor poems, of *Paradise Lost* and *Paradise Regained*, and of representative prose works such as the *Areopagitica*. Attention will be given to Milton's life and times.

Course credits: 1

ENGL 182 - The Drama

Upper Division

Study of ancient, modern and contemporary forms of drama. May include film and television. Attention is given to plays as works designed for performance. Emphasis on the structure and forms of dramatic texts.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 183 - Topics in Drama

Upper Division

Intensive study of a group of plays as products of their times and places. Examples of possible offerings are: Theater of the Absurd, Women Playwrights, Mythic Drama, Expressionist Drama, Restoration Drama. The plays are considered as works designed for theatrical production.

Repeatable

May be repeated as topic varies.

Course credits: 1

ENGL 184 - Contemporary Drama

Upper Division

Introduction to current plays by American and British playwrights. Attention is given to plays as works designed for theatrical production.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

ENGL 185 - Individual Dramatist**Upper Division**

Intensive study of the major works of one important dramatist. Some attention to background, biography and criticism, as well as to the plays as works designed for theatrical production.

Repeatable

May be repeated as content varies.

Course credits: 1

ENGL 195 - Internship**Upper Division****Prerequisites**

Permission of the instructor and the department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: Credit may vary

ENGL 196 - Capstone in English**Upper Division****Prerequisites**

ENGL 029

An advanced seminar and writer's workshop that will culminate in a major research essay in the discipline.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Additional Notes

Topics will vary.

Course credits: 1

ENGL 197 - Special Study**Upper Division****Prerequisites**

Permission of the instructor and the department chair required.

An independent study or research for students whose needs are not met by courses available in the regular offerings of the Department of English.

Course credits: Credit may vary

ENGL 198 - Senior Honors Thesis (Independent Study)

Upper Division

Prerequisites

Senior standing required. Course admission by application to department chairperson.

Directed reading and research under the supervision of a department faculty member, culminating in the writing of an academic thesis.

Course credits: 1

ENGL 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and the department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: Credit may vary

ENGL 300 - Foundations of Contemporary Literature

Upper Division

This introductory course familiarizes all first-year MFA students with selected core texts in all three of the program's genres. By way of lecture and discussion, the course covers several literary movements and periods and offers approaches to numerous foundational texts, including novels, stories, poems, and essays by Jane Austen, Ralph Waldo Emerson, Walt Whitman, James Joyce, T.S. Eliot, Virginia Woolf, Isak Dinesen, James Baldwin, Sylvia Plath, and Raymond Carver, among others.

Course credits: 3

ENGL 301 - Creative Nonfiction Workshop

Upper Division

This course gives students the opportunity to explore material in various areas of creative nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that emerge from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising creative nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 302 - Creative Nonfiction Workshop

Upper Division

This course gives students the opportunity to explore material in various areas of creative nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that emerge from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising creative nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 303 - Creative Nonfiction Workshop

Upper Division

This course gives students the opportunity to explore material in various areas of creative nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that emerge from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising creative nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 304 - Creative Nonfiction Workshop

Upper Division

This course gives students the opportunity to explore material in various areas of creative nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that emerge from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising creative nonfiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 311 - Tutorial in Creative Nonfiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 312 - Tutorial in Creative Nonfiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas

for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 313 - Tutorial in Creative Nonfiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 314 - Tutorial in Creative Nonfiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 321 - Fiction Workshop

Upper Division

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students grapple with questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 322 - Fiction Workshop

Upper Division

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students grapple with questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 323 - Fiction Workshop

Upper Division

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students grapple with questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 324 - Fiction Workshop

Upper Division

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students grapple with questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

Course credits: 5

ENGL 331 - Tutorial in Fiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 332 - Tutorial in Fiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 333 - Tutorial in Fiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 334 - Tutorial in Fiction

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 341 - Poetry Workshop

Upper Division

The primary aim of this course is to allow students as much freedom as possible in their writing while teaching the skills to identify their strengths and weaknesses. The most important work for students is to locate their style or voice, with encouragement to produce at least one new poem per week. By the end of the course, students should develop the terminology and critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they analyze their own poems-with particular attention to their development over the semester.

Course credits: 5

ENGL 342 - Poetry Workshop

Upper Division

The primary aim of this course is to allow students as much freedom as possible in their writing while teaching the skills to identify their strengths and weaknesses. The most important work for students is to locate their style or voice, with encouragement to produce at least one new poem per week. By the end of the course, students should develop the terminology and critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they analyze their own poems-with particular attention to their development over the semester.

Course credits: 5

ENGL 343 - Poetry Workshop

Upper Division

The primary aim of this course is to allow students as much freedom as possible in their writing while teaching the skills to identify their strengths and weaknesses. The most important work for students is to locate their style or voice, with encouragement to produce at least one new poem per week. By the end of the course, students should develop the terminology and critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they analyze their own poems-with particular attention to their development over the semester.

Course credits: 5

ENGL 344 - Poetry Workshop

Upper Division

The primary aim of this course is to allow students as much freedom as possible in their writing while teaching the skills to identify their strengths and weaknesses. The most important work for students is to locate their style or voice, with encouragement to produce at least one new poem per week. By the end of the course, students should develop the terminology and critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they analyze their own poems-with particular attention to their development over the semester.

Course credits: 5

ENGL 351 - Tutorial in Poetry

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 352 - Tutorial in Poetry

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 353 - Tutorial in Poetry

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 354 - Tutorial in Poetry

Upper Division

Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

Course credits: 1

ENGL 361 - Contemporary Creative Nonfiction

Upper Division

This course is a literary survey of contemporary nonfiction, including the personal essay and narrative nonfiction. Students investigate the relationship between art and culture, between the writer and their society. The course places special emphasis on formal analysis of themes and patterns in contemporary writing. Writers likely to be included are Jo Ann Beard, Joan Didion, Dave Eggers, Lucy Grealy, Pico Iyer, Mary Karr, Philip Lopate, Richard Rodriguez, Terry Tempest Williams, and Tobias Wolff, among others.

Course credits: 3

ENGL 362 - Contemporary Fiction

Upper Division

A careful study of a range of important works by contemporary writers of novels and short stories with attention to thematic and formal analysis. Writers likely to be included are Martin Amis, Margaret Atwood, Michael Cunningham, Don DeLillo, Nadine Gordimer, Louise Erdrich, Carole Maso, Toni Morrison, Alice Munro, Joyce Carol Oates, and John Edgar Wideman, among others.

Course credits: 3

ENGL 363 - Contemporary Poetry

Upper Division

This course examines a variety of different trends in contemporary poetry and enables students to distinguish between some of the most important voices. The course is likely to explore the relations between contemporary poets and some of their precursors with an eye toward how these writers have affected such post-World War II movements as the confessional school, the beats, open field, the New York School, the Black Arts Movement, and the Language poets. It also considers the poetry of the present day in which there is less of a consensus as to which poets, trends or schools are central.

Course credits: 3

ENGL 365 - Internship

Upper Division

Students have the opportunity to pursue internships either for elective credit or as an extracurricular activity during their second year of study, specializing in publishing, teaching, and community engagement for writers.

Course credits: 3

ENGL 365-1 - Teaching

Upper Division

The Teaching Internship allows students to observe the conduct of a college course and to share the pedagogical activity of the supervising instructor. The student works with a mentor teacher from the English Department and assists with an undergraduate course in composition, creative writing, or literature. The student attends each course session and shares responsibility for

instructing the class and responding to students' written work. Teaching internships are only available to second-year students.

Course credits: 1

ENGL 365-2 - MARY Journal Publishing

Upper Division

Students learn about small press internet publishing by working on MARY: a journal of new writing, the MFA in Creative Writing's web publication. Students assist with various elements of publication, such as administration, editing, layout, publicity, and advertising.

Course credits: 1

ENGL 365-4 - Wave Editorial

Upper Division

Students work with Wave Books Senior Editor and MFA faculty Matthew Zapruder on editorial projects related to books, as well as other curatorial activities. Depending on what the Wave editors are working on during the time of the internship, interns may assist in various ways with current, special, or future publishing projects. Interns also work on a public event that features Wave authors. Finally, interns have the opportunity to conduct interviews and write reviews with Wave authors, for possible publication. Wave Books publishes 8-10 books per year, mostly poetry but also books of translation or prose by poets, specializing in the work of mid-career authors.

Course credits: 1

ENGL 365-5 - Community Engagement

Upper Division

Saint Mary's College defines service learning as a specific form of teaching and learning which students engage in purposeful actions that address community goals. Through critical reflection students integrate the action with academic objectives to develop civic responsibility and social justice.

Students will work with a community organization to develop, implement, and assess a program and/or written product that meet the specific goals/needs of the agency. Students have the opportunity to work with established community partners of the College or to design their own service learning opportunity with an outside organization they are already involved in.

Additional Notes

Selected students will participate in an orientation and meet once per month in a classroom setting to discuss assigned readings and complete reflection and in-class writing exercises. Students will also complete an impact statement and a creative culminating project in the form of an anthology, blog, or some other approved project.

Course credits: 1

ENGL 371 - Craft Seminar in Creative Nonfiction

Upper Division

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics-narrative structure, point of view, or dialogue-and others may be thematic in nature or explore a subgenre of nonfiction-personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a

wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 372 - Craft Seminar in Creative Nonfiction

Upper Division

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics-narrative structure, point of view, or dialogue-and others may be thematic in nature or explore a subgenre of nonfiction-personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 373 - Craft Seminar in Creative Nonfiction

Upper Division

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics-narrative structure, point of view, or dialogue-and others may be thematic in nature or explore a subgenre of nonfiction-personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 374 - Craft Seminar in Creative Nonfiction

Upper Division

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics-narrative structure, point of view, or dialogue-and others may be thematic in nature or explore a subgenre of nonfiction-personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 381 - Craft Seminar in Fiction

Upper Division

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics-narrative structure in the novel, point of view, or dialogue-and others may be thematic in nature-historical fiction, realism, or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 382 - Craft Seminar in Fiction

Upper Division

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics-narrative structure in the novel, point of view, or dialogue-and others may be thematic in nature-historical fiction, realism, or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 383 - Craft Seminar in Fiction

Upper Division

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics-narrative structure in the novel, point of view, or dialogue-and others may be thematic in nature-historical fiction, realism, or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 384 - Craft Seminar in Fiction

Upper Division

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics-narrative structure in the novel, point of view, or dialogue-and others may be thematic in nature-historical fiction, realism, or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 391 - Craft Seminar in Poetry

Upper Division

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics-figuration, the line, the sentence, or open field theory-and others will be thematic in nature-politics and poetics, psychoanalysis and surrealism, ecopoetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 392 - Craft Seminar in Poetry

Upper Division

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics-figuration, the line, the sentence, or open field theory-and others will be thematic in nature-politics and poetics, psychoanalysis and surrealism, ecopoetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 393 - Craft Seminar in Poetry

Upper Division

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics-figuration, the line, the sentence, or open field theory-and others will be thematic in nature-politics and poetics, psychoanalysis and surrealism, ecopoetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 394 - Craft Seminar in Poetry

Upper Division

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics-figuration, the line, the sentence, or open field theory-and others will be thematic in nature-politics and poetics, psychoanalysis and surrealism, ecopoetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress.

Course credits: 3

ENGL 400 - Thesis

Upper Division

During the spring semester of the second year each MFA candidate is required to pursue a tutorial course of study under the direction of an assigned faculty writer in the student's genre. Through this tutorial, the student performs the revision necessary to turn two years of writing into a coherent, polished creative thesis: a collection of essays, poems, or short stories; a novel, a memoir, or other work of nonfiction. Students meet with their thesis director several times during the semester to confer on the following aspects of the thesis: final revision and editing of individual pieces to be included in the manuscript, selection and arrangement of material, and coherence of the work as a whole. The student takes an oral examination with the thesis director and second reader in order to assess the student's knowledge of contemporary literary aesthetics and how they relate to the student's work. Upon satisfactory completion of the thesis and the oral exam, the thesis director and second reader approve the thesis.

Course credits: 0

ENGL 400-01 - Fiction Thesis

Upper Division

During the spring semester of the second year each MFA candidate is required to pursue a tutorial course of study under the direction of an assigned faculty writer in the student's genre. Through this tutorial, the student performs the revision necessary to turn two years of writing into a coherent, polished creative thesis: a collection of essays, poems, or short stories; a novel, a memoir, or other work of nonfiction. Students meet with their thesis director several times during the semester to confer on the following aspects of the thesis: final revision and editing of individual pieces to be included in the manuscript, selection and arrangement of material, and coherence of the work as a whole. The student takes an oral examination with the thesis director and second reader in order to assess the student's knowledge of contemporary literary aesthetics and how they relate to the student's work. Upon satisfactory completion of the thesis and the oral exam, the thesis director and second reader approve the thesis.

Course credits: 0

ENGL 400-02 - Poetry Thesis

Upper Division

During the spring semester of the second year each MFA candidate is required to pursue a tutorial course of study under the direction of an assigned faculty writer in the student's genre. Through this tutorial, the student performs the revision necessary to turn two years of writing into a coherent, polished creative thesis: a collection of essays, poems, or short stories; a novel, a memoir, or other work of nonfiction. Students meet with their thesis director several times during the semester to confer on the following aspects of the thesis: final revision and editing of individual pieces to be included in the manuscript, selection and arrangement of material, and coherence of the work as a whole. The student takes an oral examination with the thesis director and second reader in order to assess the student's knowledge of contemporary literary aesthetics and how they relate to the student's work. Upon satisfactory completion of the thesis and the oral exam, the thesis director and second reader approve the thesis.

Course credits: 0

ENGL 400-03 - Creative Nonfiction Thesis

Upper Division

During the spring semester of the second year each MFA candidate is required to pursue a tutorial course of study under the direction of an assigned faculty writer in the student's genre. Through this tutorial, the student performs the revision necessary to turn two years of writing into a coherent, polished creative thesis: a collection of essays, poems, or short stories; a novel, a memoir, or other work of nonfiction. Students meet with their thesis director several times during the semester to confer on the following aspects of the thesis: final revision and editing of individual pieces to be included in the manuscript, selection and arrangement of material, and coherence of the work as a whole. The student takes an oral examination with the thesis director and second reader in order to assess the student's knowledge of contemporary literary aesthetics and how they relate to the student's work. Upon satisfactory completion of the thesis and the oral exam, the thesis director and second reader approve the thesis.

Course credits: 0

ENGL 401-2 - The Writer in the World: New Perspectives on Writing

Upper Division

English 401-2 is a year-long Graduate Level course (1.5 credits per semester, 3 credits total) for all 1st-year MFA students. Over the course of the year, students will attend a year-long series of readings, craft talks, master classes led by writers, scholars, and editors, and will participate in student-centered discussions. In addition to sharing their own work and scholarship, the series' speakers will address topics relevant to the three genres of the MFA Program (creative nonfiction, fiction, and poetry), as well as discuss what it means to be a "writer in the world"-one who balances a creative writing life with the demands of the profession.

Course credits: 1.5

Environmental and Earth Science - Lower Division

EES 040 - Physical Geology

Lower Division

Nature and distribution of Earth materials, the processes by which the materials are formed and altered, and the nature and development of the Earth.

Lecture and/or Lab Hours

Lab

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Term Offered

The introductory course in the earth science sequence offered every fall term.

Fee

Lab fee \$175.

Course credits: 1

EES 050 - Historical Geology**Lower Division**

Principles of interpretation of Earth history. Study of plate tectonics and sea-floor spreading as related to the development of continents, ocean basins and mountain belts. Origin, evolution and diversification of life through time.

Lecture and/or Lab Hours

Lab

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Term Offered

The second introductory course in the earth science sequence offered in the spring term.

Fee

Lab fee \$175

Course credits: 1

EES 060 - Urban Environmental Issues**Lower Division**

A general education science course that serves the ESS program as a lower division chemistry course. This course focuses on the environmental issues of redevelopment of Superfund sites. The course has been taught as a learning community linking it with another sociology course. This Learning Community has had a significant community outreach component studying the redevelopment of Alameda Point, formerly NAS Alameda. The chemistry curriculum is presented in context evaluating the environmental risks and the technologies applied to clean up the site.

Core Curriculum Designation(s)

CE - Community Engagement; SU - Scientific Understanding (with Lab)

Fee

Lab fee \$175.

Course credits: 1

EES 092 - Introduction to Environmental Science

Lower Division

The entry level course reviewing the field. Physical, chemical, biological, geological and cultural dimensions of environmental problems are examined in this course. It surveys the historical roots of these problems, then considers components such as population pressure, air and water pollution, global change, desertification, deforestation et al. An introduction to ecological principles is provided.

Lecture and/or Lab Hours

Lab

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab); TCG - The Common Good

Fee

Lab fee \$175

Course credits: 1

EES 094 - Sustainable Living

Lower Division

This course accommodates the Green Living-Learning Community and addresses specific ecological, social and economic topics from a sustainability framework. These issues will be looked through both temporal (short-term, long-term) and spatial (local, global) lenses and serve as a background for developing skills in stakeholder engagement, systems thinking, indicator development, decision making under uncertainty and change management.

Additional Notes

Students must be living in the Green LLC in South Claeys. This course is 0.25 credit, earned after completing both the fall and spring semester. Corequisite: Living in Green LLC membership.

Course credits: 0.25

Environmental and Earth Science - Upper Division

EES 100 - Hydrology

Upper Division

Prerequisites

MATH 004 or MATH 013 or MATH 027.

The hydrologic cycle, from precipitation, evapotranspiration, infiltration and runoff, to surface and groundwater. Hydrograph analysis, stream gaging and discharge determination. Groundwater occurrence, movement and evaluation. Hydrologic regions of U.S., emphasizing the western states.

Lecture and/or Lab Hours

Lab and field trip(s).

Fee

Lab fee \$175

Course credits: 1

EES 110 - Introduction to GIS/Remote Sensing

Upper Division

Use of Geographic Information Systems (GIS) for interpretation of spatial data and preparation of maps. Display and manipulation of vector and raster data, including point locations, street maps, boundaries and satellite images. Map scale, projections, and coordinate transformations. Basic database queries. Principles of Global Positioning Systems (GPS). The course will include examples from several disciplines. Lab and field trips.

Lecture and/or Lab Hours

Lab

Fee

Lab fee \$175

Course credits: 1

EES 120 - Sustainability

Upper Division

Prerequisites

ENGL 005.

This course introduces students to the important field of sustainability, which studies how society might shift direction toward a thriving, equitable, just, and desirable future. Surveying the full range of environmental issues, the course brings systems thinking, resilience, and other tools to bear on these problems, giving students theoretical and practical tools to apply to their own lives, communities, and possible future careers as sustainability professionals.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

EES 140 - Environmental Geology/Natural Disasters

Upper Division

Prerequisites

EES 040 or EES 050 or permission of instructor.

The interaction between geologic processes and human society. Topics include rock, mineral, water, and energy resources, volcanic hazards, earthquakes, landslides, floods, erosion, coastal processes, plate tectonics, geologic time, pollution problems and environmental management.

Lecture and/or Lab Hours

Lab.

Fee

Lab fee \$175

Course credits: 1

EES 150 - Environmental and Physical Geology of the Parks**Upper Division****Prerequisites**

EES 040 or EES 050 or permission of instructor.

This course explores both the geologic processes that have shaped the parks and the environmental issues that created a need to manage public lands and that affect the parks today. The laboratory for this course includes field trips to several local national, state, and regional parks, including two overnight camping trips to experience these topics firsthand.

Lecture and/or Lab Hours

Lab and field trips.

Core Curriculum Designation(s)

AD - American Diversity

Fee

Lab fee \$175

Course credits: 1

EES 160 - Earth Materials**Upper Division****Prerequisites**

CHEM 008 and CHEM 009 and EES 040, or permission of instructor.

Principles of mineralogy, crystal symmetry, structure and chemistry. Characteristics, phase relations, and origin of igneous and metamorphic rocks. Plate-tectonic setting of magmatism and metamorphism. Laboratory emphasizes physical properties and identification of minerals and rocks in hand sample and thin section. The key course requirement for a major.

Lecture and/or Lab Hours

Lab.

Fee

Lab fee \$175

Course credits: 1

EES 175 - Wetlands**Upper Division**

Wetlands was designed to enable non-science major students to experience science as a way of knowing. Students study the environmental and organismal characteristics of various ecosystems which have soil covered with water at least part of the year.

They study the biotic and abiotic factors that make wetlands unique. By examining the hydrology and biogeochemistry of fresh and salt water marshes, swamps, mangroves, bogs, vernal pools and peatlands, students come to understand the ecological and economic values of wetlands and about the threat to their continued existence.

Fee

Lab fee \$175.

Course credits: 1

EES 180 - Sedimentology and Stratigraphy

Upper Division

Prerequisites

EES 040 or EES 160 or equivalent or permission of instructor.

Depositional systems and sedimentary processes. Facies models, succession, age relationships and correlation of strata. Petrology and provenance of sedimentary rocks.

Lecture and/or Lab Hours

Lab and field trips.

Fee

Lab fee \$175

Course credits: 1

EES 185 - Geologic Field Methods

Upper Division

Prerequisites

EES 040 and two upper-division courses or permission of the instructor.

Introduction to geologic field methods and instruments, use of aerial photographs and topographic maps in geologic mapping, preparation of geologic maps of local areas.

Lecture and/or Lab Hours

One hour lecture, six hours field.

Term Offered

Summer Session offering.

Course credits: 1

EES 190 - Structural and Regional Geology

Upper Division

Prerequisites

EES 040 or permission of instructor.

Geometric, kinematic and dynamic analysis of structures of igneous, sedimentary and metamorphic rocks. Laboratory emphasis on descriptive geometry and stereographic solutions to structural problems; geologic maps and structure sections.

Lecture and/or Lab Hours

Lab and field trips.

Course credits: 1

EES 195 - Internship**Upper Division****Prerequisites**

Permission of an instructor/mentor of record and the department chair are required.

This course is open only to our majors and is typically taken by a junior or senior student who wishes to advance their education with related work experience and is maintaining at least a 2.5 GPA. In addition to the internship hours (6-8 hours per week) outside research and a term project are required.

Course credits: 1

EES 196 - Senior Project**Upper Division****Prerequisites**

Permission of an instructor/mentor of record and the department chair are required.

This is a capstone course for our majors and is typically completed in a student's senior year that requires students to move from a more theoretical understanding of environmental/earth science to the integration of concepts and material from within their entire course of study. Typically students will propose and carry out an independent research project in their area of interest, under the mentorship/council of a faculty member.

Course credits: 0.25

EES 197 - Independent Study**Upper Division****Prerequisites**

Permission of the instructor/mentor and the department chair are required.

An independent study or research project course open only to our majors, typically taken during junior or senior year. Students plan and carry out environmental science research with a faculty mentor.

Fee

Laboratory fee, when appropriate is \$175.

Course credits: 1

Ethnic Studies - Lower Division

ES 001 - Introduction to Ethnic Studies

Lower Division

This course provides an introduction to the complex nature of racial and ethnic populations in the United States. It seeks to understand the diverse traditions and cultures of the people of the United States in order to gain an appreciation for American diversity. It offers a critical understanding of the origins and impacts of settler colonialism, conquest, slavery, war and immigration on the development of the U.S. We will examine the ways in which race and ethnicity intersect with gender, class, sexuality, citizenship and nationality in order to better understand how systems of power and inequality are constructed, reinforced and challenged.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Course credits: 1

ES 050 - Creating Community: Introduction to Skills for Building a Socially Just Society

Lower Division

In a multicultural society, discussion about issues of conflict and community are needed to facilitate understanding between social/cultural groups. This course is designed to prepare students to develop leadership skills that take into account the historical and contemporary dynamics of power and privilege in order to build democratic and transformative communities. We will explore informed, meaningful interpersonal and community dialogue in situations where such understanding and listening are needed. We will discuss relevant reading material about these issues in our social history and will explore our own and other's identities and experiences in a variety of social and institutional contexts. We will focus on issues of social justice and the common good, and how to address them through community engagement. The goal of this course is to create a setting in which students engage in open and constructive dialogue, learning, and exploration of intergroup relations, conflict and community building.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Course credits: 1

Ethnic Studies - Upper Division

ES 100 - Special Topics in Ethnic Studies

Upper Division

This selected topic course provides students with the opportunity to explore, in depth, a selected theme or issue in the field of Ethnic Studies not covered by the regular offerings of the department.

Repeatable

May be repeated as content varies.

Course credits: 1

ES 101 - Critical Race Theory

Upper Division

Prerequisites

One of the following: ES 001, SOC 002, SOC 004, WGS 001, or permission of instructor.

This course engages critical race theory as an explanatory critical framework, method and pedagogy for analyzing race and racism in the U.S. and that works toward identifying and challenging racism within institutional contexts.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Course credits: 1

ES 102 - Youth Cultures, Identities and New Ethnicities

Upper Division

Prerequisites

One of the following: ES 001, SOC 002, SOC 004, WGS 001, or permission of instructor.

This course is an introduction to the field of Critical Youth Studies that discusses the social constructions of youth culture and identity across time, space and social historical movements. The course focuses upon key concepts and theories of youth that intersect across social positions (i.e., race, gender, sexuality, class and ethnicity) in the U.S.

Course credits: 1

ES 106 - Intercultural Communication

Upper Division

An exploration of intercultural communication within various national contexts, though primarily U.S.-based. The courses will include an examination of the roles of identity, history, power, language, cultural values, nonverbal communication, migration, cultural space, popular cultural communication and relationships. Students will also become familiar with intercultural communication theories and with approaches to studying intercultural communication. Seeks to provide a basis for comprehending the relationship between culture and communication and for understanding cultural practices, differences and similarities.

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historical, and Cultural Understanding

Cross-Listing

COMM 106

Course credits: 1

ES 107 - Whiteness

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

There is an underlying assumption to society's understanding of race and race relations that only minorities or people of color have a racial identity; and that whites are the "norm", the referent, the 4 majority, and the mainstream, not members of a racial group. In this course, we will investigate the sociohistorical and cultural constructions of race through an exploration of whiteness. We will examine whiteness in relation to race, class, ethnicity and gender. Is "white" a "race"? How did "white" become a racial category? What is whiteness? What is white privilege?

Core Curriculum Designation(s)

AD - American Diversity

Cross-Listing

SOC 107

Course credits: 1

ES 108 - Politics of Labor

Upper Division

A study of the American labor movement from its early economic militancy through its later political passivity to its renewed vigor amidst unprecedented attack in the present time. Topics include de-industrialization and the transformation of work, the changing gender, ethnic and racial composition of the work force, the plight of immigrants and undocumented workers, and how the employer offensive and labor laws affect unionization. A special feature of this course is a series of speakers from the Labor Movement who address the issues they face.

Cross-Listing

POL 106

Course credits: 1

ES 110 - Politics of Race

Upper Division

An examination of the racial and ethnic dimensions of American politics. Topics include the growing diversity of the American population; government policies on civil rights, affirmative action and immigration; political participation by, and political conflicts among, racial and ethnic groups; and the impact of ethnic and racial subcultures on contemporary politics. Includes Community-Based Research (the equivalent of a lab) (.25 credit).

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good; CE - Community Engagement

Term Offered

Offered in alternate years.

Cross-Listing

POL 110

Course credits: 1.25

ES 111 - Sociology of Families

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Families are one of our most basic social institutions. They provide the primary social and physical contexts within which we become fully human. This course begins by exploring the idea of "the traditional family" and continues by examining historical trends and empirical data about American family life over the past century; including divorce patterns, fertility rates, women entering the workforce, and marriage. The class focuses on diversity and change, particularly the ways that social trends and social categories influence family structures.

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historical, and Cultural Understanding

Cross-Listing

SOC 111

Course credits: 1

ES 112 - Race and Ethnicity

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course presents sociology's key concepts and theories in the study of race and ethnicity. Focusing primarily on the U.S., this course looks at the cultural and social constructions of race and ethnicity.

Cross-Listing

SOC 112

Course credits: 1

ES 113 - Jazz and Blues in America

Upper Division

An examination of the development of jazz and blues in the United States from 19th-century precursors to the present. Major artists and trends are studied through directed listening and analysis of the cultural context from which they arose.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Cross-Listing

PERFA 113

Course credits: 1

ES 115 - Wealth and Poverty

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course offers an in-depth study of wealth, poverty, and the economic system in which they are grounded in the United States. Toward this end, students will apply various theoretical frameworks on economic inequality to current social problems in order to evaluate each framework's explanatory power. Further, students will critique past and current programs for lessening the impacts of poverty and use this knowledge to imagine and critique possible future policies.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Cross-Listing

SOC 115

Course credits: 1

ES 117 - Wealth and Poverty in the Bible

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores biblical and theological perspectives and values on wealth, poverty, and economic justice, paying particular attention to potential implications those issues may have for the contemporary Christian community and wider society.

Core Curriculum Designation(s)

TE - Theological Explorations; AD - American Diversity; TCG - The Common Good

Cross-Listing

TRS 117

Course credits: 1

ES 118 - Theories of Justice

Upper Division

The course examines different theories of justice based on concepts such as "fairness," "equal treatment," and "getting one's due." These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Cross-Listing

POL 115

Course credits: 1

ES 119 - State and Urban Politics

Upper Division

Survey of current issues and problems in state and city government. Analysis of the evolutionary nature of such issues and problems through a comparison of the historical and contemporary experiences of cities and states. Topics include the distribution of power in the community; the organization of city government; state executive and legislative processes; and community responses to law enforcement, social welfare, education and taxation.

Core Curriculum Designation(s)

AD - American Diversity

Cross-Listing

POL 101

Course credits: 1

ES 120 - Social Movements

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

The course addresses the social, political, cultural and economic factors that bring about social movements. Survey topics including how and why social movements occur, who joins and supports social movements, why some movements succeed and others fail, how social movement actors communicate with their intended audiences using slogans, art, and music, and how movements spread.

Cross-Listing

SOC 120

Course credits: 1

ES 121 - Human Rights

Upper Division

Three main areas of human rights are examined: 1) human rights theory and the philosophical foundation of human rights, 2) the international institutions, international law, and regional mechanisms for protecting rights, 3) an overview of major empirical theories of rights, identifying economic, political, and social factors and actors that shape present-day human rights conditions.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding, TCG - The Common Good

Cross-Listing

POL 125

Course credits: 1

ES 122 - Education and Society

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course examines the many roles that schools play in society. In particular, we examine the ways in which schooling either reproduces social inequalities or provides resources for upward social mobility. We examine the ways schools are organized, the connection between schools and other institutions such as families and workplaces, and the ways race, class, and gender are experienced in the classroom.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Cross-Listing

SOC 122

Course credits: 1

ES 123 - Ethnic Groups in the United States**Upper Division****Prerequisites**

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Each course in this series looks at one of the following American ethnic groups: Latinos, Asian Americans, African Americans. While emphasizing the contemporary period, each course focuses on the social, cultural and historical experiences of each group. Areas covered are assimilation and resistance, distribution in the social and power structure, family systems and cultural values, labor and migration, role of religion, status of women, etc. May be repeated for credit as content varies.

Core Curriculum Designation(s)

AD - American Diversity

Cross-Listing

SOC 123

Course credits: 1

ES 125 - Gender and Society**Upper Division****Prerequisites**

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

While sex differences are biological, gender encompasses the traits that society assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and society. It takes an inclusive perspective, with a focus on men and women in different cultural contexts defined by ethnic group membership, sexuality and socioeconomic status.

Cross-Listing

SOC 125

Course credits: 1

ES 126 - Food Politics

Upper Division

Food is not just food, and this course is not just about food. We all connect with food: it is a great catalyst, a starting point for exploring many kinds of issues-from changing agricultural practices to shifting patterns of consumption. We not only grow, make and buy food; it also shapes us-physically, personally, and culturally. We will examine why something as innocuous as choosing certain foods can be a political act with global consequences. We will cover the major influences on the food system in terms of globalization, McDonaldization and agribusiness by focusing on world hunger, the environment, the development of genetically modified foods and the power of supermarkets in the food commodity chain.

Core Curriculum Designation(s)

CE - Community Engagement; TCG - The Common Good

Term Offered

Offered in alternate years.

Cross-Listing

POL 126

Course credits: 1

ES 127 - Field Work for Food Politics

Upper Division

This course is a Community-based research course. The students engage with food justice grassroots organizations such as the Urban Farmers outside of class (this is equivalent of a lab in a science class). Students must enroll in both ES 126 and 127, and receive 1.25 course credit.

Cross-Listing

POL 127

Course credits: 0.25

ES 130 - Environmental Justice

Upper Division

Prerequisites

JCL 010 or permission of the instructor.

This course focuses on the complex relationship between humans and the environment, specifically examining how our everyday choices, individual behaviors, built infrastructures, and policies and institutions affect the environment, and consequently our global human community. Drawing on theories and concepts from a variety of fields such as cultural sociology, social psychology, ethnic studies, political ecology, urban geography and economics, we will examine how power, privilege and justice relate to environmental problems and solutions. Students are required to devote time each week to community engagement and guided reflection activities, produce a literature review and advocacy presentation, and complete content examinations.

Lecture and/or Lab Hours

Class sessions are supplemented by 6 labs over the semester.

Core Curriculum Designation(s)

TCG - The Common Good

Term Offered

Offered in the spring.

Cross-Listing

JCL 130

Course credits: 1

ES 131 - Cultural Geography**Upper Division**

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

Cross-Listing

ANTH 131

Course credits: 1

ES 132 - Special Topics in Hispanic Cultural Studies**Upper Division****Prerequisites**

SPAN 011 or equivalent.

Courses taught under this designation seek to provide students with an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the United States.

Repeatable

May be repeated as content varies.

Cross-Listing

SPAN 132, WLC 132

Course credits: 1

ES 139 - History of Women in America**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A survey of American women's history from 17th century colonial encounters to the present with an emphasis on ethnic and class diversity, shifting definitions and cultural representations of womanhood, and the efforts of women to define their own roles and extend their spheres of influence.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Cross-Listing

HIST 139

Course credits: 1

ES 140 - African-American History: 1619 to 1865**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A survey of African American history from the late 15th century through the Civil War with an emphasis on comparative slave systems, slave culture and resistance, free black communities, black abolitionist thought and its connections to the broader Atlantic world, and the transition from slavery to freedom.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Cross-Listing

HIST 140

Course credits: 1

ES 141 - African-American History: 1865 to the Present**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A survey of African American history from Reconstruction to the present with an emphasis on structural barriers to full equality, black migration, institution building, the enduring struggle for economic, political, and social equality, and the transnational dimensions of the black freedom struggle.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Cross-Listing

HIST 141

Course credits: 1

ES 142 - History of California

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A chronological survey of California history from its pre-contact beginnings to the present, with an emphasis on ethnic diversity, national and transnational interactions, environmental problems, social movements, competing visions of the "California dream," and contestations over the allocation of economic, social, and political power.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Cross-Listing

HIST 142

Course credits: 1

ES 143 - Advanced Media Production I

Upper Division

This is an upper-division course that delves into areas of specialization and advanced applications in media production. Possible topics may include web design, digital photography, motion graphics, video game design, animation, DVD authoring and advanced audio engineering.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis), CP - Artistic Understanding (Creative Practice)

Cross-Listing

COMM 143

Course credits: 1

ES 144 - Gender Politics A/B

Upper Division

A study of the social, economic, political and legal status of women in contemporary America and in other countries. The course examines the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, contemporary battles on workplace equality, parental leave, equal pay, reproductive justice, etc. Includes Community-Based Research (the equivalent of a lab). (.25 credit).

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Offered in alternate years.

Cross-Listing

POL 140

Course credits: 1.25

ES 150 - Chicano / Chicana Literature**Upper Division**

An exploration and analysis of representative works by Chicano/Chicana writers and the vision they present of themselves. Samples of poetry, drama and prose are considered. May be repeated for credit as content varies.

Additional Notes

Available for variable credit.

Cross-Listing

SPAN 150

Course credits: Credit may vary

ES 154 - Studies in African-American Literature**Upper Division**

Study of some aspect of the African-American literary tradition. Examples of possible offerings are: Oral Tradition and Slave Narratives, African American Novelists, the Harlem Renaissance, Contemporary African American Poets.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Cross-Listing

ENGL 154

Course credits: 1

ES 161 - Communication and Social Justice**Upper Division****Prerequisites**

COMM 110 or COMM 111

This course engages the power of communication as a transformative act. In the pursuit of social justice, communication can be a tool, a weapon and a witness on behalf of community service, social change and political struggle. The role of communication in relation to social justice is not just studied abstractly, but passionately practiced and embodied through real-world projects and first-hand experiences. This course involves a service-learning component. Recent topics include food justice, hip hop, consumerism and drag culture.

Core Curriculum Designation(s)

TCG - The Common Good; CE - Community Engagement

Cross-Listing

COMM 161

Course credits: 1

ES 168 - Topics on Culture, Race, and Ethnicity in Psychology**Upper Division****Prerequisites**

PSYCH 001, or SOC 002, or SOC 004, or ES 001.

An examination of the social construction of ethnicity and race, as well as the values, assumptions, and biases we hold regarding race, ethnicity, and related issues. The course will also explore how race, ethnicity, and culture intersect with mental health.

Topics may include African American Psychology, Chicano/a Psychology, Asian American Psychology, etc.

Core Curriculum Designation(s)

AD - American Diversity

Cross-Listing

PSYCH 168

Course credits: 1

ES 171 - Gender and Religion in American Culture**Upper Division****Prerequisites**

TRS 097 or TRS 189.

This course focuses on the relationship between gender and religion in North American history and culture. We will explore gender as a category of analysis for the study of religion, and the ways that religions construct and deconstruct gender norms. Religion is lived and practiced, and therefore it cannot be separated from the gendered bodies that people inhabit. We will use historical and contemporary case studies to examine the way that notions of femininity and masculinity have played a role in the religious lives of Americans.

Core Curriculum Designation(s)

TE - Theological Explorations; AD - American Diversity

Cross-Listing

TRS 171, Women's and Gender Studies. TRS 171

Course credits: 1

ES 184 - Contemporary Drama**Upper Division**

Introduction to current plays by American and British playwrights. Attention is given to plays as works designed for theatrical production.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Cross-Listing

PERFA 184

Course credits: 1

ES 195 - Special Study Internship

Upper Division

Prerequisites

Sponsorship by an Ethnic Studies faculty member and approval of the Program Director is required.

This course is usually taken by an upper-division student who wishes to complete their education with related work experience and is maintaining at least a C average. In addition to work experience (6-8 hours per week), outside research and a term project are usually required.

Course credits: 1

ES 196 - Capstone Course

Upper Division

Prerequisites

One of the following: ES 001, SOC 002, SOC 004, WGS 001, and at least two upper division Ethnic Studies elective courses.

This course entails discussion, independent study, research and analysis culminating in the production of a senior thesis in a chosen area within Ethnic Studies.

Additional Notes

Open to seniors; juniors may enroll with consent of instructor.

Course credits: 1

ES 197 - Special Study

Upper Division

Prerequisites

Permission of the Program Director is required.

An independent study or research course for students whose needs are not met by the regular course offerings of the program.

Course credits: 1

ES 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of the Program Director is required.

An independent study or research for majors with at least a B average in Ethnic Studies.

Course credits: 1

French - Lower Division

FREN 001 - Elementary French

Lower Division

For students with no prior knowledge of French. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills.

Course credits: 1

FREN 002 - Continuing Elementary French

Lower Division

Prerequisites

FREN 001 or equivalent.

For students with one or two years of secondary study of French (or the equivalent). This course continues the development of listening, speaking, reading and writing, emphasizing conversation on everyday topics.

Course credits: 1

FREN 003 - Intermediate French

Lower Division

Prerequisites

FREN 002 or equivalent.

For students with two or three years of secondary study of French (or the equivalent). This course continues the development of listening, speaking, reading and writing, fostering confidence in conversation and composition across a variety of subjects.

Course credits: 1

FREN 004 - Continuing Intermediate French

Lower Division

Prerequisites

FREN 003 or the equivalent.

For students with three or four years of secondary study of French (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings.

Term Offered

Offered only in the spring semester.

Course credits: 1

FREN 005 - Introduction to French Studies

Lower Division

Prerequisites

FREN 004 or equivalent.

This course prepares students for upper-division work by developing fluency in speaking and writing. Curriculum includes study and discussion of selected texts by francophone authors from a wide range of traditions; discussion and debate of contemporary issues; written composition. A sound knowledge of French grammar is expected although particular features of the language are reviewed. Required for French majors and minors. Also open to students from other disciplines who wish to improve their mastery of the language.

Core Curriculum Designation(s)

GP - Global Perspectives

Term Offered

Offered only in the fall semester.

Course credits: 1

FREN 006 - Beginning/Intermediate Conversation

Lower Division

Conversational practice for students enrolled in first- or second-year French.

Lecture and/or Lab Hours

Meets once a week.

Repeatable

May be repeated for credit.

Course credits: 0.25

FREN 015 - Phonetics

Lower Division

A practical course designed to instill correct pronunciation habits early in the student's career. Required for all majors and minors, except by special exemption.

Course credits: 0.25

FREN 017 - Introduction to Business French

Lower Division

For students with a minimum of one year of high school French or the equivalent. The course familiarizes students with French business practices and vocabulary, aspects of the French economy, and cultural differences between France and the U.S. By building on students' knowledge of the language, the course develops the practical communication and comprehension skills needed to interact in French in professional situations.

Lecture and/or Lab Hours

Class meets one-and-a-half hours weekly.

Course credits: 0.25

FREN 060 - French Civilization for Travel Courses

Lower Division

In preparation for study in France, students are required to take this course on the history, geography and political structures of France.

Course credits: 0.25

FREN 081 - Elementary French Praxis

Lower Division

Concurrently

Must be enrolled concurrently in FREN 001.

Required praxis to accompany FREN 001.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

FREN 082 - Continuing Elementary French Praxis

Lower Division

Concurrently

Must be enrolled concurrently in FREN 002.

Required praxis to accompany FREN 002.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

FREN 083 - Intermediate French Praxis

Lower Division

Concurrently

Must be enrolled concurrently in FREN 003.

Required praxis to accompany FREN 003.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

FREN 084 - Continuing Intermediate French Praxis

Lower Division

Concurrently

Must be enrolled concurrently in FREN 004.

Required praxis to accompany FREN 004.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

FREN 085 - Introduction to French Studies Praxis

Lower Division

Concurrently

Must be enrolled concurrently in FREN 005.

Required praxis to accompany FREN 005.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

French - Upper Division

FREN 100 - French Literary Perspectives

Upper Division

Prerequisites

FREN 004 and/or FREN 005, or the equivalent.

This course requires close reading of literary texts with attention to historical context and various cultural lenses. The course emphasizes extensive reading and writing about literature, including theoretical texts of literary criticism. Required of majors and minors.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Term Offered

Offered only in the spring semester.

Course credits: 1

FREN 101 - Advanced French Syntax and Composition**Upper Division**

This course focuses on essential aspects of French syntax and on developing composition skills. Translation techniques and analysis of model texts serve as a means of improving self-expression and written communication.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

FREN 103 - Advanced Composition and Stylistics**Upper Division**

Using literary texts as a point of departure, this course concentrates on stylistics in order to help students perfect their own writing style in French.

Course credits: 1

FREN 104 - Workshop in Translation**Upper Division**

Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from French into English (version) and from English into French (thème).

Course credits: 1

FREN 106 - Advanced Conversation**Upper Division**

Open to students with at least two years of French.

Lecture and/or Lab Hours

Meets once a week.

Repeatable

May be repeated for credit.

Course credits: 0.25

FREN 121 - French Literature: Middle Ages to the Renaissance**Upper Division**

Readings in medieval epic poems (chansons de geste), lyric poetry and courtly novels; early religious and secular theater; first historians; major writers of the Renaissance: (Rabelais, Montaigne, Marguerite de Navarre, poets of the Pléiade).

Course credits: 1

FREN 122 - French Literature: Seventeenth and Eighteenth Centuries**Upper Division**

Study of the great writers of the age of Classicism: plays by Corneille, Molière and Racine; the fables of La Fontaine; the ideas of Descartes and Pascal; Mme de Lafayette and the birth of the psychological novel; introduction to the great philosophers of the Age of Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau. The theater of Marivaux and Beaumarchais; preromanticism in the novel.

Course credits: 1

FREN 123 - French Literature: Nineteenth and Twentieth Centuries**Upper Division**

The principal literary movements of the 19th century: romanticism and symbolism in poetry and drama, realism and naturalism in the novel and short story; development of the 20th-century novel, from Proust to the nouveau roman; trends in modern drama, poetry and philosophy.

Course credits: 1

FREN 129 - French Literature Outside Europe**Upper Division**

Literature and culture of French-speaking Africa, Canada and the Antilles.

Repeatable

May be repeated as content varies.

Course credits: 1

FREN 130 - Thematic and Stylistic Study of a Single French Author or Genre

Upper Division

Thematic and Stylistic Study of a Single French Author or Genre

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Course credits: 1

FREN 131 - Exploration of a Particular Literary School or Period in French Literature**Upper Division**

Offered according to student interest.

Repeatable

May be repeated as content varies.

Course credits: 1

FREN 150 - Culture and Civilization of France**Upper Division**

A study of the relationship between the rich culture of France and its turbulent history. Attention is given to the interchange between artistic or literary expression and the political process.

Course credits: 1

FREN 170 - Business French**Upper Division**

Commercial French for students interested in international business and finance. Students who complete this course successfully are prepared to take the internationally recognized Paris Chamber of Commerce examination, the Certificat Pratique.

Course credits: 1

FREN 195 - Internship**Upper Division****Prerequisites**

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: Credit may vary

FREN 196 - Capstone

Upper Division

Required of all French majors in the spring of their senior year. This course is designed to help seniors assess and integrate the knowledge they have acquired through their courses in French.

Course credits: 0.25

FREN 197 - Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department.

Course credits: Credit may vary

FREN 198 - Honors Essay

Upper Division

An independent research project for senior French majors completing the Honors program, Option B.

Course credits: 0.25

FREN 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or research course for senior French majors with a B average in French.

Course credits: Credit may vary

German - Lower Division

GERM 001 - Elementary German

Lower Division

For students with no prior knowledge of German. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills.

Course credits: 1

GERM 002 - Continuing Elementary German

Lower Division

Prerequisites

GERM 001 or equivalent.

For students with one or two years of secondary study of German (or the equivalent). This course continues the development of listening, speaking, reading and writing emphasizing conversation on everyday topics.

Course credits: 1

GERM 003 - Intermediate German

Lower Division

Prerequisites

GERM 002 or the equivalent.

For students with two or three years of secondary study of German (or the equivalent). This course continues the development of listening, speaking, reading and writing, fostering confidence in conversation and compositions across a variety of subjects.

Course credits: 1

GERM 004 - Continuing Intermediate German

Lower Division

Prerequisites

GERM 003 or the equivalent.

For students with three or four years of secondary study of German (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings.

Course credits: 1

GERM 006 - Beginning/Intermediate Conversation

Lower Division

Development of oral skills involving daily life and contemporary issues.

Repeatable

May be repeated for credit.

Course credits: 0.25

GERM 081 - Elementary German Praxis

Lower Division

Concurrently

Must be enrolled concurrently in GERM 001.

Required praxis to accompany GERM 001.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

GERM 082 - Continuing Elementary German Praxis

Lower Division

Concurrently

Must be enrolled concurrently in GERM 002.

Required praxis to accompany GERM 002.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

GERM 083 - Intermediate German Praxis

Lower Division

Concurrently

Must be enrolled concurrently in GERM 003.

Required praxis to accompany GERM 003.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

GERM 084 - Continuing Intermediate German Praxis

Lower Division

Concurrently

Must be enrolled concurrently in GERM 004.

Required praxis to accompany GERM 004.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

German - Upper Division

GERM 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

GERM 196 - Capstone

Upper Division

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

Course credits: 0.25

GERM 197 - Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department.

Course credits: Credit may vary

GERM 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: 1

Global and Regional Studies - Lower Division

GRS 001 - Introduction to Global and Regional Studies

Lower Division

This course introduces students to the principal concepts and theories scholars and practitioners employ to analyze and understand global phenomena including an examination of historical, economic, cultural, and political events, institutions, structures, and processes. In addition, the course introduces students to major world regions and examines the connections between regional and global outcomes. Theories of globalization and key global issues are addressed including human rights, global inequality, poverty, population and migration, terrorism, global trade, and environmental issues.

Core Curriculum Designation(s)

GP - Global Perspectives; TCG - The Common Good

Course credits: 1

Global and Regional Studies - Upper Division

GRS 100 - Cultural Geography and Global Societies

Upper Division

Prerequisites

GRS 001.

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

Core Curriculum Designation(s)

GP - Global Perspectives

Additional Notes

This course may only be completed at Saint Mary's College.

Course credits: 1

GRS 130 - Interdisciplinary Issues in Global Studies

Upper Division

Prerequisites

GRS 001, ANTH 001, ECON 004, HIST 001 or HIST 002, POL 001 or POL 004.

Courses in this designation employ interdisciplinary approaches to explore a special challenge, problem, or issue(s) related to international regions or globalization. Topics can include transnational cultures, health, environment, development, and migration and globalization. May be repeated for credit as content varies.

Core Curriculum Designation(s)

GP - Global Perspectives

Course credits: 1

GRS 195 - Internship

Upper Division

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

Course credits: 1

GRS 196 - Capstone Experience

Upper Division

As a culmination of their studies, students are required to complete a senior thesis on a topic of their choice in consultation with the instructor. The thesis demonstrates the student's ability to conduct independent research, and to think and write critically about salient issues related to their chosen track of studies.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Additional Notes

This course should be taken in the senior year. This course may only be completed at Saint Mary's College.

Course credits: 1

GRS 197 - Special Study

Upper Division

Prerequisites

Permission of instructor and chair required.

An independent study or research course for students whose needs are not met by the regular courses in the curriculum.

Course credits: 1

GRS 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of instructor and chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: 1

Greek - Lower Division

GREEK 001 - Elementary Greek

Lower Division

Beginner's course. Morphology, syntax, introduction to the reflective and scientific analysis of language.

Cross-Listing

Cross-listed as INTEG 051 & 052

Course credits: 1

GREEK 002 - Elementary Greek

Lower Division

Prerequisites

GREEK 001.

Continuation of GREEK 001. Reading of texts of Plato and Aristotle.

Cross-Listing

Cross-listed as INTEG 051 & 052

Course credits: 1

GREEK 003 - Intermediate Greek

Lower Division

Prerequisites

GREEK 002.

Reading of selected authors, study of various types of discourse. Reading of Plato, Aristotle, lyric poetry and drama. Discussion of logic, rhetoric and dialectic.

Cross-Listing

Cross-listed as INTEG 053 & 054

Course credits: 1

GREEK 004 - Intermediate Greek

Lower Division

Prerequisites

GREEK 003.

Continuation of GREEK 003.

Cross-Listing

Cross-listed as INTEG 053 & 054

Course credits: 1

Greek - Upper Division

GREEK 101 - Plato

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents

A reading of a shorter and a longer dialogue with consideration of the contemporary background, and the range of philological and philosophical questions. A number of the dialogues that are lesser-known are read and considered in translation. An attempt is made to view the totality of Plato's work and life.

Course credits: 1

GREEK 102 - Homer

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents

A study of epic dialect and technique of composition; methods of historical and literary interpretation. The nature of myth and a comparison of the diverse forms of ancient epic in various cultures are topics.

Course credits: 1

GREEK 103 - Greek Historians

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents

The history of Greek historiography is studied by examples of the methods of Herodotus, Thucydides, Xenophon and Polybius from their texts.

Course credits: 1

GREEK 105 - Greek Orators

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents.

Why rhetoric was the major science of antiquity is investigated. Examples are taken from the canon of Attic orators.

Course credits: 1

GREEK 106 - Greek Dramatists

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents

Greek playwrights are studied in as broad a representation as possible: the tragedians, Aristophanes and Menander.

Course credits: 1

GREEK 107 - Aristotle

Upper Division

Prerequisites

GREEK 003 & GREEK 004 , or acceptable equivalents

A study of Aristotle's scientific method and its relationship to metaphysics as exemplified in the *Physics* and *Metaphysics*, as well as of his concept of dialectic as opposed to that of Plato.

Course credits: 1

GREEK 110 - New Testament Greek

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents

A sampling of Hellenistic Greek is studied as background, and the course then concentrates upon the Gospels and Paul in selection.

Course credits: 1

GREEK 115 - Greek Lyric Poets

Upper Division

Prerequisites

GREEK 003 & GREEK 004, or acceptable equivalents

Special attention is accorded Pindar. The history of Greek lyric is studied in examples.

Course credits: 1

GREEK 199 - Special Study - Honors

Upper Division

An independent study or research course for upper- division majors with a B average in Greek. Permission of the instructor and department chair is required. Course normally requires Greek composition. On an individual basis, students work with composition textbooks to submit for revision their own renderings into Classical Greek.

Course credits: 1

History - Lower Division

HIST 001 - World History to 1500

Lower Division

An introduction to the study of world societies from a global perspective, dating from the Paleolithic age to the 16th century, and focusing on the development of civilizations, the rise of world religions, and the interactions and exchanges among peoples in Eurasia, Africa, India, Southeast Asia and the Americas.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Course credits: 1

HIST 002 - World History since 1500

Lower Division

An introduction to the study of world societies from a global perspective, dating from the 16th century to today, focusing on colonialism, political revolutions, industrialization, imperialism, the North-South divide, and twenty-first century globalization.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Course credits: 1

HIST 004 - Western Society and Cultures to 1500

Lower Division

An introduction to history through the study of Western civilization from its origins in the Mediterranean world to the age of discovery in 15th-century Europe. Readings include primary sources as well as works dealing with issues of interpretation.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Course credits: 1

HIST 005 - Western Society and Cultures since 1500

Lower Division

This course will introduce students to "Western Civilization" as an evolving idea to be followed, contested, and redefined from the religious, social, and political upheavals of sixteenth-century Europe to contemporary debates over the role of Western values and traditions in an increasingly global society. Topics and themes may include: state-building, daily life and popular culture, war and revolution, nationalism and imperialism, and European/global integration. Through historical narratives, primary sources, literature, and multimedia, we will consider how questions over political and cultural borders, social and economic stratification, and shared and contested values pushed and pulled the people of "Western Civilization" closer together and farther apart from each other and the rest of the world.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Course credits: 1

HIST 017 - History of the United States to the Civil War

Lower Division

A chronological survey of American history from European colonization to the Civil War, with an emphasis on racial, ethnic, class and gender relations, immigration and migration, the rise and impact of social movements, and the relationship between North America and the world.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Course credits: 1

HIST 018 - History of the United States since Reconstruction

Lower Division

A chronological survey of American history from Reconstruction to the present, with an emphasis on racial, ethnic, class and gender relations, immigration and migration, the rise and impact of social movements, and the relationship between the United States and other nations.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Course credits: 1

History - Upper Division

Students must have sophomore standing to enroll in upper-division courses.

HIST 100 - Topics in World History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by regular course offerings of the department. Topics are

announced prior to registration each semester.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Repeatable

May be repeated as topics vary.

Course credits: 1

HIST 101 - Historical Methods and Practices

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Drawing upon historical narratives, theoretical essays, and primary-source documents covering a wide range of periods and places, this course engages students with key concepts of historical method and practice. These include issues of analysis, interpretation, synthesis, and inquiry into varied approaches and genres, from recent scholarly innovations to popular and public history. Attention is also given to students' research strategies and skills of writing and documentation. Taught mainly by discussion in a small-group setting, the course aims to facilitate history majors and minors' transition from lower-division study to upper-division work.

Core Curriculum Designation(s)

SHCU - Social, Cultural, and Historical Understanding; WID - Writing in the Disciplines

Term Offered

Offered once a year.

Course credits: 1

HIST 104 - Historical Interpretation

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This seminar on historiography addresses questions of historical methods, focusing on methodological controversies and interpretations within a specific area of history. Topics vary according to instructor.

Course credits: 1

HIST 105 - Modern Approaches to History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the development of history as a scholarly discipline beginning with fundamental questions of method and research,

followed by analysis of major controversies stemming from contemporary approaches to historical research and to public history. In addition, resident historians discuss the problems they encounter in their research and writing.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

HIST 106 - Seminar in Historical Research

Upper Division

Prerequisites

HIST 010 or HIST 101. Students must have sophomore standing to enroll in upper-division courses.

The capstone of the History department, this seminar expects students to demonstrate that they have mastered the skills of the discipline: using primary sources and interpreting them to make a historical argument that contributes to the historiography. Each student does a research paper (30 pages of text) under the guidance of the professor. Topics vary according to instructor.

Course credits: 1

HIST 110 - Topics in Ancient and Medieval European History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department.

Repeatable

May be repeated as topics vary.

Course credits: 1

HIST 111 - The Birth of Europe

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the early development of medieval society and institutions, emphasizing the formative influences of classical, Christian, and Germanic culture in the creation of the Middle Ages. The course traces the Middle Ages from A.D. 300 to 1000, considers such issues as medieval monasticism and the papacy, the rebirth of empire under Charlemagne, the origins of feudal society, and the effects of Byzantine culture and the rise of Islam upon the Latin West.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 112 - Europe in the High and Later Middle Ages

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the years A.D. 1000 to 1450, that period in which the seeds of medieval culture, sown during the 700 preceding years, come into full flower-the age of the Crusades and chivalry, Romanesque and Gothic architecture, St. Francis, St. Thomas and Dante. The course is divided into thematic sections treating the relationship between the Christian and Muslim worlds, papal-imperial politics, social and economic changes, the rise of the universities, and the waning of the Middle Ages.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 113 - The Age of the Renaissance

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

An exploration of the rise of humanism in Europe between 1350 and 1550. The course focuses upon the educational and artistic movements that began in Italy and spread north to the rest of Europe. Attention is given to providing a social and political context for the cultural achievements of the period. Renaissance culture will be examined in light of its classical and medieval roots.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 114 - Warfare in Medieval Europe

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the broad developments of medieval warfare in its many aspects including but not limited to the rules of warfare from terrorism to chivalry; the fate of non-combatants in scorched-earth policy and siege warfare; technological and strategic developments; social classes; women and warfare; infantry and cavalry; the moral cost of war; perceptions of the enemy; the

warrior ethos; and pacifism.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 120 - Topics in Modern European History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department.

Repeatable

May be repeated as topics vary.

Course credits: 1

HIST 121 - Revolt and Revolution in Early Modern Europe

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This course focuses on case studies of violence and disorder in Western Europe from the late fifteenth century to the middle of the seventeenth century. Described in many standard histories as an age of religious wars, our study will take a broader view and examine social, political, and economic developments as equally important factors in the tumults and disturbances of the period.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 122 - 19th Century Europe

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A survey of the formation of modern European society from the French Revolution to the outbreak of World War I, emphasizing political, social, and cultural responses to industrialization, urbanization, and nationalism.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 123 - 20th-Century Europe**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A survey of European society from the outbreak of World War I to the present. Major themes include the failures of international stability, the problems of technological society, the effects of the Russian Revolution, the rise of fascism, the phenomenon of decolonization, and the development of the European Community, World War II and the Holocaust, the Cold War, in the aftermath of the collapse of the Soviet system.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

HIST 124 - Transnational Origins of the Welfare State**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

The European welfare state of the post-World War II era has been praised as the hallmark of post-war socio-economic recovery and stability, generous state-funded systems of education, health-care, and social safety nets, and models of social justice and human equity. Yet, critics see a system plagued by inefficiency, bloated government bureaucracies, discredited forms of socialism, and ongoing threats to individual liberty. This course will explore the origins and development of European social welfare out of the early industrialized economies of Great Britain, the United States, and Germany, and modern debates over the ideal level of government intervention and obligations to its citizens and non-citizens.

Term Offered

Offered in alternate years.

Course credits: 1

HIST 125 - Women in European History, 1500-Present**Upper Division**

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This course traces the foundations and evolution of gender theories and patterns of everyday life for women of various classes, regions, and eras in Europe since 1500. It illuminates particular moments of significant historical change in how European women were viewed and how they viewed the world around them, such as democratic revolutions, European imperialism, women's suffrage movements, welfare state formation, and human rights. Scholarly essays introduce students to the historical context and debates from a diversity of scholars' perspectives. Primary sources highlight the historical contributions of individuals and groups of women, and offer students their own opportunities to practice critical thinking and analytic skills necessary for independent historical interpretation and synthesis through written and oral communication.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

HIST 126 - Nations, Nationalism, and Citizenship**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

This course will address major theoretical and historiographic debates over national identities, nation-state formation, and citizenship. Drawing upon the case studies of France and Germany, we will trace the processes of defining European nationhood and citizenship since the end of the eighteenth century. Themes will include revolutions, the unification of people and political entities, imperialism and irredentism, domestic tensions between majority and minority interests, and steps toward European integration culminating in the European Union. We will examine changing definitions of French, German, and European citizenship to discuss how nations perpetually construct and redefine boundaries of inclusion and exclusion based on gender, class, race, ethnicity, and religion.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 127 - The Victorian Empire**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

The "sun never set" on the global British empire of the nineteenth and early twentieth century, but its scale alone makes it difficult to comprehend from the multiplicity of local and global perspectives involved in its construction, contestation, and evolution. This course will trace the development of the British Empire before, during, and after the heyday of Queen Victoria's empire (1837-1901) from geographic, demographic, and temporal vantage points. We will explore the intertwined nature of

imperial, national, and racial identities in the British Empire, political contestations over citizenship and belonging, imperial wars and revolutions, industrialization and class conflicts, changing gender roles and sexual mores, and the flourishing of popular imperial literature and culture around the world. Students will also engage independently and collaboratively with children's and adult literature, historical and contemporary films, museum and cultural exhibits, and both scholarly and primary texts from and about the Victorian Era that continue to shape our own historical consciousness of the British, their empire, and the era.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

HIST 128 - German History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

If national histories serve to reinforce common identities and traditions within the context of the modern nation-state, then what are we to make of the diverse central European peoples tied together by the questionable force of the German imperial state in 1871, only to be characterized by brutal dictatorship(s) and re-fragmented states throughout the twentieth century? This course seeks to understand how aspects of tradition within the predominantly German-speaking regions of central Europe were weighed and mobilized in order to answer the questions of who are the Germans and what is or where is Germany? To this end, our course materials will explore the making of what have become trademark German political, social, and cultural traditions (poetry, fairy tales, music, militarization, environmentalism, and beer drinking) within particular eras of German history since 1500.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

HIST 130 - Topics in American History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department.

Repeatable

May be repeated as content varies.

Course credits: 1

HIST 131 - Colonial History of the United States

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This course examines the collision of peoples in colonial North America from the first contacts between Europeans and Native Americans through the importation of African slaves to the establishment of enduring white colonial settlement. Emphasis is placed on the global context of European expansion, the changing nature of Indian-white relations, the diversity of colonial settlements, the rise of North American slavery, Britain's ascendancy over its European rivals, and colonists' connections to British imperial and mercantile systems.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 132 - The American Revolution and the Early Republic

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Spanning the period from the 1750s to the 1830s, this course examines the transformations brought to colonial America by the Revolution, the establishment of nationhood and the Constitution, and the development of political and social democracy. Emphasis is placed on the international context of revolution and independence, the founding generation's debates and documents, the course of American race relations, and the rise of popular religion and politics.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Course credits: 1

HIST 133 - Era of the Civil War and Reconstruction

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

An examination of American society and politics from the Age of Jackson to the end of Reconstruction. Major focus is on the Civil War as the great crisis of national unity. Topics include slavery and other sectional differences that underlay the conflict; the political events that led to war; the struggle on the battlefield and home fronts; emancipation and its effects; and the new nation that emerged after the "failed revolution" of Reconstruction.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Term Offered

Offered in alternate years.

Course credits: 1

HIST 134 - Recent History of the United States

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the United States from 1890 to the present with an emphasis on America's rise (and potential fall) as a global superpower, and its struggle to address inequalities of race, gender and income, and competing visions of the "American dream."

Term Offered

Offered in alternate years.

Course credits: 1

HIST 135 - America in the World: The History of U.S. Foreign Relations

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

An examination of the nation's foreign relations, broadly defined, from commerce, wars, and imperialism in the 19th century through the challenges of war, hegemony, and global integration in the 20th century. The roots of U.S. policies are traced to domestic political, economic, and cultural influences as well as geopolitical considerations, and America's growing impact abroad is examined and assessed.

Term Offered

Offered in alternate years.

Course credits: 1

HIST 136 - Immigration and Ethnic Relations in American History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of immigrant groups in the United States from early nationhood to the present, assessing their response to and impact upon American society. Topics discussed include the global context of migration to America, "colonized" vs. immigrant minorities, problems of adjustment and assimilation in comparative perspective, ethnic politics and culture, nativism and conflicts over citizenship, black migration to the North, and competing theories of American ethnic and race relations.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Course credits: 1

HIST 137 - United States History in Comparative and Transnational Perspective

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This course integrates American history into global frameworks of analysis by exploring connections and comparisons between the United States' historical development and that of other nations. Topics include common experiences with European colonization, revolution and nation-building, political systems, frontiers and native peoples, slavery and race, reform and women's movements, transatlantic and transpacific migration, industrialism, imperialism, and the rise and fall of the welfare state. Attention is also paid to the impact of American culture abroad.

Term Offered

Offered in alternate years.

Course credits: 1

HIST 138 - The Development of Modern American Culture

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This course draws on documentary sources that illustrate and dissect American ways of life from the late 1800s to the present. It analyzes popular novels, movies, oral histories, art, and social criticism to determine the changing shape of American culture, the various subcultures that compose it, and the relationship of culture to social and economic forces. Special attention will be given to race, region, class, gender, and religion as agents of diversity, and conversely, the influence of ideology, mobility, consumerism, and mass culture in unifying Americans. Offered in alternate years.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Course credits: 1

HIST 139 - History of Women in America

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A survey of American women's history from 17th century colonial encounters to the present with an emphasis on ethnic and class diversity, shifting definitions and cultural representations of womanhood, and the efforts of women to define their own roles and extend their spheres of influence.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Course credits: 1

HIST 140 - African-American History: 1619 to 1865**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A survey of African American history from the late 15th century through the Civil War with an emphasis on comparative slave systems, slave culture and resistance, free black communities, black abolitionist thought and its connections to the broader Atlantic world, and the transition from slavery to freedom.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Course credits: 1

HIST 141 - African-American History: 1865 to the Present**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A survey of African American history from Reconstruction to the present with an emphasis on structural barriers to full equality, black migration, institution building, the enduring struggle for economic, political, and social equality, and the transnational dimensions of the black freedom struggle.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Course credits: 1

HIST 142 - History of California**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A chronological survey of California history from its pre-contact beginnings to the present, with an emphasis on ethnic diversity,

national and transnational interactions, environmental problems, social movements, competing visions of the "California dream," and contestations over the allocation of economic, social, and political power.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Course credits: 1

HIST 150 - Topics in Latin American History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department.

Repeatable

May be repeated as content varies.

Course credits: 1

HIST 151 - Women in Latin American History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

An examination of the participation of women in struggles for social justice in Latin America, asking what motivates women to abandon traditional roles and how they shape debates about human rights, democracy, feminism, ecology, and socialism in selected Latin American countries.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives; TCG - The Common Good

Course credits: 1

HIST 152 - Revolution in Latin America

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the struggle for social justice in Latin America, with an emphasis on origins, class and gender participation, global contexts, successes and failures of revolutions in Mexico, Bolivia, Guatemala, Cuba, Chile, Nicaragua, and selected contemporary countries.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives; TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

HIST 153 - The African Diaspora in Latin America**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

The course follows the African heritage of the Caribbean, Brazil, and the Atlantic coast of Central and South America. It examines the origins of the African population, the roles it has played in economic, political, and cultural developments in the region, as well as the ongoing struggle for social justice against racism and discrimination.

Term Offered

Offered in alternate years.

Course credits: 1

HIST 154 - Latin America, the United States, and the Drug Trade**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

An examination of the origins and development of the north-south drug trade, exploring the roles played by countries like Peru, Bolivia, Colombia, and Mexico; and the impact of the trade and the drug wars on U.S.-Latin America diplomatic relations, democracy, and human rights.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

HIST 155 - Latin American Environmental History**Upper Division****Prerequisites**

Students must have sophomore standing to enroll in upper-division courses.

A review of the latest scholarship in the field, including topics such as the role of disease in the Spanish conquest, monocrop plantation agriculture, conservation, the destruction of the tropical rainforest, the ecological effects of oil extraction, nuclear

power, chemical and pesticide use, and the meanings of sustainable development. Countries covered will vary from year to year.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Term Offered

Offered in alternate years.

Additional Notes

This course is Sustainability related.

Course credits: 1

HIST 160 - Topics in Asian History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department.

Repeatable

May be repeated as content varies.

Course credits: 1

HIST 161 - Modern Japan

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

The course begins in 1603 with the establishment of the Tokugawa Shogunate and ends with present-day Japan. Emphasis is placed on social, cultural, environmental and economic history. Special attention is given to the transformations of Japanese society and the changing nature of its interactions within the region of Asia and across the globe over the course of this historical period.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

HIST 162 - Modern China

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

The course begins in 1911 with the toppling of the Qing (Manchu) Dynasty and ends with the split identity of present-day Communist China and the Republic of China in Taiwan. Emphasis is placed on social, cultural, environmental, political, and economic history. The course examines one of the most tumultuous eras of Chinese history and traces China's emergence from a struggling young republic to a growing superpower.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

HIST 163 - Ethnic Identity and Conflict in China

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

This course explores how ethnicity played a role in the construction of empire and nation in Chinese history during ancient, imperial, modern, and contemporary periods. The course explores concepts of difference, race, ethnicity, and identity and how the definitions of these ideas changed over time. We will examine the ways that specific groups tried to become part of mainstream Chinese society and/or tried to distinguish themselves from it to demonstrate the historical complexities of the multicultural societies in China and Taiwan.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

HIST 170 - Topics in African History

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department.

Repeatable

May be repeated as content varies.

Course credits: 1

HIST 171 - African History to 1850

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of human origins in Africa, black migration, the expansion of Islam in Africa, the slave trade, and the rise of ancient kingdoms of Ghana, Mali, Zulu. The course searches for and establishes the cultural identity of Africa before slavery, and the influence of ancient Egyptian, Nubian and Meroe cultures on subsequent sub-Saharan civilization.

Term Offered

Offered in alternate years.

Course credits: 1

HIST 172 - African History Since 1850

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses.

A study of the major themes of state building, Islamic revolutions, colonialism, nationalism and pan-Africanism, the role of the military in recent decades, African decolonization and economic development in the context of the modern world. The course emphasizes the development of African contemporary culture in comparison with that of select nations and regions of the developed world.

Term Offered

Offered in alternate years.

Course credits: 1

HIST 181 - Public History

Upper Division

Prerequisites

ENGL 005

Public history studies the preservation, interpretation, and (re)presentation of historical narratives in public spaces such as museums, multi-media, memorials, popular literature, genealogy projects, and commercial use of historical themes or narratives. The content of the course is the specific experiences and narratives of immigration, ethnic identity, community and social movement formation, political citizenship, cultural traditions, economic and labor patterns, and popular culture of ethnic groups in the Bay Area

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

HIST 195 - Internship

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses. Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: Credit may vary

HIST 197 - Special Study

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses. Students must submit a proposal the semester prior. HIST 101 and approval by the instructor and department chair required.

An independent study or research course in subject matter not offered by the department.

Additional Notes

See the department chair for details and forms.

Course credits: Credit may vary

HIST 199 - Special Study - Honors

Upper Division

Prerequisites

Students must have sophomore standing to enroll in upper-division courses. Students must submit a proposal the semester prior. HIST 101 and approval by the instructor and department chair required.

An independent study or research course for upper-division history majors with at least a 3.0 GPA in history.

Additional Notes

See the "Independent Study in History" section on the departmental website before meeting with the department chair.

Course credits: Credit may vary

History of Art - Lower Division

AH 001 - Survey of World Art: Europe and the United States

Lower Division

This course, intended for beginning students in any major, examines the evolution of the arts in Europe and the United States, from prehistory until the 20th century. The course offers students a general introduction to the history and methodology of art inquiry in the West.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Term Offered

Course offered once a year

Fee

\$30

Course credits: 1

AH 002 - Survey of World Arts: Africa, and the Americas**Lower Division**

This interdisciplinary course, intended for beginning students in any major, examines the evolution of the arts, design, and architecture of Asia, Africa and the Americas. The course offers students a general introduction to the methodology of art history in non-Western countries.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Term Offered

Course offered once a year

Fee

\$30

Course credits: 1

History of Art - Upper Division**AH 100 - Women and Art****Upper Division****Prerequisites**

ENGL 005

This course focuses on women both as subjects and creators of art in Europe and the United States. It is organized chronologically and thematically, involving a historical survey of women artists and their artistic contributions, as well as an examination of the religious, mythological and secular images of women in art. Extensive attention will be given to the creation, modification and persistence of these images throughout history, due to social, economic, psychological and intellectual conditions. This course trains students in art history writing and research, continuing the work begun in ENGL 005.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Fee

\$20

Course credits: 1

AH 144 - Issues in Non-Western Art

Upper Division

This interdisciplinary course examines a variety of topics within the history of visual and performing arts in Asia, Africa, the Middle East and Central and South America. This course provides students with a focused study of a specific movement or time period of art within the history of art. Topics include The Silk Road, Islamic Art, Asian Art, Museum and the Construction of the Other, Non-Western Film, North African Art, Art of the Americas.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Term Offered

Course offered every term.

Repeatable

May be repeated as content varies.

Fee

\$30

Course credits: 1

AH 145 - Issues in Medieval, Renaissance or Baroque Art

Upper Division

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

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Creative Practice

Term Offered

Offered every year, three-year rotation.

Repeatable

Can be taken up to three times.

Fee

\$30

Course credits: 1

AH 165 - Issues in American Art

Upper Division

This course examines a variety of topics within the history of art in the United States. This course provides students with a focused study of a specific movement or time period of art within the history of American art. Topics include Politics and the American Artistic Landscape and Popular Culture and the American Imagination.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Term Offered

Course offered every other year.

Fee

\$30

Course credits: 1

AH 166 - Issues in Modern Art

Upper Division

This course examines the history of avant-garde art movements in the 19th and 20th century, with a specific focus on Modern Art.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Term Offered

Course offered every other year.

Repeatable

May be repeated as content varies.

Fee

\$30

Course credits: 1

AH 188 - Applied Research: Community Service

Upper Division

This community-based research course bridges art historical research methodology with the research needs of local non-profit arts organizations. By doing research for grant proposals, documenting community-based art initiative and creating arts assessment instruments, students are able to apply their in-class research methodologies to assist community arts organizations serving diverse populations.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

AH 190 - Research and Writing Methods in Art History

Upper Division

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

Course credits: 0.25

AH 193 - Museum Internship

Upper Division

Prerequisites

Permission of instructor and department chair , required.

Work-practice program conducted in an appropriate, , museum internship position. Normally open to , junior and senior art and art history majors. , Permission of instructor and department chair , required.

Course credits: 1

AH 194 - Interdisciplinary Topics in Art History

Upper Division

This course examines a specific research topic in depth. This course provides students with a focused study of a theme within the history of art.

Fee

\$20

Course credits: 1

AH 195 - Academic Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-practice program conducted in an appropriate art- related internship position. Normally open to junior and senior art practice majors.

Repeatable

May be repeated as content varies.

Cross-Listing

Cross-listed with: ART 195

Course credits: 1

AH 196 - Senior Thesis

Upper Division

Prerequisites

Permission of instructor and department chair required.

As a capstone to their studies, art history majors are required to complete a thesis that displays their ability to think, read and write about art, as well as create works of art that express their own beliefs and interests.

Term Offered

Once a year

Course credits: 1

AH 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair required.

An independent study or research course for students whose needs are not met by the regular course offerings of the department.

Course credits: 1

AH 199 - Special Study Honors

Upper Division

Prerequisites

Permission of instructor and department chair required.

Directed capstone project under the supervision of a department faculty member, culminating in the production of an honors-level arts history project.

Course credits: 0.25

Integral - Lower Division

INTEG 011 & 012 - First-year Seminar

Lower Division

Homer, Aeschylus, Herodotus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, and Euripides.

Course credits: 1

INTEG 031 & 032 - First-year Mathematics

Lower Division

The *Elements* of Euclid, the *Almagest*, Book 1, of Ptolemy.

Course credits: 1

INTEG 051 & 052 - First-year Language

Lower Division

Grammar and expression: introduction to Greek vocabulary, morphology and syntax, the nature and function of parts of speech, phrases and clauses; thought and the author's language: exercises taken from Herodotus, Plato, Sophocles, Thucydides, the New Testament, Aristotle, Euripides, and Sappho.

Course credits: 1

INTEG 071 & 072 - First-year Laboratory

Lower Division

Observation, description and measurement in optics, astronomy, statics, and acoustics. Field and laboratory study of plants and birds. Readings: Aristotle, Galen, Archimedes, Euclid, Ptolemy, and Harvey.

Fee

Fee: \$75 per term.

Course credits: 1

INTEG 074 - Music I

Lower Division

Introduction to basic terminology, notation, diatonic scale, rhythm, and chords. Reading of early texts on music and group participation in making music.

Fee

Fee: \$75.

Course credits: 1

INTEG 082 - Introduction to Choral Singing

Lower Division

An introduction to choral singing and the basics of musical notation and terminology. For students in the Integral Program without prior musical training, this course prepares for success in the Music Tutorial (INTEG 074).

Course credits: 0.25

Integral - Upper Division

INTEG 053 & 054 - Sophomore Language

Lower Division

Prerequisites

INTEG 011 & 012, INTEG 031 & 032, INTEG 051 & 052

Logic and dialectic: analysis and translation of Greek authors, with emphasis on dialectical investigation in Plato's *Phaedo*,

Theatetus, Sophist, Phaedrus, and in Aristotle's Prior and Posterior Analytics.

Course credits: 1

INTEG 113 & 114 - Sophomore Seminar

Upper Division

Prerequisites

INTEG 011 & 012, INTEG 031 & 032, INTEG 051 & 052

The Law and Prophets, Psalms, Gospels and selected Epistles, Virgil, Lucretius, Tacitus, Plotinus, Epictetus, Augustine, Anselm, Aquinas, Dante, Chaucer, Rabelais, Machiavelli, Luther, Montaigne, and Shakespeare.

Course credits: 1

INTEG 115 & 116 - Junior Seminar

Upper Division

Prerequisites

INTEG 053 & 054, INTEG 113 & 114, INTEG 133 & 134

Cervantes, Descartes, John of the Cross, Milton, Spinoza, Pascal, Corneille, Racine, Molière, Hobbes, Swift, Locke, Berkeley, Fielding, Leibniz, Hume, Boswell, Kant, Diderot, Rousseau, Voltaire, Blake, and the *Federalist Papers*.

Course credits: 1

INTEG 117 & 118 - Senior Seminar

Upper Division

Prerequisites

INTEG 115 & 116, INTEG 135 & 136, INTEG 155 & 156

Goethe, Austen, Bernard, Hegel, Flaubert, Marx, Dostoevski, Kierkegaard, Melville, Twain, Tolstoi, Nietzsche, William James, Freud, Proust, Joyce, Heidegger, and a selection of modern authors.

Course credits: 1

INTEG 133 & 134 - Sophomore Mathematics

Upper Division

Prerequisites

INTEG 011 & 012, INTEG 051 & 052, INTEG 031 & 032

The *Almagest*, the *Conic Sections* of Apollonius, selections from Copernicus, *On the Revolutions of the Heavenly Spheres*.

Course credits: 1

INTEG 135 & 136 - Junior Mathematics

Upper Division

Prerequisites

INTEG 053 & 054, INTEG 113 & 114, INTEG 133 & 134

The *Geometry* of Descartes, Newton's *Principia Mathematica*, an introduction to calculus.

Course credits: 1

INTEG 137 & 138 - Senior Mathematics

Upper Division

Prerequisites

INTEG 115 & 116, INTEG 135 & 136, INTEG 155 & 156

Lobachevsky's *Theory of Parallels*, Dedekind's *Theory of Numbers* (selections), Einstein's *Relativity*, selections from Hilbert, Poincaré, Coexter, and Feynman.

Course credits: 1

INTEG 155 & 156 - Junior Language

Upper Division

Prerequisites

INTEG 053 & 054, INTEG 113 & 114, INTEG 133 & 134

English and American poetry and rhetoric; close reading and discussion of a comedy, a tragedy and a romance of Shakespeare, poems of Wordsworth, Keats, Dickinson, Stevens, Yeats; political rhetoric in Jefferson, Lincoln and Martin Luther King, Jr.; works on prejudice by Melville, Hawthorne, Douglass, and O'Connor.

Course credits: 1

INTEG 157 & 158 - Senior Language

Upper Division

Prerequisites

INTEG 115 & 116, INTEG 135 & 136, INTEG 155 & 156

Dialectic ancient and modern; occidental and oriental: Plato's *Philebus*, *Cratylus*, and *Parmenide*; Aristotle's *Metaphysics*; the *Tao Te Ching* of Lao Tzu; *Analects* of Confucius, and selections from *Chuang Tzu* and the *Upanishads*; Kant's *Perpetual Peace*; Wittgenstein's *Philosophical Investigations* (selections); Shusaku's *The Silence*; the Qur'an (selections).

Course credits: 1

INTEG 174 - Music II

Upper Division

An optional extension to the Music I class for more careful treatment of theory and performance.

Additional Notes

This course is not required for the degree.

Course credits: 1

INTEG 178 - Junior Laboratory: Physics & Chemistry

Upper Division

This Laboratory combines readings and discussion with practical experiments. It is the examination of first principles of physics and chemistry. Readings range from Galileo, Black, Lavoisier, Dalton, Thompson, Gay Lussac, Avogadro, Cannizzaro, Berzelius, Faraday, Mendeleev, and others, concluding with a look at quantum theory.

Fee

Fee: \$75.

Course credits: 1

INTEG 179 - Junior Laboratory: Evolution, Heredity & Genetics

Upper Division

This Laboratory focuses on the biological, beginning with Darwin and moving to heredity and genetics with Mendel, Sutton, Morgan, Wilson, Dawkins, Ruse and others.

Fee

Fee: \$75.

Course credits: 1

INTEG 180 - Preceptorial

Upper Division

An elective, 0.25 credit examination, or re-examination, of a text or topic of interest to students and tutor.

Repeatable

May be repeated as texts or topics vary.

Course credits: 0.25

INTEG 196 - Senior Essay

Upper Division

The writing and defense of an essay under the direction of a tutor chosen by the student. This course is directed by the leader of the Senior Seminar.

Course credits: 0.25

Interfaith Leadership - Upper Division

IFL 120 - Interfaith Leadership Praxis

Upper Division

Prerequisites

BUSAD 108; ANTH 001 or ES 001; COMM 106 or ES 155; JCL 150, BUSAD 131, or PSYCH 172.

A field-based course required for students who plan to complete the Interfaith Leadership Minor. Through the integration of the Interfaith Leadership Minor learning outcomes, students receive hands-on experience in developing and conducting a project that involves building bridges of understanding and cooperation across boundaries of religious, spiritual, and/or non-faith differences. The course instructor and the enrolled student(s) work together in the development of the project, the implementation of which will be the student(s)' primary responsibility. Depending on the number of eligible students, this course may be conducted as an independent study or involve students working together in teams.

Term Offered

Offered annually spring semester.

Course credits: 0.25

IFL 195 - Internship

Upper Division

Prerequisites

Permission of instructor and program director required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

Italian - Lower Division

ITAL 001 - Elementary Italian

Lower Division

For students with no prior knowledge of Italian. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills.

Course credits: 1

ITAL 002 - Continuing Elementary Italian

Lower Division

Prerequisites

ITAL 001 or equivalent.

For students with one or two years of secondary study of Italian (or the equivalent). This course continues the development of listening, speaking, reading and writing, emphasizing conversation on everyday topic.

Course credits: 1

ITAL 003 - Intermediate Italian**Lower Division****Prerequisites**

ITAL 002 or the equivalent.

For students with two or three years of secondary study of Italian (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

ITAL 004 - Continuing Intermediate Italian**Lower Division****Prerequisites**

ITAL 003 or the equivalent.

For students with three or four years of secondary study of Italian (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

ITAL 006 - Basic Conversation**Lower Division**

Conversational practice using the vocabulary and basic grammatical structures of Italian 1, 2 sequence. Topics include cooking, pastimes and hobbies, politics, the family, travel, fashions, Italian film, sports, art, etc.

Lecture and/or Lab Hours

Meets one hour per week.

Repeatable

May be repeated for credit.

Course credits: 0.25

ITAL 021 - Intensive Elementary Italian

Lower Division

An accelerated review of first-year college Italian for students with some prior study of Italian.

Additional Notes

Satisfactory completion of this course (minimum grade C-) results in credit for ITAL 002.

Course credits: 1

ITAL 060 - Italian Civilization for Travel Courses

Lower Division

In preparation for travel in Italy, students will be introduced to various aspects of contemporary Italian culture, art and history so they can better appreciate the country and its people. The course will cover such topics as social manners, means of transportation, personal safety, laws and legal rights, medical resources, money and food. Students will also learn basic Italian language skills.

Course credits: 0.25

ITAL 60-01 - Italian Civilization for Travel Courses

Lower Division

Taught in Italy during January for students who are to study in Italy in the Spring

Course credits: 0.25

ITAL 60-02 - Italian Civilization for Travel Courses

Lower Division

Taught in the spring semester on campus, for students who are to study in Italy in the Fall

Course credits: 0.25

ITAL 081 - Elementary Italian Praxis

Lower Division

Concurrently

Must be enrolled concurrently in ITAL 001.

Required praxis to accompany ITAL 001.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

ITAL 082 - Continuing Elementary Italian Praxis

Lower Division

Concurrently

Must be enrolled concurrently in ITAL 021.

Required praxis to accompany ITAL 021.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

ITAL 083 - Intermediate Italian Praxis

Lower Division

Concurrently

Must be enrolled concurrently in ITAL 003.

Required praxis to accompany ITAL 003.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

ITAL 084 - Continuing Intermediate Italian Praxis

Lower Division

Concurrently

Must be enrolled concurrently in ITAL 004.

Required praxis to accompany ITAL 004.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

Italian - Upper Division

Note: *Upper-division courses in Italian are offered as World Languages in Translation.*

ITAL 106 - Intermediate/Advanced Conversation

Upper Division

Conversation on contemporary issues. Meets once a week. Recommended for minors in Italian Studies and students who have studied in Italy.

Repeatable

May be repeated for credit.

Course credits: 0.25

ITAL 195 - Internship**Upper Division****Prerequisites**

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

ITAL 196 - Capstone**Upper Division**

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

Course credits: 0.25

ITAL 197 - Independent Study**Upper Division****Prerequisites**

Permission of the instructor and department chair required.

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department.

Course credits: Credit may vary

ITAL 199 - Honors Independent Study**Upper Division****Prerequisites**

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: Credit may vary

January Term - Lower Division

(actual courses vary every year)

JAN 020 - Precious Watersheds

Lower Division

Waterfalls and rushing rivers impart sensations of enjoyment and fulfill our spirits. Water is used in formal spiritual ceremonies, and thus is also a cultural necessity. Yet, water can also be evaluated as a critical commodity for economic sustainability. In California, the war over water rights led to a stronger national environmental movement with the landmark case to preserve Mono Lake. This course will focus on what our individual and societal responsibilities are with respect to maintaining watersheds. The readings will set up a foundation for discussion and classroom activities. The curriculum will be organized so students can gain some level of expertise and then utilize their skills to inform others. The weekly planned field trip will require an additional afternoon time commitment and will be set on Thursday afternoons (including the first week of Jan term). This is in addition to the treks during class to our on-campus seasonal wetland, the Saint Mary's College Swamp (formerly Lake La Salle). The service learning component of this class will have three parts: 1) creating some media materials for a community/civic organization and documenting this task; 2) planning educational materials for the web resource; and 3) performing educational outreach work. A team presentation on a specific issue will occur in the last week as a part of the web materials aspect of the course.

Additional Notes

Designated as a service-learning course

Course credits: 1

JAN 035 - If You Cross the Border, What is the Law Which Governs Your Conduct?- A Neophyte's Look at Public and Private International Law

Lower Division

"The world is flat," says New York Times columnist Thomas Friedman. Maybe, but countries still have borders. Borders represent the jealous protection of the customs, mores, religion, and laws of each country's peoples. Crossing borders invites a duty of respect and compliance. But in this globalized world, whose law applies to exchanges among this family of nations or to citizens in transit or to international commercial transactions?

Concepts such as "crimes against humanity" were used post-World War Two to prosecute Nazi leaders and the war leaders of Japan. Who had the authority to make such laws, especially after the wrongful acts had already been committed? Who has the power to prosecute Balkan Serb leaders for their acts against indigenous Muslims and again in the prosecution of the tyrants of Rwanda.

The United Nations, the European Economic Union, NATO, the World Trade Organization and the like come about following the principles of public international law-the stuff of diplomats. But what about the alleged environmental wrong doings of Texaco in Ecuador? Should Chevron, who purchased Texaco after the alleged spills, be liable? To whom? Who should decide... Ecuador courts or U.S. courts?

Nation-to-nation public international law has a long history from which certain principles have become accepted practice. The same is not true for law governing conduct of individuals or trans-national commercial activities. This course introduces participants to the fascinating and complex world of public and private international law, the glue which brings certainty to the cross-border activities of globalization.

Course credits: 1

JAN 057 - Borders and Blue Shirts

Lower Division

Offering perspectives from a remarkable variety of guests-including prosecutors, defense lawyers, a former warden of San Quentin State Prison, a retired prison guard, a correctional educational counselor, a parole officer and a convicted felon-this course engages the California prison system in an objective study and directs students to imagine and design a system that critically addresses the many challenges endemic to the current correctional system.

Course credits: 1

January Term - Upper Division

JAN 120 - Nightmare Futures

Upper Division

"I don't try to describe the future. I try to prevent it." - Ray Bradbury

Since time immemorial people must have been dreaming of the ideal and just society - or even simply the better society. In 1516 an Englishman named Thomas More gave a name to this vision of an ideal or just society- "Utopia"-and the name stuck. In Greek Utopia means "No-Place" and, by virtue of a pun, "Good-Place." It was left to the twentieth century to translate utopian principles into reality in a really grand way and then to discover their unintended consequences. As Tom Wolfe has observed, the twentieth century was the great age of utopian impulses, with one utopian scheme after another being attempted, each one trying to "go back to zero," to begin again, and to remake humankind. Our central concern will be the literary response to the twentieth century's Utopian urge

Science fiction works by projecting trends into the future or imagining possibilities realized in the future. But that part of science fiction that is called dystopian follows Bradbury's formula. Dystopias are "Bad-Places," bad futures that seem to be implied by current trends. Anti- Utopias, a subset of Dystopias, are utopias which turn out to be, in practice, "Bad-Places," the evil and oppressive consequences of someone else's utopian dream. We will begin with Sir/St. Thomas More's original, Utopia, and then examine 20th-century responses to the utopian impulse. We will also consider the utopian aspirations of modern totalitarian movements, from the Bolsheviks to the Khmer Rouge.

Additional Notes

Designated as a social justice course

Course credits: 1

JAN 147 - The Copernican Revolution and the Galileo Affair

Upper Division

This course is a multi-disciplinary investigation into two closely related historical episodes: the triumph of Copernicus's heliocentric system, and the famous trial and condemnation of Galileo. The "Galileo affair" is one of the most symbolic and hotly contested episodes in history, and debates about its proper interpretation continue today. This is the case not just because it is the poster child for conflict between religion and science, but also because of the challenging questions about scientific development that the Copernican revolution raises. The class will start with an intensive survey of astronomical and cosmological theories leading up to and including Copernicus. We will read extensively from Galileo's astronomical treatises, from the documents relating to his trial, and from various writers seeking to establish what happened and what lessons the affair holds. Along the way we will reflect on the relationship between faith and reason, authority and inquiry, religion and science, and try to understand more fully the process of scientific development and intellectual revolution. The course is intensive and the reading load is significant.

Classes will vary between lecture, group work, and seminar discussions. A central project of the class will be the preparation, and carrying out, of an in-class debate, in which students articulate and defend positions on behalf of Galileo or his accusers. There will be two major written assignments: an interpretative, text-based paper and a final research paper, in which each student will analyze a contemporary argument or position responding to the Galileo affair.

Course credits: 1

JAN 170 - SMC Kilimanjaro: Crossing Tanzania

Upper Division

Using a Problem-Posing Documentary Studies approach, students will produce multimedia projects while they also perform development work in under-resourced communities of Tanzania. Students will cover five specific areas of study: 1) Documentary Studies, 2) Problem-Posing Pedagogy, 3) Multimedia Production, 4) Aid and Development, and 5) elementary Swahili language. We will participate in low-level construction projects as well as water and sanitation work in outlying areas. Along with the academic content of the course come other direct responsibilities, including daily chores to maintain our mobile development unit, team responsibilities, and health and nutrition work with our own group and with children in our host country. In addition to our development work, we will take a group excursion in the form of a three-day safari in the Serengeti and the Ngorongoro Crater.

Additional Notes

Designated as a social justice and a service-learning course

Course credits: 1

JAN 171 - Crops, Cash, and Crossing Borders: Food Justice in Nicaragua

Upper Division

We all need food to survive, but in a world dependent on an increasingly globalized food system, most of us are alienated from the food we consume. This course will examine the impact of our global food system by exploring the struggle for food justice and sovereignty in Nicaragua. As the second-poorest country in the Western hemisphere, Nicaragua has endured many difficulties and upheavals, including foreign intervention, revolution, and devastating natural disasters. We will explore the history of Nicaragua, looking in particular at its relationship with the United States, as well as the role of this relationship on food issues in Nicaragua. From there, we will examine current food justice principles and practices in Nicaragua, especially in relation to the local-global tension between self-sufficient food production and the production of "cash crops" like coffee and cocoa. In order to gain a more thorough understanding of these issues, students will spend several days living with rural farmers and their families as we help in the coffee harvest, and we'll get a crash course in organic farming on the bird-friendly Gaia Estate. We will also learn how chocolate is made, hear from survivors of pesticide poisoning in the banana trade, and tour socially responsible sugar and dried fruit factories. Our adventure will even include visiting a famous volcano and time on a gorgeous beach relaxing and reflecting on our experiences. Embodying the Jan Term theme of "crossing borders" in numerous ways, this course will change the way you see the world!

Additional Notes

Designated as a social justice and a service-learning course

Course credits: 1

Japanese - Lower Division

JAPAN 001 - Elementary Japanese

Lower Division

For students with no prior knowledge of Japanese. Students learn basic grammar and sentence structure and the two phonetic alphabets, as well as common Japanese expressions and vocabulary.

Course credits: 1

JAPAN 002 - Continuing Elementary Japanese**Lower Division****Prerequisites**

JAPAN 001 or the equivalent.

For students with one or two years of secondary study of Japanese (or the equivalent). Extends the study of basic grammar and topically specific vocabulary, and introduces some Kanji characters.

Course credits: 1

JAPAN 003 - Intermediate Japanese**Lower Division****Prerequisites**

JAPAN 002 or the equivalent.

For students with two or three years of secondary study of Japanese (or the equivalent). Introduction of more complex grammar and idioms, and additional Kanji characters. Emphasis on extending competence in oral and written communication.

Course credits: 1

JAPAN 004 - Continuing Intermediate Japanese**Lower Division****Prerequisites**

JAPAN 003 or the equivalent.

For students with three or four years of secondary study of Japanese (or the equivalent). Along with a review of grammar structures, this course gives increased attention to improving communicative skills. Students completing this course are ready to combine and apply their language skills in most settings.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

JAPAN 006 - Beginning/Intermediate Conversation**Lower Division**

An intermediate course focused on conversational communicative skills. Students practice situationally grounded conversation

and develop speech skills through discussion.

Repeatable

May be repeated as content varies.

Course credits: 0.25

JAPAN 007 - Introduction to Japanese Culture

Lower Division

Concurrently

JAPAN 007 is a co-requisite for JAPAN 001 or JAPAN 002 , but can be taken in a different semester than the language classes, since it is taught in English.

An introductory survey of interesting aspects of Japanese culture.

Core Curriculum Designation(s)

GP - Global Perspectives (with concurrent registration in JAPAN 001 or JAPAN 002)

Repeatable

May be repeated for credit, as the events and content varies each year.

Course credits: 0.25

JAPAN 081 - Elementary Japanese Praxis

Lower Division

Concurrently

Students must be enrolled concurrently in JAPAN 001.

Required praxis to accompany JAPAN 001.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

JAPAN 082 - Continuing Elementary Japanese Praxis

Lower Division

Concurrently

Students must be enrolled concurrently in JAPAN 002.

Required praxis to accompany JAPAN 002.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

JAPAN 083 - Intermediate Japanese Praxis

Lower Division

Concurrently

Students must be enrolled concurrently in JAPAN 003.

Required praxis to accompany JAPAN 003.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

JAPAN 084 - Continuing Intermediate Japanese Praxis

Lower Division

Concurrently

Students must be enrolled concurrently in JAPAN 004.

Required praxis to accompany JAPAN 004.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

Japanese - Upper Division

JAPAN 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

JAPAN 196 - Capstone

Upper Division

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

Course credits: 0.25

JAPAN 197 - Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department.

Course credits: 1

JAPAN 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: 1

Justice, Community and Leadership - Lower Division

JCL 010 - Introduction to Justice, Community and Leadership

Lower Division

This course introduces students to program themes of justice, community and leadership. Through interactive discussions and engaged learning activities, students analyze how communities both shape and are shaped by larger social forces of race, gender, class, sexuality, culture, and the environment. The course gives special emphasis to the theme of social justice in U.S. society exploring possible avenues to create the kind of "Beloved Community" envisioned by Dr. Martin Luther King, Jr. To enhance learning, students are required to complete 20 hours of service-learning with a community-based organization and participate in 6 additional labs (e.g. service at Glide Memorial Church).

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good; CE - Community Engagement

Term Offered

Offered in fall and spring.

Course credits: 1

Justice, Community and Leadership - Upper Division

JCL 120 - Theory and Inquiry in Justice, Community and Leadership

Upper Division

Prerequisites

JCL 010 or permission of the instructor.

This course is an advanced introduction to the critical social theory utilized in the JCL program to evaluate some of the political, social, economic, educational, and environmental justice issues that confront local, regional, national, and global communities. Critical social theory is distinct from other forms of critical theory (philosophical, political, literary), yet is in conversation with them. We will be exploring the relationships between oppression, power, society, education and social change through a diverse body of theory, while employing social science methodologies to collect and interpret evidence about the social world.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; WID - Writing in the Disciplines

Course credits: 1

JCL 123 - Praxis: Anti-Racist Pedagogy

Upper Division

In this elective praxis course education concentration students will read and discuss anti-racist pedagogy in conjunction with studying a Title I elementary school.

Course credits: 0.25

JCL 125 - Text-Based Discussions in Middle School

Upper Division

This field-based course trains and gives students hands-on experience in facilitating seminar-style, text-based discussion groups in local middle school classrooms. Students will learn about and practice an educational style that develops critical skills, speaking, reading and writing in open discussion.

Term Offered

Offered in the fall and spring.

Course credits: 0.25

JCL 126 - Praxis: Special Topics

Upper Division

This elective special topics course varies for education concentration students. Topics include: Public Education and Physical Health, Education and the Arts, Education and Music.

Course credits: 0.25

JCL 127 - Praxis: Community Service

Upper Division

The praxis course offered every semester, this course enables students to involve themselves in structured community service, environmental, or public policy. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project.

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Offered in the fall and spring.

Repeatable

May be repeated as content varies.

Course credits: 0.25

JCL 129 - Education Policy**Upper Division**

The Praxis course offered every semester, this course enables students to involve themselves in structured community service and education-related fieldwork. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 0.25

JCL 130 - Environmental Justice**Upper Division****Prerequisites**

JCL 010 or permission of the instructor.

This course focuses on the complex relationship between humans and the environment, specifically examining how our everyday choices, individual behaviors, built infrastructures, and policies and institutions affect the environment, and consequently our global human community. Drawing on theories and concepts from a variety of fields such as cultural sociology, social psychology, ethnic studies, political ecology, urban geography and economics, we will examine how power, privilege and justice relate to environmental problems and solutions. Students are required to devote time each week to community engagement and guided reflection activities, produce a literature review and advocacy presentation, and complete content examinations.

Lecture and/or Lab Hours

Class sessions are supplemented by 6 labs over the semester.

Core Curriculum Designation(s)

TCG - The Common Good

Term Offered

Offered in the spring.

Course credits: 1

JCL 140 - The Global Community**Upper Division****Prerequisites**

JCL 010 or permission of the instructor.

"We live in an increasingly global world" is a statement most of us have encountered. But what makes this current moment in history "global"? What does it mean to be a part of a global community? The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. We will analyze globalization as a philosophy, a process and a phenomenon, delving into issues of dependence and interdependence, labor, poverty, development, and the environment. We will draw on theories and empirical case studies to investigate globalization and our global community from multiple disciplinary perspectives, while honing critical writing skills through in-class writing exercises, reflections, and essays.

Core Curriculum Designation(s)

GP - Global Perspectives; TCG - The Common Good

Term Offered

Offered fall and spring.

Course credits: 1

JCL 150 - Advanced Leadership Theory

Upper Division

Prerequisites

JCL 010, JCL 120, junior standing.

As part of the core of the Justice, Community and Leadership Program, this course addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research and addresses the question, "How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with an in communities?" This course serves as the catalyst for putting together the theory and practice of leadership and social change as it emphasizes Freire's notion of praxis, action and reflection within the world in order to transform community. Students also complete their capstone community engagement projects.

Core Curriculum Designation(s)

AD - American Diversity; CE - Community Engagement

Term Offered

Offered in the spring.

Course credits: 1

JCL 163 - Special Topics

Upper Division

Course topics change. The class will use critical pedagogy to explore issues of equity and justice, including a focus on women/gender, immigration, education, sustainability, and racial justice.

Course credits: 1

JCL 190 - Senior Portfolio

Upper Division

Prerequisites

JCL 196 (Senior Capstone I).

JCL majors take this course in the semester immediately after Senior Capstone I. The course, which consists of eight sessions, assists students in preparing their academic portfolios and a conference style presentation on their theses, which occurs in the latter part of the semester.

Term Offered

Offered in the spring.

Course credits: 0.25

JCL 195 - Internship

Upper Division

Work practice in related fields of community service, non-profit, government/civic responsibility. The internship experience is planned in close consultation with, and supervised by, a JCL Program faculty member.

Course credits: Credit may vary

JCL 196 - Senior Capstone I

Upper Division

Prerequisites

All JCL core classes and senior standing.

This is the capstone course of the Justice, Community and Leadership Program. Students complete an individual thesis that is designed to integrate JCL core courses with a group community engagement project, culminating in a group presentation to the SMC community.

Term Offered

Offered in the fall.

Course credits: 1

JCL 197 - Independent Study

Upper Division

An independent study or research course in subject matter not offered by the department. See Program Director for details and forms.

Course credits: Credit may vary

JCL 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: Credit may vary

Kinesiology - Lower Division

KINES 010 - Introduction to Kinesiology

Lower Division

This course introduces students to the academic discipline and profession of Kinesiology. It examines the historical events, philosophical positions, sociological theories, and contemporary science that concern the human being in motion. Particular attention is devoted to the cultural place and developmental potential of the corporeal actions known as play, game, sport, athletics, and exercise. American health behaviors (especially physical activity and food decisions) and how they relate to major U.S. public health issues are examined. The fundamentals of the major's three tracks-sport and recreation management, health promotion, and exercise science-are introduced and explored. Students will be familiarized with Kinesiology's main subdisciplines, their major research themes, and current career opportunities in the profession and the allied medical field.

Course credits: 1

KINES 012 - Fitness and Health Education

Lower Division

Examines the principles of physical fitness and components of personal health. The body's response and adaptation to regular exercise will be discussed; programs will then be designed to improve cardio-respiratory endurance, muscular fitness, flexibility, body composition, and low back health. Key topics in personal health will include: nutrition and weight management, stress, substance abuse, sexually transmitted diseases, aging, and personal safety.

Course credits: 1

KINES 014 - Introduction to Health Promotion

Lower Division

Health promotion is a discipline that seeks to improve the health of individuals and communities through education, behavioral change, and environmental improvement. This course provides students with an introduction to the principles of health promotion by exposing students to strategies used to promote health to individuals, to groups in specific settings such as schools and work places, and to entire communities. The course will develop and extend students' understanding of public health principles, human behavior, and determinants of health in order to explore recent advances in the science and art of health promotion. Specific attention is paid to health disparities and determinants of health. Students will be involved in health promotion program development and/or delivery as part of their community engagement project.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

KINES 015 - Research Methods and Writing in Kinesiology

Lower Division

Prerequisites

KINES 010.

An introductory survey of tests and measurement techniques utilized in the field's subdisciplines. This course provides students the opportunity to consider fundamental research questions in Kinesiology and explore issues related to evaluation. Investigation into the field's research literature including an analysis of the research methods and statistical tests used is a major focus of the course.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

KINES 020 - Introduction to Sport and Recreation Management

Lower Division

Prerequisites

KINES 010 and KINES 015 (concurrent enrollment in KINES 015 is allowed), or for non-majors, permission of the instructor.

A survey of key topics associated with sport and recreation management during which students will analyze the concepts and methods of administering sport and recreation service organizations. Course components include: A survey of sport management systems in the US, including legislative authorization and controls; strategic management; sport-sales and revenue; sport communication; sport marketing and branding; consumer behavior; and human resource management. This course also includes an integrative, sport management-related field experience.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

Kinesiology - Upper Division

KINES 102 - Structural Biomechanics

Upper Division

Prerequisites

KINES 010, KINES 015 (concurrent enrollment in KINES 015 is allowed), and BIOL 013/BIOL 014 (concurrent enrollment in BIOL 013/BIOL 014 is allowed), or for non-majors, permission of the instructor

The study of human movement from the point of view of the physical sciences. Fundamentals of human motion are examined from the anatomical, physiological, and biomechanical perspectives with an emphasis on motor skill application.

Course credits: 1

KINES 105 - Facility and Event Management

Upper Division

Prerequisites

KINES 010, KINES 015, and KINES 020 (or for non-majors, permission of the instructor).

A study of the organization and supervision of recreation facilities as well as the concepts and methods of planning/producing sporting events. Course components include: facility operations and management, policies and procedures, budgeting, staffing, event planning/management, crowd control and security, programming/scheduling, maintenance, and risk management. Trends influencing the design and operations of sport facilities will be discussed.

Course credits: 1

KINES 106 - Women in Sport

Upper Division

Prerequisites

KINES 010 and KINES 015 (or for non-majors, permission of the instructor).

This course will analyze the relationship between gender and sport from multiple perspectives. Emphasis will be placed on exploring the changing roles in sports for women, as well as how past and current beliefs regarding gender equity, health, and women's role in society shape the experiences of women in sports in our society today. Topics will include: the history of women in sport, structural constraints facing women in sport, race and ethnicity, women's health issues, sexuality and homophobia as they pertain to sport, the role of the media, the sporting body, Title IX and career opportunities for women, and the future of sports for women in our society.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Course credits: 1

KINES 107 - Nutrition for Sport and Physical Activity

Upper Division

Prerequisites

KINES 010, KINES 015; and CHEM 002, CHEM 003 or BIOL 025, BIOL 026 (or for non-majors, permission of the instructor).

Integrates the scientific foundations of nutrition and exercise. Focus is on the application of nutrition principles in order to achieve optimal health and performance. Special topics include optimizing wellness, physical fitness and performance through diet, the use of ergogenic aids, weight loss and gain techniques, eating disorders and sport-specific nutrition planning.

Course credits: 1

KINES 108 - Legal and Administrative Issues

Upper Division

Prerequisites

KINES 010, KINES 015, and KINES 020 (or for non-majors, permission of the instructor).

Provides each student with a broad analysis of the United States' legal system and to the major cases and laws that make up the

legal aspects of sport, recreation, and physical activity. Particular attention will be paid to proactive risk management strategies for teachers, coaches, and administrators that will minimize their organizations' legal liability. Topics include: an overview of the legal system, negligence, intentional torts, risk management, contracts, constitutional law, federal statutes and discrimination, and intellectual property law.

Course credits: 1

KINES 109 - Care and Prevention of Athletic Injuries

Upper Division

Prerequisites

KINES 010, KINES 015 (concurrent enrollment in KINES 015 is allowed), and BIOL 013/BIOL 014 (concurrent enrollment in BIOL 013/BIOL 014 is allowed), or for non-majors, permission of the instructor

Provides students with a broad foundation of sports medicine concepts. While the focus is on injury prevention, students will develop a greater understanding of the terminology and concepts related to acute injury recognition and the care, evaluation and treatment of common sport and fitness related injuries/conditions. Administration concepts will also be covered. Students will learn to demonstrate various taping applications and practice clinical skills. Students must complete observation hours with local certified athletic trainers.

Fee

Course fee \$50.

Course credits: 1

KINES 110 - Exercise Physiology

Upper Division

Prerequisites

KINES 010; KINES 015 or HS 133 (concurrent enrollment in HS 133 is allowed); BIOL 013, BIOL 014 and BIOL 025, BIOL 026 (or for non-majors, permission of the instructor).

A study of physiological parameters and mechanisms that determine the adaptations of the physiological systems of humans in response to exercise (e.g., exercise metabolism, work and fatigue; development of strength and flexibility; cardiorespiratory effects of exercise and training; sport activity in extreme environmental conditions-high altitudes, heat, cold; measurement of factors determining sport fitness).

Lecture and/or Lab Hours

This course includes a three-hour lab in addition to the three hours of lecture.

Course credits: 1

KINES 110L - Exercise Physiology Laboratory

Upper Division

Concurrently

Must be concurrently enrolled in KINES 110.

Laboratory to accompany KINES 110 Exercise Physiology. One lab per week for three hours.

Fee

Lab fee \$100.

Course credits: 0.25

KINES 111 - History of Sport**Upper Division****Prerequisites**

KINES 010 and KINES 015 (concurrent enrollment in KINES 015 is allowed), or for non-majors, permission of the instructor.

Examines the sportive and exercise cultures of selected past societies. We begin by exploring the place of sport and exercise in ancient Sumer, Egypt, Mesoamerica, and (in more depth) Greece and Rome. During the second half of the semester the focus is on sporting experiences in North America. Our investigations center on physical activity among native Americans and early colonists and during the revolutionary and antebellum periods; the rise of rationalized sport during the Gilded Age and Progressive Era, the arrival of the so called Golden Age of Sport, and the intersections between sport, the mass media, and the Civil Rights Movement. We close with a brief history and analysis of athletics at Saint Mary's College of California.

Course credits: 1

KINES 112 - Sport and Exercise Psychology**Upper Division****Prerequisites**

KINES 010; KINES 015 or HS 133 (concurrent enrollment in KINES 015 / HS 133 is allowed).

Examines contemporary psychological principles as they apply to the domains of sport and exercise. The course seeks to utilize relevant theories and empirical research in psychology, education, and allied health fields in order to inform best practices in sport and exercises as they related to motivation, leadership, group dynamics, performance enhancement, exercise and well-being, moral and social development, and career transitioning.

Course credits: 1

KINES 114 - Sociology of Sport and Physical Activity**Upper Division****Prerequisites**

KINES 010 and KINES 015 (concurrent enrollment in KINES 015 is allowed), or for non-majors, permission of the instructor.

Examines the contemporary issues in sport and physical activity from a sociological perspective. Students will explore current sociological theories/paradigms, research techniques and analyze empirical research in sociology, education and related fields while focusing on the social and cultural structures, patterns and organizations associated with sport. Topics include the in-depth study of sport as it relates to: the socialization process, racial and gender equity, upward social mobility, politics, economics, and our educational system in North America.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

KINES 115 - Fitness Assessment and Exercise Prescription

Upper Division

Prerequisites

KINES 110/KINES 110L.

A course of study that covers laboratory and field tests used to assess physical fitness components as well as principles of exercise prescription. Test results are used to develop individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, flexibility, and stress levels. Creation of a comprehensive fitness assessment binder and participation in the GaelFit program are included, along with instruction on health screening, cardiovascular, muscular and flexibility assessment and program design.

Lecture and/or Lab Hours

This course includes a weekly three-hour lab in addition to the three hours of lecture.

Course credits: 1

KINES 115L - Fitness Assessment and Exercise Prescription Laboratory

Upper Division

Concurrently

Must be concurrently enrolled in KINES 115.

Laboratory to accompany KINES 115 Fitness Assessment and Exercise Prescription.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Lab fee \$75

Course credits: 0.25

KINES 117 - Motor Learning and Control

Upper Division

Prerequisites

KINES 010 and KINES 015 (concurrent enrollment in KINES 015 is allowed), or for non-majors, permission of the instructor.

An in-depth exploration of the neuropsychological principles of human motor learning and control with an emphasis on studying the variety of variables that influence human performance and sport.

Course credits: 1

KINES 118 - Community Health

Upper Division

Investigates the history, concepts, and institutions that constitute the field of community health and community organizing. The demographic, socio-economic and epidemiological conditions of urban and rural regions are examined as well as the processes by which communities and organizations work together to identify common problems and objectives, acquire and mobilize resources, and create and implement actions to achieve their goals. Student will gain field experience with community-based organizations and develop practical skills to promote community health issues.

Term Offered

Generally offered in alternate years.

Course credits: 1

KINES 122 - Principles of Strength and Conditioning

Upper Division

Prerequisites

KINES 010 and KINES 015 (concurrent enrollment in KINES 015 is allowed), BIOL 013/BIOL 014; or for non-majors, permission of the instructor.

This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance. Students will use an evidence-based approach to critically analyze current research to develop and justify conditioning programs and techniques for a broad range of sports and activities. This course will also prepare the student for certifications in personal training and strength and conditioning.

Course credits: 1

KINES 122L - Principles in Strength and Conditioning Laboratory

Upper Division

Concurrently

Must be concurrently enrolled in KINES 122.

Laboratory to accompany KINES 122 Principles of Strength and Conditioning.

Lecture and/or Lab Hours

One lab per week for three hours.

Fee

Lab fee \$50.

Course credits: 0.25

KINES 127 - Health Promotion: Planning and Evaluation

Upper Division

Prerequisites

KINES 010, KINES 014, and KINES 015 (concurrent enrollment in KINES 015 is allowed), or for non-majors, permission of the

instructor.

This course explores the systematic approach to planning, implementing, and evaluating health promotion programs in public agencies, community settings, worksites, educational settings, and health care settings. Various planning models and theories in health promotion will be covered. Students will utilize these methodologies to develop a health promotion program.

Term Offered

Generally offered in alternate years.

Course credits: 1

KINES 128 - Global Impact of Physical Inactivity**Upper Division****Prerequisites**

KINES 010; KINES 015 or HS 133 (concurrent enrollment in KINES 015 or HS 133 is allowed); or for non-majors, permission of the instructor.

This course examines the global impact of physical inactivity on the world's major non-communicable diseases, including cardiovascular disease, type 2 diabetes, cancer, and neurodegenerative disorders. Topics include current levels of physical activity and trends worldwide, why some people are active and why some are not, evidence-based strategies for effective physical activity promotion, and how a multi-sector and systems-wide approach that goes far beyond medicine will be critical to increase population-levels of activity worldwide.

Core Curriculum Designation(s)

GP - Global Perspectives

Course credits: 1

KINES 130 - Multicultural Health and Wellness**Upper Division****Prerequisites**

KINES 010; KINES 015 or HS 133 (concurrent enrollment in KINES 015 or HS 133 is allowed).

This course examines the relationship between culture and health and ways in which these variables intersect. It explores how public health and health promotion efforts can benefit from understanding and working within cultural processes, and provides conceptual tools for identifying and evaluating relationships between culture and health. It primarily deals with issues in the United States, but includes global perspectives of culture and health as well.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Course credits: 1

KINES 131 - Sport and Social Justice**Upper Division****Prerequisites**

KINES 010 and KINES 015 (concurrent enrollment in KINES 015 is allowed); or for non-majors, ENGL 004 or transfer equivalency and permission of the instructor.

The long-standing belief in the United States that sport involvement is positively developmental has led to it being utilized as a solution to enduring social problems. In this course we critically examine the root idea that sport participation is positively developmental and that it can serve as a viable vehicle for advancing social justice in modern America. We consider the relevance of these topics to our Lasallian mission, examine the extensive history of sport being harnessed for its perceived ability to improve the human condition, and explore the most important scholarly literature focused on whether or not sport participation really can be credited with positive human development and social change. The link between current sport development research and its community application is explored during off-campus visits to organizations that use sport to serve local at-risk youth communities.

Course credits: 1

KINES 132 - Sports Marketing

Upper Division

Prerequisites

KINES 010 , KINES 015, and KINES 020 (or for non-majors, by permission of instructor).

This course explores basic marketing concepts as they are applied to sports organizations, both amateur and professional. It addresses unique challenges, limitations, and new trends in sports marketing, as well as the marketing of sports products and the use of sports to market non-sports products. Topics include the sports marketing mix, market segmentation, sports consumer behavior, branding, and sponsorship.

Term Offered

Spring

Course credits: 1

KINES 195 - Internship

Upper Division

Prerequisites

KINES 010, KINES 015, and KINES 020 for Sport and Recreation Management students; KINES 010, KINES 014, and KINES 015 for Health Promotion students; KINES 010 and KINES 015 for Exercise Science students.

Work practice in the field of sport and recreation management, health promotion, or exercise science. The internship experience is planned in close consultation with and supervised by a Department of Kinesiology faculty member.

Course credits: 1

KINES 197 - Special Study

Upper Division

Prerequisites

Permission of instructor and department chair are required. KINES 010 and KINES 015.

An independent study or research course for students whose needs are not met by the Department of Kinesiology's regular course

offerings.

Course credits: Credit may vary

KINES 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of instructor and department chair are required. KINES 010 and KINES 015.

An independent study or research course for upper-division majors with a B average or better in Kinesiology coursework.

Course credits: Credit may vary

Latin - Lower Division

LATIN 001 - Elementary Latin

Lower Division

Beginner's course. Morphology, syntax, exercises in composition and translation.

Course credits: 1

LATIN 002 - Elementary Latin

Lower Division

Prerequisites

LATIN 001.

Continuation of LATIN 001.

Course credits: 1

LATIN 003 - Intermediate Latin

Lower Division

Prerequisites

LATIN 002.

Reading of prose. Deepened study of language.

Course credits: 1

LATIN 004 - Intermediate Latin

Lower Division

Prerequisites

LATIN 003.

Reading of poetry.

Course credits: 1

Latin - Upper Division

LATIN 101 - Cicero

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

The full variety of Cicero's texts is sampled, and he is located within the history of the Roman Republic.

Course credits: 1

LATIN 102 - Roman Historians

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

A study of representative texts of Caesar, Sallust, Livy and Tacitus, with attention to the widest range of interpretative problems.

Course credits: 1

LATIN 103 - Patristic Latin

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

Texts of Tertullian, Augustine and Boethius are read, with special attention to Confessions.

Course credits: 1

LATIN 104 - Roman Comedy

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

A study of the plays of Plautus and Terence, with attention to contemporary social history and the traditions of the stage.

Course credits: 1

LATIN 108 - Horace

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

A study of Horace's major lyrics, with admission of various methods of interpretation for discussion.

Course credits: 1

LATIN 109 - Roman Law

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

The nature and history of Roman law is studied in translation. Its theoretical and historical relation to common law is examined.

Course credits: 1

LATIN 110 - Virgil

Upper Division

Prerequisites

LATIN 003 & LATIN 004, or acceptable equivalents

The entire corpus of Virgil's writing is sampled. Philosophical and literary problems are examined.

Course credits: 1

LATIN 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of instructor and department chair is required.

An independent study or research course for upper-division majors with a B average in Latin.

Additional Notes

Course normally requires Latin composition. On an individual basis, students work with composition textbooks to submit for revision their own renderings in Classical Latin.

Course credits: 1

Mathematics - Lower Division

MATH 002 - Mathematics Readiness

Lower Division

Prerequisites

Level One placement, or permission of Placement Coordinator.

This course covers basic algebra and geometry concepts including number systems, polynomials, solving equations and inequalities, graphs, functions, lines, systems of equations, sets and operations, ratios, proportions, measurement and percentages. Emphasis is on problem solving, critical thinking and mathematical reasoning.

Term Offered

Offered each fall and spring.

Additional Notes

This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum. Intended for students needing MATH 003 for their major.

Course credits: 1

MATH 003 - Finite Mathematics

Lower Division

Prerequisites

MATH 002 or Level Two placement or PSYCH 103, or permission of Placement Coordinator.

Topics and applications may include linear equations and matrices, linear programming, probability, finance, Markov chains, game theory and graphs. The emphasis is on applications to business and management sciences.

Core Curriculum Designation(s)

MU - Mathematical Understanding

Term Offered

Offered each fall and spring.

Course credits: 1

MATH 004 - Introduction to Probability and Statistics

Lower Division

Prerequisites

MATH 002 or Level Two placement or PSYCH 103, or permission of Placement Coordinator.

This course covers the study of combinations and permutations, descriptive and inferential statistics, probability and probability distributions, hypothesis testing, regression and correlation, and applications in a variety of practical settings. Students may not receive credit for both this course and DATA 040.

Core Curriculum Designation(s)

MU - Mathematical Understanding

Term Offered

Offered each fall and spring.

Additional Notes

Students may not receive credit for both this course and DATA 040.

Course credits: 1

MATH 010 - The Art and Practice of Mathematics

Lower Division

Prerequisites

ENGL 005 and SEM 002.

A reflective examination of basic mathematical ideas and patterns. Through participation in the discovery and development of mathematical ideas the student will view the subject as a vehicle for human creativity. The course traces the historical and contemporary role of appropriate mathematical topics.

Core Curriculum Designation(s)

MU - Mathematical Understanding

Term Offered

Offered each fall and spring.

Course credits: 1

MATH 012 - Mathematics Readiness for Calculus

Lower Division

Prerequisites

Level One or Two placement, or permission of Placement Coordinator.

This course includes the basic study of number systems, linear equations and inequalities, quadratic equations and inequalities, polynomials, rational expressions, radicals, exponentials, functions, inverse functions, logarithmic and exponential functions, angles, triangles, surface area, volume and applications. Emphasis will be placed on problem solving, critical thinking and mathematical reasoning. Meets four days a week.

Term Offered

Offered every fall.

Additional Notes

This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum. Intended for students needing Calculus for their major.

Course credits: 1

MATH 013 - Calculus with Elementary Functions I

Lower Division**Prerequisites**

MATH 012 or Level Three placement, or permission of Placement Coordinator.

The differential calculus of polynomial, rational and algebraic functions, combined with the necessary pre-calculus background review. The Math 13-MATH 014 sequence is equivalent to MATH 027, and is intended for students needing calculus as part of their major who need to strengthen their pre-calculus skills. Meets four days a week.

Core Curriculum Designation(s)

MU - Mathematical Understanding

Term Offered

Offered each fall and spring. Offered in Jan Term for students earning a B- or better in MATH 012.

Course credits: 1

MATH 014 - Calculus with Elementary Functions II**Lower Division****Prerequisites**

MATH 013 or permission of Placement Coordinator.

The differential calculus of trigonometric, logarithmic and exponential functions combined with the necessary pre-calculus background review. The MATH 013 -14 sequence is equivalent to MATH 027, and is intended for students needing calculus as part of their major who need to strengthen their pre-calculus skills. Meets four days a week.

Term Offered

Offered each fall and spring. Offered in Jan Term for students earning a B- or better in MATH 013.

Course credits: 1

MATH 027 - Calculus I**Lower Division****Prerequisites**

Level Four placement, or permission of Placement Coordinator.

Limits, continuity, mathematical reasoning, the derivative, applications of the derivative, antiderivatives and the integral.

Core Curriculum Designation(s)

MU - Mathematical Understanding

Term Offered

Offered each fall and spring.

Course credits: 1

MATH 028 - Calculus II with Applications

Lower Division**Prerequisites**

MATH 027 or equivalent.

Topics include techniques and applications of integration, first order differential equations, functions of several variables, double integrals and applications. This course is designed for students majoring in the life sciences, health sciences, business administration, psychology and accounting.

Term Offered

Offered each fall and spring.

Course credits: 1

MATH 038 - Calculus II**Lower Division****Prerequisites**

MATH 027 or equivalent.

Topics include techniques and applications of integration, infinite sequences and series, power series, polar coordinates and inverse trigonometric functions. This course is designed for mathematics, physics, computer science, engineering, and chemistry majors.

Term Offered

Offered every spring.

Course credits: 1

MATH 039 - Calculus III**Lower Division****Prerequisites**

MATH 038 or equivalent.

A rigorous treatment of limits for functions of one and several variables, differentiation and integration of functions of several variables, coordinate systems, vectors, line and surface integrals, Green's, Stokes' and the divergence theorem. Meets four days a week.

Term Offered

Offered every fall.

Course credits: 1

MATH 099 - Math Games**Lower Division****Prerequisites**

MATH 003, MATH 004, MATH 013, MATH 027 or equivalent.

This course focuses on interacting with middle school or high school students and helping them to learn, enjoy, and become more confident in their mathematical abilities. Students will learn the details of various mathematical games, as well as strategies and outcomes related to those games. They will then teach middle or high school students about the games, as well as help the students with their other mathematical needs.

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Offered every spring.

Course credits: 1

Mathematics - Upper Division

Most upper-division courses are offered on a biannual rotation. See the departmental webpage for the schedule.

MATH 103 - Introduction to Upper Division Mathematics

Upper Division

Prerequisites

ENGL 005 and MATH 028 or MATH 038.

An introduction to mathematical logic, proofs, and communication of higher-level mathematics, both oral and written. Includes an introduction to Abstract Algebra. Students will learn to write proofs using standard proof-writing organization and terminology. Topics from algebra will include the division algorithm, modular arithmetic, and groups.

Lecture and/or Lab Hours

Meets 4 days a week

Core Curriculum Designation(s)

WID - Writing in the Disciplines. Completion of MATH 103 and MATH 196 satisfies the Writing in the Disciplines requirement of the Core Curriculum.

Term Offered

Offered every spring.

Course credits: 1

MATH 111 - Abstract Algebra I

Upper Division

Prerequisites

MATH 103 and MATH 120.

Topics covered include Modules, vector spaces, fields and Galois theory.

Term Offered

Offered in spring each even year.

Course credits: 1

MATH 113 - Probability and Statistics

Upper Division

Prerequisites

MATH 028 or MATH 038.

Discrete and continuous random variables, expectation and variance, independence, distributions and the Central Limit Theorem. Survey of statistical methods: estimation, sampling, hypothesis testing, linear regression and confidence intervals.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: 1

MATH 114 - Mathematical Modeling

Upper Division

Prerequisites

MATH 028 or MATH 039, and MA/CS 021.

An introduction to the formulation, analysis and interpretation of results of mathematical models in the study of real-life problems chosen from the various areas of natural sciences, social sciences, economics and business.

Term Offered

Offered in spring each odd year.

Course credits: 1

MATH 115 - Number Theory

Upper Division

Prerequisites

MATH 103.

Results studied include the Fundamental Theorem of Arithmetic, the Euclidean algorithm, Fermat's Little Theorem and Euler's generalization, Diophantine equations and the Law of Quadratic Reciprocity.

Term Offered

Offered in spring each even year.

Course credits: 1

MATH 120 - Linear Algebra with Applications

Upper Division

Prerequisites

MATH 028 or MATH 038.

Matrices, simultaneous linear equations, linear transformations, vector spaces, bases, determinants, eigenvectors, Gram-Schmidt orthonormalization, and applications of linear algebra.

Lecture and/or Lab Hours

Meets 3 days a week.

Term Offered

Offered every fall.

Course credits: 1

MATH 131 - Topology**Upper Division****Prerequisites**

MATH 103.

This course covers the fundamentals of point-set topology including topological spaces, metric spaces, continuous maps, separation axioms, connectedness, and compactness.

Term Offered

Offered in fall each odd year.

Course credits: 1

MATH 134 - Differential Equations**Upper Division****Prerequisites**

MATH 039, or MATH 038 and MATH 120.

Ordinary differential equations, existence and uniqueness theorems, some numerical methods, Laplace transforms, series solutions, linear systems with constant coefficients, partial differential equations, separation of variables, Fourier series.

Term Offered

Offered every spring.

Course credits: 1

MATH 140 - Combinatorics and Discrete Mathematics**Upper Division****Prerequisites**

MATH 028 or MATH 038.

This course focuses on discrete structures and their relations. Topics may include counting techniques, relations, graph theory and

logic.

Term Offered

Consult the department chair for the schedule of offerings.

Course credits: 1

MATH 150 - Real Analysis

Upper Division

Prerequisites

MATH 039 and MATH 103.

A rigorous study of the theory of single variable calculus, including completeness properties of the real number system, sequences of real numbers, continuity and uniform continuity of functions, differentiation of functions, the Riemann integral, sequences of functions and metric spaces.

Term Offered

Offered in spring each odd year.

Course credits: 1

MATH 185 - Complex Variables

Upper Division

Prerequisites

MATH 039 and MATH 103.

Differentiation and integration of analytic functions of a complex variable, power series, residues, conformal mappings.

Term Offered

Offered in fall each even year.

Course credits: 1

MATH 190 - Special Topics in Mathematics

Upper Division

Prerequisites

Vary with topics.

An upper division mathematics course not listed above, such as differential geometry, numerical analysis, graph theory, or real analysis.

Term Offered

Consult the department chair for the schedule of offerings.

Repeatable

May be repeated as topics vary.

Course credits: 1

MATH 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: Credit may vary

MATH 196 - Capstone Experience

Upper Division

Prerequisites

MATH 103

An in-depth critical examination of a topic or topics in contemporary mathematics. The course consists of directed reading, presentations, research and the writing of a final essay under the supervision of the instructor. At the conclusion of the semester students are expected to present their work at a departmental colloquium of faculty and students.

Core Curriculum Designation(s)

WID - Writing in the Disciplines. Completion of MATH 103 and Math 196 satisfies the Writing in the Disciplines requirement of the Core Curriculum.

Term Offered

Offered in the spring.

Course credits: 1

MATH 197 - Special Study

Upper Division

Prerequisites

Permission of the chair is required.

Independent research of topics not covered in listed courses.

Course credits: Credit may vary

MATH 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of the chair is required.

Independent study or research for majors with at least a B average in mathematics.

Course credits: Credit may vary

Performing Arts - Lower Division

PERFA 001 - Perceiving the Performing Arts

Lower Division

Professional artists in the fields of dance, music and/or theatre introduce students to the fundamental concepts of their respective disciplines. Students view and discuss Bay Area performances in each art form studied. Team taught.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

Performing Arts - Upper Division

PERFA 197 - Special Study

Upper Division

Prerequisites

Permission of the chair and instructor required.

An independent study, internship or research course for students whose needs are not met by the regular course offerings of the department.

Course credits: Credit may vary

PERFA 198 - Senior Project

Upper Division

Prerequisites

Completion of all lower-division major courses.

During their senior year, majors in dance, music or theatre, under the supervision of a faculty member, are required to develop a project that demonstrates their expertise and creativity. The project may take the form of a solo performance, involvement with a performing arts group off campus, a substantive research essay, or directing/choreographing a student production. A written proposal must be approved by the appropriate program director prior to registration for the academic year in which the project will occur.

Course credits: 1.0, 0.0

Performing Arts - Dance

PERFA 070 - Ballroom, Jazz, Tap and Hip-hop Dance courses

Lower Division

Beginning through intermediate studio instruction in dance including Jazz, Tap, Hip-hop, Ballroom, and Social Dance.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 071 - Pilates, Somatic Dance and Yoga Courses**Lower Division**

Beginning through intermediate studio instruction in Somatics, Yoga and Pilates.

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 072 - Ballet Folklorico, Chinese, Latin, Mexican Folk, or West African dance courses**Lower Division**

Beginning through intermediate studio instruction in non-Western traditions including but not limited to West African Dance, Ballet Folklorico (Mexican Folk Dance), Chinese Dance, and Latin Dances.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 075 - Modern/Contemporary Dance Courses**Lower Division**

Beginning through intermediate studio instruction in Modern / Contemporary Dance. Also listed as Dance Company I, II, III, or IV.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 076 - Ballet Courses

Lower Division

Beginning through intermediate studio instruction in Ballet and Pointe.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 077 - Technique Lab

Lower Division

Beginning through intermediate studio instruction in Contact Improvisation, Gaga, Improvisation, Partnering or Modern/Contemporary Dance in a workshop setting.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 080 - Dance Science

Lower Division

This course is an introductory overview of the basic principles of human anatomy and kinesiology and their applications within the context of dance training and practice. It will emphasize comprehension of the structure and function of the skeletal and muscular systems with an approach that is somatic and experiential. Basic Bartenieff Fundamentals will be studied as a framework for developing an embodied understanding of the structure and movement of the human body. Movement analysis, principles of conditioning and injury prevention, and basic nutrition will also be addressed.

Course credits: 1

PERFA 084 - Dance and Film

Lower Division

Dance and film have evolved as two separate art forms. What happens when the two art forms meet? This course will study the American Musicals on film, MTV, dance documentaries, and dances made for the camera. When we look at the big picture - a dance film - we will use the 'Strand Model' proposed by Choreological Studies as a tool to practice observational and basic analysis skills. In the course, students will also learn basic camera and editing skills to create their own dance videos.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

PERFA 090 - Choreography I (.5) and Choreography I Lab (.5)**Lower Division****Concurrently**

Students must enroll in both sections of PERFA 090 (Choreography I and Choreography I Lab).

This course begins the study of making dances while focusing on the solo and duet form. Students will learn the basic tools of choreography including: symmetry and asymmetry, phrasing, dynamics, rhythm, motivation, and music. Through intense use of structured improvisation, and movement assignments, students will discover further ways to generate movement and expand their own movement vocabulary. Students will learn to take risks and create challenges to enable experimentation and innovation.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Course credits: 1

PERFA 170 - Advanced Ballroom, Jazz, Tap and Hip-hop Dance courses**Upper Division**

Intermediate through advanced studio instruction in dance including Jazz, Tap, Hip-hop, Ballroom, and Social Dance.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 171 - Advanced Pilates, Somatic Dance and Yoga courses**Upper Division**

Intermediate through advanced studio instruction in Somatics, Yoga and Pilates.

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 172 - Advanced Ballet Folklórico, Chinese, Latin, Mexican Folk, or West African dance courses

Upper Division

Intermediate through advanced studio instruction in non-Western traditions including but not limited to West African Dance, Ballet Folklórico (Mexican Folk Dance), Chinese Dance, and Latin Dances.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 175 - Advanced Modern/Contemporary Dance Courses

Upper Division

Intermediate through advanced studio instruction in Modern / Contemporary Dance, also listed as Dance Company I, II, III, or IV.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 176 - Intermediate and Advanced Ballet Courses

Upper Division

Intermediate through advanced studio instruction in Ballet and Pointe.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 177 - Intermediate and Advanced Technique Lab

Upper Division

Intermediate through advanced studio instruction in Contact Improvisation, Gaga, Improvisation, Partnering or Modern/Contemporary Dance in a workshop setting.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit.

Course credits: 0.25

PERFA 180 - Laban and Bartenieff Movement Studies**Upper Division****Concurrently**

This course must be taken concurrently with PERFA 180L.

Prerequisites

The prerequisite for this course is PERFA 080 Dance Science or the equivalent.

This course is an introduction to the theoretical system of Laban Movement Analysis that provides a framework for observing, describing and analyzing human movement patterns and understanding non-verbal actions and communication, as developed by movement pioneer Rudolf Laban. Laban Movement Analysis (LMA) is a comprehensive and holistic system that examines the fundamental elements and layers embedded in all patterns of human movement, providing a language for movement description and inquiry. The study of LMA, including the physical study of the Bartenieff Fundamentals exercises, not only increases awareness of the basic principles of human movement, but can also provide a connective framework for how we as embodied beings create and communicate knowledge.

Lecture and/or Lab Hours

The class has two parts: 1) lecture and discussion, 2) experiential lab.

Course credits: .5

PERFA 180L - Laban and Bartenieff Movement Studies Lab**Upper Division****Concurrently**

This course must be taken concurrently with PERFA 180.

Prerequisites

The prerequisite for this course is PERFA 080 Dance Science or the equivalent.

In this class students will approach inquiry as a creative process through which cognitive and kinesthetic abilities continually and integrally evolve. Through observations, experiential explorations, class discussions, group projects/presentations, individual movement practice, and a final synthesis project, students will be immersed in the perspective on human movement that the LMA system provides, and the inquiries towards which it can be applied. The Laban systems of Body (Bartenieff movement studies), Effort, Shape, and Space will be the basis of the experience.

Lecture and/or Lab Hours

The class has two parts: 1) lecture and discussion, 2) experiential lab.

Course credits: .5

PERFA 181 - Asian Dance in the Contemporary World

Upper Division

Classical dance is a significant symbol for contemporary Asian nation states and their diasporas. This course investigates the category of "classical dance" and its performative value as a concept. Students will examine the key sources upon which the dances are based; survey the histories of the forms that comprise the canon; and situate the revival, reconstruction, and institutionalization of classical dance as a symbol of national identity and heritage in four nations. The course also examines the relationship between dance, transformation, cultural exchange, colonialism, nationalism, religion, and social history.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Course credits: 1

PERFA 182 - Dance History I

Upper Division

Through a feminist and anti-racist lens, this course examines the emergence of ballet as a dance form with its roots in Greek drama. The course asks us to consider the Renaissance, Baroque, and Romantic periods and how those movements or erased certain forms of dance to allow for a crystallization of ballet in the 20th century. We will also look at the history of the Americas to discuss the effects of colonization on dance in relationship to indigenous forms and the development of ballet. Political, social, cultural and economic contexts will be regarded in their connection to how ballet has shaped itself in history, finding its unique role in society. We will continuously examine, imagine, and "try on" the embodied experiences of these forms so that students can conduct research and to analyze causation and change.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

PERFA 183 - Dance History II

Upper Division

This course focuses on the history of 20th and 21st century dance, following an anti-racist perspective that includes close examination of dismantling white supremacy, problematizing whiteness in dance standpoint, and erasing the eurocentric view that has wrongly characterized the history and the overall definition of the dance art form in the West. This course prioritizes BIPOC artists and voices and places them at the center of the discourse. It is the intention of the class to create a community of learning where we will question our own histories. We will use critical thinking and creative skills to construct the history that defines and shapes us today as dance artists of the 21st century carrying unique intersectionalities. By embodying the urgent need of re-creating our history, one that is able to deconstruct colonial dogma based on the superiority and privilege of the Western approaches, we instead focus on a radically inclusive and anti-racist view.

Fee

A lab fee is charged to cover the performances required for this class.

Course credits: 1

PERFA 184 - Dance in Performance

Upper Division

Prerequisites

ENGL 005.

This course examines dance from a critical and intersectional perspective through the lenses of power and privilege, using the medium to explore race, ethnicity, gender, class, sexuality, ability, age, etc. The class attends dance concerts around the Bay Area; the concerts are selected to engage with a variety of dance styles, venues, and ideas and the class dialogue about them is at the central work of the course. This course is writing intensive.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity; WID - Writing in the Disciplines

Fee

A lab fee of \$200 will cover the cost of concert tickets.

Course credits: 1

PERFA 185 - Dance Pedagogy**Upper Division****Prerequisites**

PERFA 080 Dance Science.

Dance Pedagogy is the study of the art and instructional methods of teaching dance. The class will focus on teaching dance to students in grades 6-12. The course addresses curriculum writing, lesson planning, class structure, assessment/grading, and practice in dance pedagogy, including preparation of syllabi and studio teaching practice. Students will gain an understanding of how particular topics, problems, or issues within the dance curriculum are organized, represented and adapted to the diverse interests and abilities of learners, and presented in the dance studio/classroom.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

PERFA 190 - Choreography II**Upper Division****Prerequisites**

PERFA 090 or a Jan Term Choreography class.

This course explores how to make group dances. Through intense use of improvisation, and movement assignments, students will discover further ways to generate movement and expand their own movement vocabulary. Students will be asked to take risks and create challenges to enable experimentation and innovation. The course will encourage the student to make conscious choices to clearly deliver their messages through dance. This course will also discuss the use of metaphor, music, and theme development.

Course credits: 0.25

PERFA 191 - Advanced Choreography

Upper Division

Prerequisites

PERFA 190.

The advanced choreography class continues the study of how to make dances. Based on the basic design elements of dance making, the students will discover further choreographic strategies to create solo and group dances. Students will be asked to take risks and create challenges to enable experimentation and innovation. The subject matter for this course will vary depending on the professor. Possible topics of study include but are not limited to site-specific work, dance and video/film, Laban movement concepts.

Course credits: 0.25

PERFA 192 - Dance Company Rehearsal/ Repertory

Upper Division

This course prepares students for the annual spring dance concert through weekly rehearsals. Open to Saint Mary's College Dance Company members only, the students will have the opportunity to learn new works created for the company and/or existing repertory pieces by current dance faculty and/or guest artists.

Repeatable

May be repeated for credit.

Additional Notes

Enrollment is by audition only.

Course credits: 0.25

PERFA 194 - Dance Production

Upper Division

Onstage and backstage preparation for the fall and spring dance concerts including all informal showings, technical and dress rehearsals, and final performances both on and off campus.

Repeatable

May be repeated for credit.

Course credits: 0.25

Performing Arts - Music

PERFA 010 - Introduction to Music: Rock to Bach

Lower Division

Students cultivate the ability to listen more deeply as we explore the evolution of Western music from the Medieval era to the Contemporary era, including the roots of jazz, blues, and early rock. Students are exposed to the major composers of each era and their representative works.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 011 - Music Fundamentals

Lower Division

Students learn to read musical notation and study the basic construction of music through scales, key signatures, chords, and the relationship between melody and harmony.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 012 - Beginning and Intermediate Piano

Lower Division

We offer group instruction for guitar and piano. Open to music and non-music majors/minors for beginning and intermediate levels.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated for credit every semester.

Course credits: 0.25

PERFA 012-01 & -02 - Beginning & Intermediate Piano

Lower Division

This course provides a basic through intermediate knowledge of the keyboard, music-reading skills, rhythmic development, and piano technique. Topics include transposition, improvisation, and composition. Class time is composed of group time and individual time and culminates with in-class performances of beginning-intermediate level repertoire.

Core Curriculum Designation(s)

CP - Creative Practice

Course credits: 1

PERFA 012-09 - Musical Theatre/Cabaret

Lower Division

For experienced singers, this is a study of the theatrical and dramatic delivery of solo Musical Theatre repertory, collaboratively taught by theater and vocal faculty.

Core Curriculum Designation(s)

CP - Creative Practice

Term Offered

Offered in fall only.

Course credits: 1

PERFA 014 - World Music and Dance

Lower Division

A survey of music and dance from China, Japan, India, Indonesia, Africa, the Middle East, and Latin America.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

PERFA 018 - Lyric Diction

Lower Division

This course explores pronunciation and articulation that enables discernable and rhetorically expressive singing (and acting) in four different languages (English, German, Italian, and French). Study focuses on learning and utilizing the International Phonetic Alphabet (a universal phonetic alphabet) to express musical lyrics from classical and jazz solo or choral music.

Term Offered

Typically offered in the fall on even-numbered years.

Course credits: 1

PERFA 019 - Performing Ensembles

Lower Division

All ensembles welcome student of all majors and minors (majoring or minoring in music is not required). Ensembles may be repeated for credit every semester, and may be taken for upper-division credit.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Course credits: 0.25

PERFA 019-01 & 019-08 - Glee

Lower Division

Prerequisites

Permission of the instructor.

This auditioned ensemble focuses on developing intermediate-advanced ensemble musicianship and artistry in performance of mostly a cappella choral arrangements in all music styles (classical, pop, jazz, funk, rock, etc.). Study includes vocal technique,

diction, movement, rhythmic development, and the discernment of intervals, complex harmonies, and modes. Performs 6-8 times each semester on and off campus, participates in festivals and competitions, and tours regionally and internationally. Auditions occur the first day of class for the fall semester; for spring enrollment, auditions occur on the last day of the fall semester.

Course credits: 1

PERFA 019-02 - Chamber, Chapel, and Flex Ensembles

Lower Division

Concurrently

Concurrent enrollment in a section of PERFA 112 is required of all instrumentalists.

Wind, brass, and string players are organized into a variety of small ensembles and may also participate in a larger "flex ensemble". This course also welcomes vocalists and instrumentalists who wish to participate in the Chapel Music Team which focuses on providing music for the weekly 8pm student mass. All ensembles require an audition. Study focuses on developing technical, musical, and expressive skills as students also hone their ability to be communicative and responsive in group settings. Ensembles meet 1-2.5 hours per week and perform 3-4 times each semester on campus. Students may receive upper division credit through arrangement with the instructor.

Course credits: .25

PERFA 019-03 - Jazz Band

Lower Division

Intermediate to advanced level students prepare charts from a variety of jazz styles with a focus on jazz performance practices as they develop musicianship, ensemble cohesion, and artistry. The group performs 4-5 times each semester with an additional off campus gig in the spring. Auditions occur the first day of class. Students may receive upper division credit through arrangement with the instructor.

Course credits: .25

PERFA 019-06 - Chamber Singers

Lower Division

Concurrently

Concurrent enrollment in Glee required.

Prerequisites

Two semesters of PERFA 019-01 or PERFA 019-11, or permission of the instructor.

This ensemble focuses on developing advanced ensemble musicianship and artistry in performance, with classic choral repertoire spanning the centuries in a variety of languages as well as a variety of pop and contemporary styles. Study includes vocal technique, diction, movement, rhythmic development, and the discernment of intervals, complex harmonies, and modes. Performs 6-8 times each semester, participates in festivals and competitions, and occasionally tours regionally and internationally. Students may receive upper division credit through arrangement with the instructor.

Additional Notes

Admitted by audition

Course credits: .25

PERFA 019-09 - Sports Band

Lower Division

Concurrently

Concurrent enrollment in PERFA 112, Private Music Instruction Lab is strongly encouraged.

This non-audition ensemble includes players of "pep band" instruments (e.g. winds, brass, percussion, guitar, bass, drums, etc.) and beyond, and welcomes students of all levels who have a passion for musically supporting athletic teams at SMC. Led by an instructor, the group also develops and empowers students in leadership, and plays a wide variety of musical styles.

Course credits: 1

PERFA 019-11 - Vocal Science I

Lower Division

Prerequisites

Ability to match pitch.

The level I course, based on the non-genre-biased Estill Voice Training pedagogy, establishes exactly (anatomically) how to use your voice to emulate every musical style imaginable, from belting to gospel to opera, in a vocally healthy way! Prerequisite: ability to match pitch. Students may receive upper division credit through arrangement with the instructor.

Term Offered

Typically, level I is offered in the fall, and level II is offered in the spring.

Course credits: 1

PERFA 019-12 - Vocal Science II

Lower Division

Prerequisites

PERFA 019-11

This level II course, based on the non-genre-biased Estill Voice Training pedagogy, applies the fundamentals explored in Vocal Science I. Emphasizing vocal health in all singing, students explore ways to use a combination of anatomical engagement to create the specific recipes for six vocal qualities (voice qualities from which further artistic exploration is nearly limitless). Students may receive upper division credit through arrangement with the instructor.

Term Offered

Typically, level I is offered in the fall, while level II is offered in the spring.

Course credits: .25

PERFA 019-13 - Jazz Singers

Lower Division

Prerequisites

PERFA 019-01 and PERFA 019-11

This advanced course engages either vocalists to learn jazz choral music along with related socio-historical context and the theory (melody, harmony and modes) and interpretive performance practices (phrasing, groove, articulation and style) that brings jazz to life. Activities include learning how to improvise.

Core Curriculum Designation(s)

CP - Creative Practice

Additional Notes

Audition required.

Course credits: .25

PERFA 110 - Medieval and Renaissance Music

Upper Division

An examination of various aspects of music from the Middle Ages through the 16th century, with a focus on musical forms, vocal and instrumental technique, and historical and performance contexts. The genres that will be studied include chant, organum, motet, mass, madrigal, canzona, ricercare, and the early predecessors of independent instrumental music.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 111 - Music and Romanticism

Upper Division

The evolution of symphony, concerto, opera, solo repertoire, and other nineteenth-century musical developments are examined through the major works of Beethoven, Berlioz, Chopin, Brahms, Wagner, Mahler, Dvorak, and other composers. All the music is examined through the lens of Romanticism, a cultural movement that swept through the entire nineteenth century and informed all the art.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 112 - Private Music Instruction Lab

Upper Division

Concurrently

Concurrent enrollment in a performing ensemble (PERFA 019) is required.

Prerequisites

Prerequisite for piano lessons: completion of two semesters of group instruction (PERFA 012), or permission of the instructor

Private instruction is offered for voice and most orchestral instruments, including piano, guitar, bass, and drums (classical and jazz styles). Activity includes (a) participation in a weekly group music instruction lab plus (b) weekly, individually scheduled private lessons with a teacher who specializes in your instrument.

Repeatable

May be repeated for credit every semester.

Course credits: 0.25

PERFA 113 - Jazz and Blues in America

Upper Division

An examination of the development of jazz and blues in the United States from 19th-century precursors to the present. Major artists and trends are studied through directed listening and analysis of the socio-cultural context from which they arose.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Cross-Listing

ES 113

Course credits: 1

PERFA 114 - Music Theory

Upper Division

Prerequisites

PERFA 011 or permission of instructor.

Students learn basic principles of harmony (chords) and voice-leading, improve their music-reading skills, learn how to notate simple melodies, and identify types of chords and intervals by ear. Ability to read music is required before enrolling in this class.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 114L - Sight Singing and Ear Training

Upper Division

Concurrently

Students are strongly encouraged to be concurrently enrolled in PERFA 114.

Prerequisites

Prerequisite course is PERFA 011 Music Fundamentals, or the equivalent (students must have the ability to read music before enrolling in this class).

Study will be focused on learning to visually and aurally identify musical intervals to develop skills in music-reading. Class and homework activity will include analyzing and singing simple melodies with increasing difficulty (from beginning to intermediate levels).

Course credits: 0.25

PERFA 115 - Music in Performance

Upper Division

Prerequisites

PERFA 001.

This course emphasizes the history and aesthetics of music by attending live concerts throughout the Bay Area. Students hear music from all historical periods performed by outstanding orchestras, opera companies, chamber ensembles, and soloists in a variety of concert halls.

Course credits: 1

PERFA 116 - Keyboard Harmony

Upper Division

Prerequisites

Two semesters of PERFA 012 , or permission of the instructor.

Oriented for music majors, minors, and other advanced musicians, Keyboard Harmony teaches students to apply their knowledge of music theory to the keyboard. They learn to play common chord progressions and accompaniment patterns in all twenty-four major and minor keys, and are introduced to open score reading (such as playing a choral or string quartet score), and learning to transpose easy melodies at sight into various keys.

Course credits: 0.25

PERFA 117 - Form and Analysis

Upper Division

Prerequisites

PERFA 114.

Combines the study of chromatic harmony with analysis of scores to determine the unity of form and content in selected compositions: e.g., a Bach fugue, a Mozart concerto, a Brahms symphony, a 20th-century atonal work.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 117L - Sight Singing II

Upper Division

Concurrently

Students must be concurrently enrolled in PERFA 117.

Prerequisites

PERFA 114 Music Theory/Ear-Training and PERFA 114L Sight Singing I.

Study will be focused on learning to visually and aurally identify musical intervals to develop intermediate-advanced skills in music-reading. Class and homework activity will include analyzing and singing melodies with increasing difficulty (from intermediate to advanced levels).

Course credits: 1

PERFA 118 - Twentieth-Century Composers**Upper Division**

Students will become familiar with the 20th century's most important classical music composers such as Stravinsky, Bartok, Copland, Debussy and Cage, as well as the music and aesthetics of living composers.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); WID - Writing in the Disciplines

Course credits: 1

PERFA 119 - Music and the Enlightenment**Upper Division**

This course examines the evolution of opera, fugue, symphony, and other forms through the works of Bach, Handel, Mozart, Beethoven and other composers. It explores how the intellectual and political values of the 17th and 18th centuries were conveyed through music.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 120 - Conducting**Upper Division****Prerequisites**

PERFA 114 Music Theory; one semester of PERFA 019 (performing ensemble; any section).

The study of conducting includes learning the basic gestural beat-patterns for various meters, tempi, cues, phrasing, cut-offs, and dynamic variance. The course also involves learning to analyze musical scores to determine the inherent characteristics (melody, harmony, form, texture, and rhythm) that inform performance decisions and one's artistic vision.

Course credits: 1

PERFA 121 - Orchestration

Upper Division

Prerequisites

PERFA 117 Form and Analysis

Students become familiar with the ranges, functioning, and basic playing techniques of strings, woodwinds, brass and percussion, i.e. the standard instruments of the orchestra. They will acquire an understanding of the basic principles of blending, doubling, and highlighting, as well as comfort writing for transposing instruments. In addition, they will learn how to prepare professional quality scores and parts.

Course credits: 1

Performing Arts - Theatre

PERFA 030 - Foundations of Theatre I

Lower Division

Through this course, students acquire a solid foundational knowledge of theater history, theatre literature, and theatre theory, from the ancient Greeks through the end of the 18th century. While centered primarily on Western European theatre developments, the course also offers a look at important Asian theatre developments during the same timespan, such as Noh and Kabuki.

Course credits: 1

PERFA 033 - Acting I: Principles of Performance

Lower Division

An introduction to the theory, history, and styles of realistic acting with emphasis on personalization, script analysis and the dynamics of performance.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

PERFA 035 - Play Analysis: International Drama

Lower Division

Discussion and analysis of works of dramatic literature. A global perspective, showcasing playwrights working in diverse styles, eras and genres, helps students discover the richness and complexity of the Western theatrical tradition, from the classical world to the present.

Repeatable

May be repeated as play selection varies.

Course credits: 0.5

PERFA 036 - Play Analysis: Modern Drama

Lower Division

Discussion and analysis of works of dramatic literature. This course focuses on the modern era in playwriting, beginning with the emergence of the style called realism in the 1880s. Students then encounter key playwrights of the 20th and 21st centuries, including those who challenged realism's concern with "likeness to life" through such styles as Expressionism and Theatre of the Absurd.

Repeatable

May be repeated as play selection varies.

Course credits: 0.5

PERFA 037 - Performance Lab**Lower Division**

Introductory hands-on training in specific performance skills: for example, audition techniques, stage combat, clown and physical theatre or voice for the actor.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated as topic varies.

Course credits: 0.25

PERFA 042 - Introduction to Technical Theatre**Lower Division**

This course is for students with little or no prior experience in technical theatre. In it, students learn the basics of the theatrical production process, including: roles of the production process; basics of tool use and scene shop safety; introduction to carpentry and stagecraft; basics of electrics, sound and costume/wardrobe; and fundamentals of working on a stage crew. In addition to weekly class meetings, students have assigned readings, and hands-on assignments to be completed during lab hours, addressing each of the areas noted above.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Course credits: 0.5

PERFA 047 - Technical Theatre/Design Lab**Lower Division**

Introductory hands-on training in specific technical theatre/design skills: for example, Lighting Lab, Scenic Painting, Stage Makeup, Historical Periods and Styles, and Professional Issues.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Repeatable

May be repeated as topic varies.

Course credits: 0.25

PERFA 050 - Theatre for Social Justice: Interactive Theatre**Lower Division**

An introduction for actors and non-actors to the performance practice and underlying philosophy of the radical theatre-maker Augusto Boal. Through games, exercises, and performance projects, students will question and critique the dynamics of power, class, and privilege in contemporary society, and rehearse alternative actions aimed at social transformation. The course builds confidence and a sense of broader possibilities for improvisation, both on stage and in life.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice); TCG - The Common Good; CE - Community Engagement

Course credits: 1

PERFA 060 - Special Topics in Performing Arts**Lower Division****Prerequisites**

Although this class is open to all interested students without prerequisite, prior completion of PERFA 001 is strongly recommended.

This course covers in depth a specific aspect of the performing arts only touched on in other classes. Rotating topics include such things as: African-American Dance, Great Composers, and Acting on Stage and Screen.

Course credits: 1

PERFA 061 - World Theatre Experience**Lower Division**

The course explores theatrical and performance traditions from Asia, Africa, and South America-with a focus on the relationship between theatre and identity, the impacts of racism/colonialism/nationalism, and the specific social and artistic history of each culture. Students approach these topics from two perspectives: through the eyes of the artist (to see how they capture and convey the lived experience and core values of their culture); and through the eyes of the audience (who can discover in an artwork expressions of specific national identities and traditions.) Across the semester, students are encouraged to explore "difference" and to expand beyond the horizons of their own assumptions.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Course credits: 1

PERFA 130 - Foundations of Theatre II

Upper Division

Prerequisites

Foundations I [PERFA 030] or consent of instructor.

A continuation of the survey of major developments in theatre begun in Foundations I. This course pays special attention to the rise of modern theatre, contemporary forms of theatre and various performance theories. Weekly analysis of specific social, historical, and cultural components provides opportunities for students to develop and broaden their understanding of how theatre arises out of, and is embedded within, a given time period.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

PERFA 132 - Play in Production

Upper Division

Quarter, half or full credit is available for participation in theatre mainstage productions and workshop projects as a performer. Open to all interested students; audition and consent of instructor are required to enroll.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Course credits: .25, .5 or 1.0

PERFA 133 - Acting II: Characterization and Scene Study

Upper Division

Prerequisites

Acting I [PERFA 033] or consent of instructor.

A continuing exploration of the tools and techniques used to bring a character to life onstage. Emphasis is given to the development of the actor's instrument- body, voice, emotion and imagination-while partner and ensemble exercises build toward the performance of scripted scenes.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice)

Course credits: 1

PERFA 135 - Theatre in Performance: Bay Area Theatre

Upper Division

Prerequisites

ENGL 005 or equivalent.

A critical engagement with current theatre productions and practices. Students attend performances throughout the Bay Area, while studying the contributions made to each production by the playwright, director, designers and actors.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PERFA 136 - Theatre: Special Studies**Upper Division****Prerequisites**

Foundations II [PERFA 130] or consent of instructor.

An intensive study of a selected era, genre or movement particularly rich in theatrical significance. Analysis, research and concentrated writing practice are key components of the course. Recent topics have included Modern Theories of Acting, Contemporary Women Playwrights, and Embodied Depictions of Race.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Repeatable

May be repeated as content varies.

Course credits: 1

PERFA 137-1 - Acting III: Advanced Acting**Upper Division****Prerequisites**

Acting I [PERFA 033] and Acting II [PERFA 133] or consent of instructor.

Students learn advanced performance skills through focused work on topics such as: Shakespearean scene study; heightened and stylized genres (contemporary tragedy, theatre of the absurd); and the challenges of period style.

Repeatable

May be repeated as topics vary.

Course credits: 0.5

PERFA 137-2 - Acting III: Advanced Acting Lab**Upper Division**

Acting III students co-enroll in this required lab.

Course credits: 0.5

PERFA 138 - Portfolio Preparation**Upper Division**

Through peer and faculty feedback, students receive assistance in preparing for their required portfolio review forum at the end of the senior year. Topics addressed include preparing an artist's statement, organizing an e-portfolio, and crafting written reflections. Normally taken in the spring of the senior year, this course is a requirement both for theatre majors and theatre scholarship students, whether majors or minors.

Term Offered

Every spring

Course credits: 0.25

PERFA 140 - Stage Management**Upper Division****Prerequisites**

PERFA 042.

A course in the responsibilities and functions of a stage manager, from the first rehearsal through opening night and beyond. Students develop the skills to run a show in an efficient and positive manner.

Course credits: 0.5

PERFA 142 - Theatre Production Practicum**Upper Division****Prerequisites**

Introduction to Technical Theatre [PERFA 042] (concurrent enrollment acceptable); or demonstrated production experience with permission of instructor.

Full or partial course credit is available for participation in the technical support of Performing Arts productions and events. Students will be introduced to elements of stage carpentry, lighting, wardrobe, marketing, or front of house. All enrolled students will also serve as members of the backstage crew for one or more Performing Arts productions. Required for majors and minors, but open to all interested students.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Course credits: .25, .5 or 1.0

PERFA 143 - Production Management for Dance**Upper Division**

In this course students are taught the basics of dance production from the point of view of a producer and production manager. The main objective is to give choreographers the tools to produce their own concerts. From selecting a venue to writing a press release, students will not only fully produce and manage the fall dance concert but will also be prepared to put forward their own work after graduation. Open to all interested students.

Course credits: 0.25

PERFA 144 - Lighting Design for Dance

Upper Division

In this course students learn the basics of lighting technology and design for dance. The main objective of the course is to give choreographers a vocabulary for communicating with designers, stage managers, and production crews. By the end of the semester, students will be able to light the work of other choreographers as well as their own, and will develop all designs for the fall mainstage dance concert. Open to all interested students.

Course credits: 0.25

PERFA 147 - Costume Design

Upper Division

Prerequisites

PERFA 035 Play Analysis: International Drama or PERFA 036 Play Analysis: Modern Drama, or permission of instructor.

A concentrated study of costume design for the theatre. Students in this course explore costume design as a visual language, comprised of character traits, color, silhouette and sociological cues. Special focus is placed on play analysis, concept development, and visual communication skills.

Course credits: 0.5

PERFA 148 - Stage Lighting Design

Upper Division

Prerequisites

Introduction to Technical Theatre [PERFA 042].

A concentrated study of lighting for the theatre. Students in this course explore lighting design as a visual language, while also learning about the technology of stage lighting. Special focus is placed on the development of a design concept and a light plot through parallel processes.

Course credits: 0.5

PERFA 149 - Scenic Design

Upper Division

Prerequisites

Masterpieces: Western Drama [PERFA 035] or Masterpieces: Modern Drama [PERFA 036] or permission of instructor

A concentrated study of scenic design for the theatre. Students dive deeply into the design process, taking a single play from concept to completed model during the semester. Special focus is placed on the creative process, visual research, model building, and development of the ground plan.

Course credits: 0.5

PERFA 152 - Making Theatre: One Act Plays

Upper Division

This course creates opportunities to act, direct, dramaturg, design and/or serve as stage crew in an evening-length program of short plays. Students receive individual mentoring and production support, while working as part of a creative ensemble to bring a script from the page to public performance. For full-credit students, a weekly roundtable (with assigned readings and a research project) deepens the studio-based investigations of rehearsals. The course culminates in an annual festival of one-act plays, performed for a campus audience. Open to all interested students; an audition or interview is required. Please note, this course counts as an upper-division elective in the Theatre majors or minor only when taken for a full credit.

Core Curriculum Designation(s)

CP - Artistic Understanding (Creative Practice)

Course credits: 1.0 or .25

PERFA 160 - Special Topics in Performing Arts

Upper Division

Prerequisites

Although this upper-division class is open to all interested students without prerequisite, prior completion of PERFA 001 is strongly recommended.

This course covers in depth a specific aspect of the performing arts only touched on in other classes. Rotating topics include such things as: African-American Dance, Great Composers, and Acting on Stage and Screen.

Course credits: 1

PERFA 161 - Theatre and American Cultures (Multicultural Performance)

Upper Division

Prerequisites

Sophomore standing.

By studying the contributions of theatre and performance artists, this course addresses the shared cultural legacies of the United States. The theory of intersectionality is used to examine the ways that gender, sexual orientation, race, class, religious affiliation, and physical ability impact individual and collective identities. While increasing their awareness of major contemporary artists, students also use theoretical models from dance/movement/spoken work composition to explore family histories and individual experiences.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); CP - Artistic Understanding (Creative Practice); AD - American Diversity

Course credits: 1

PERFA 162 - Directing for the Stage

Upper Division

Prerequisites

Perceiving the Performing Arts [PERFA 001], Acting I [PERFA 033] or Foundations I [PERFA 030], or consent of instructor.

This course offers an experiential investigation of the art of directing for the stage. The focus is on the development of such skills as composition and the use of theatrical space; picturization and stage imagery; dramaturgy and historical research; and script

analysis and textual interpretation. Students also gain experience in developing a production concept, casting, collaboration and communication, ensemble development, and the creation of "style." The course asks students to think as directors and to bring diverse aspects of their own identities to the work.

Course credits: 1

Philosophy - Lower Division

PHIL 005 - Practical Logic

Lower Division

A course in the analysis and evaluation of everyday arguments. Recognition of patterns of argumentation, fallacies and ambiguities in English is stressed. This course aims primarily at refining and disciplining the student's natural ability to think critically. May not be counted for major credit.

Course credits: 1

PHIL 010 - Plato and Philosophical Inquiry

Lower Division

Study of Plato's Republic or of selected Platonic Dialogues with a view to such questions as: What is philosophy? What is the act of philosophical inquiry? What makes for a philosophical question, or for a philosophical answer?

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

PHIL 011 - Aristotle and Philosophical Method

Lower Division

Study of selected texts of Aristotle with a view to such questions as: What are the objects and associated methods of philosophical inquiry? Are there distinct kinds or divisions of philosophy? In what sense or senses may philosophy qualify as science?

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

Philosophy - Upper Division

PHIL 110 - Philosophy of Religion

Upper Division

A phenomenological study of man that seeks to discover the essential structure of the human phenomenon of religion through its

various manifestations. Consideration is given to the ultimate meaning of human existence and those common principles rooted in man that give rise to religion. The orientation of the course is philosophical and considers religion as involving both man and God.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

PHIL 111 - Philosophy of Art

Upper Division

An analysis of doing and making, of truth, good, beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, poets, etc.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PHIL 113 - Contemporary Problems in Ethics

Upper Division

A study of the ethical aspects of such contemporary problems as personal freedom, personal rights, civil disobedience and situation ethics.

Course credits: 1

PHIL 114 - Philosophy of Law

Upper Division

A study of the philosophy of law from Sophocles' Antigonethrough the great thinkers of the Middle Ages, giving particular attention to the notion of natural law of Thomas Aquinas.

Course credits: 1

PHIL 115 - Modern Legal Philosophy

Upper Division

The philosophy of law from Thomas Hobbes and John Locke to Marxism and contemporary legal positivism.

Course credits: 1

PHIL 116 - Political Philosophy

Upper Division

An investigation of the philosophical development of the notion of the "state," "man's relationship to the state," and "forms of government."

Course credits: 1

PHIL 117 - Philosophy of Nature

Upper Division

Raises the question of the possibility of a knowledge of nature that is independent of the quantification and mathematical methods of the "physical" sciences.

Course credits: 1

PHIL 118 - Theory of Knowledge

Upper Division

A study of the human approach to the nature of being, through an analysis of the works of Sartre, Descartes, Kant, Hegel, Aristotle and Thomas Aquinas. Particular emphasis on the philosophical method and the practice of reflection.

Course credits: 1

PHIL 120 - The Bible and Philosophy

Upper Division

An investigation of interpretative principles in general and the specific issues that arise from interpreting the Bible in the normative context of the Catholic Church.

Core Curriculum Designation(s)

CF - Christian Foundations

Course credits: 1

PHIL 130 - Ethics

Upper Division

An investigation of the difference between good and evil and between virtue and vice; of the relationship of virtue to choice, to knowledge, to power, to pleasure, to happiness; of the relationship of the human person to God, to nature, to society; of the relationship of responsibility to freedom and necessity. Texts include Plato and Aristotle, the Bible, and Aquinas.

Core Curriculum Designation(s)

TE - Theological Explorations, TCG - The Common Good

Course credits: 1

PHIL 131 - Ethics

Upper Division

An investigation of the difference between good and evil and between virtue and vice; of the relationship of virtue to choice, to knowledge, to power, to pleasure, to happiness; of the relationship of the human person to God, to nature, to society; of the relationship of responsibility to freedom and necessity. Texts include Machiavelli, Hobbes, Locke, Rousseau, Hegel, Kant and Nietzsche (131).

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

PHIL 133 - The Art of Logic

Upper Division

A study of classical logic with reference to primary texts. Logic is approached as the art of attending to and refining the acts of the discursive intellect-definition, predication, and argument (reasoning-in its coming to know). Among the major topics considered: signification, categories, predicables, categorical and complex propositions, syllogistic, induction, formal and informal fallacies.

Course credits: 1

PHIL 135 - Metaphysics

Upper Division

A study, through close reading, discussing and writing, of "metaphysical" texts of Plato and Aristotle (and, through them, of Parmenides and Heraclitus).

Course credits: 1

PHIL 136 - Metaphysics

Upper Division

A study, through close reading, discussing and writing, of "metaphysical" texts of Thomas Aquinas and Hegel (with some attention, as time permits and inclination prompts, to texts of one or more of the following: Descartes, Kant, Wittgenstein, Heidegger).

Course credits: 1

PHIL 160 - A Critical Reading of the Principal Works of a Single Major Author or School of Philosophy

Upper Division

Such philosophers will be chosen as Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel and Heidegger. A "school" of philosophy, e.g., Empiricism, Rationalism, Idealism, is offered from time to time.

Repeatable

May be repeated as content varies.

Course credits: 1

PHIL 161 - Philosophy of History

Upper Division

A study of the various "philosophies" of history from Augustine, through Vico, Hegel Marx and Löwith.

Course credits: 1

PHIL 170 - Contemporary Philosophy

Upper Division

A study of a major philosopher or "school" of the contemporary period.

Repeatable

May be repeated as content varies.

Course credits: 1

PHIL 172 - Existentialism

Upper Division

Readings and discussions of some of the principal existential philosophers of the Continent, such as Kierkegaard, Camus, Sartre and Heidegger.

Course credits: 1

PHIL 174 - Greek Philosophy

Upper Division

A study of the full range of Greek philosophical thought from its pre-Socratic origins to its Neoplatonic conclusion. Platonic, Aristotelian, Cynic, Sceptic, Stoic and Epicurean Schools are examined through their texts, in historical context and evolution.

Course credits: 1

PHIL 176 - Medieval Philosophers

Upper Division

A consideration of the metaphysical and world view of major philosophers of the medieval period such as Saint Augustine and Thomas Aquinas.

Repeatable

May be repeated as content varies.

Course credits: 1

PHIL 178 - Renaissance Philosophers

Upper Division

A survey of major thinkers and artists from early 14th century to 16th century. The concern will be with questions of God, man and the world, and the contrast of the world of the Middle Ages and the beginning of the modern world.

Course credits: 1

PHIL 182 - Philosophy Goes to the Movies

Upper Division

As the major art form of the 20th Century, film has often relied on aesthetics and philosophy to ask poignant questions about the Human predicament. Cinema by its very nature is a collection of visual and sonic fragments that come together to create aesthetic unity. The purpose of this course is to examine the multifaceted realm of the reciprocal engagement between philosophy and cinema.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Course credits: 1

PHIL 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: Credit may vary

PHIL 196 - Senior Thesis

Upper Division

Candidates for the degree arrange, in the fall or spring of the senior year, a program of reading and research on a topic in modern/contemporary philosophy under a department director, and compose a lengthy senior thesis, which is presented publicly at a departmental meeting. Directions for proposing the thesis and a catalog of library resources are available from the chair.

Course credits: 1

PHIL 197 - Special Study

Upper Division

Prerequisites

Permission of the department chair and instructor required.

An independent study or research course for students whose needs are not met by the regular course offerings of the department.

Course credits: Credit may vary

PHIL 198 - Senior Thesis - Honors

Upper Division

Candidates for the degree arrange, in the fall or spring of the senior year, a program of reading and research on a topic in modern/contemporary philosophy under a department director, and compose a lengthy senior thesis, which is presented publicly at a departmental meeting. Directions for proposing the thesis and a catalog of library resources are available from the chair.

Course credits: 1

PHIL 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of the department chair and instructor required.

An independent study or research course for upper-division majors with a B average in philosophy.

Course credits: Credit may vary

Physics - Lower Division

PHYSI 001 - Introduction to Physics I

Lower Division

Concurrently

Concurrent enrollment in PHYSI 002 (lab) is required.

Prerequisites

MATH 027 or MATH 013 (may be taken concurrently).

This course is the first in a two-part sequence and is designed for students majoring in physics, chemistry and mathematics, and for students preparing for an engineering program. The sequence introduces students to topics in Newtonian mechanics, vibrations and oscillations, waves and sound, thermodynamics, electricity, magnetism, simple circuits and optics (geometrical and wave).

Lecture and/or Lab Hours

Four lectures weekly.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

PHYSI 002 - Introduction to Physics I Laboratory

Lower Division**Concurrently**

Concurrent enrollment in PHYSI 001 is required.

Students gain hands-on experience with the topics discussed in PHYSI 001. Additionally, students are introduced to methods of experimentation in physics including good measurement techniques, simple data analysis and scientific writing.

Fee

Laboratory fee required.

Course credits: 0.25

PHYSI 003 - Introduction to Physics II**Lower Division****Concurrently**

Concurrent enrollment in PHYSI 004 (lab) is required.

Prerequisites

PHYSI 001 and MATH 038 (may be taken concurrently).

Continuation of PHYSI 001.

Lecture and/or Lab Hours

Four lectures weekly.

Course credits: 1

PHYSI 004 - Introduction to Physics II Laboratory**Lower Division****Concurrently**

Concurrent enrollment in PHYSI 003 is required.

Students explore the concepts of PHYSI 003 in a laboratory setting.

Fee

Laboratory fee required.

Course credits: 0.25

PHYSI 010 - General Physics I**Lower Division****Prerequisites**

MATH 027.

This course is the first in a two-part sequence. The sequence introduces the student to the conceptual framework of physics, and

the phenomenology of mechanics, fluids, waves, thermal physics, electricity, magnetism, optics and modern physics. In comparison with the Introduction to Physics sequence this course chooses breadth over depth, and is expected to be more suited to the needs of life science students.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Fee

Laboratory fee required.

Course credits: 1

PHYSI 011 - General Physics II**Lower Division****Prerequisites**

PHYSI 010.

Continuation of PHYSI 010.

Lecture and/or Lab Hours

Three lecture hours and one lab per week.

Fee

Laboratory fee required.

Course credits: 1

PHYSI 040 - Revolutions in Science**Lower Division****Concurrently**

Concurrent enrollment in PHYSI 041 is required.

This course is intended to introduce the methods and ideas of science. Students gain an appreciation for the scientific "way of knowing" by learning how phenomena in nature are observed and catalogued, and how general principles are deduced from observations.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

PHYSI 041 - Revolutions in Science Laboratory**Lower Division**

Concurrently

Must be taken concurrently with PHYSI 040.

Laboratory to accompany PHYSI 040.

Lecture and/or Lab Hours

Meets every other week.

Fee

Laboratory fee required.

Course credits: 0

PHYSI 060 - Modern Physics**Lower Division****Prerequisites**

PHYSI 003.

The discoveries and methods of physics developed in the 20th century will be studied. Relativity, quantum mechanics, and statistical physics are the main topics. Applications including molecular, condensed matter, nuclear and particle physics are stressed.

Course credits: 1

PHYSI 090 - Introduction to Astronomy**Lower Division****Concurrently**

Concurrent enrollment in PHYSI 091 is required.

Prerequisites

One year each of high school algebra I, II and geometry.

This introductory course presents a comprehensive and balanced view of what is known about the heavens. Aimed at the non-specialist, the course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars and galaxies to topics of current research, such as the origin and age of the universe, the existence of dark matter, and the search for extraterrestrial intelligence.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Course credits: 1

PHYSI 091 - Astronomy Laboratory**Lower Division****Concurrently**

Concurrent enrollment in PHYSI 090 is required.

Laboratory to accompany PHYSI 090. Exercises include experiments in a laboratory setting, nighttime observations using the campus observatory and telescopes, and trips to local observatories and planetariums.

Fee

Laboratory fee required.

Course credits: 0.25

Physics - Upper Division

PHYSI 102 - Computational Physics

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

This course will be an introduction to the use of computational techniques to understand physical systems that are unapproachable via analytical methods. The class will also be an introduction to effective programming in Matlab. Topics will include applications of numerical integration, numerical solutions to transcendental equations, ordinary differential equations and partial differential equations, and the use of Fourier analysis.

Course credits: 1

PHYSI 105 - Analytical Mechanics

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

This course covers the principles of particle dynamics. Topics include rigid body dynamics, Lagrange's equations, Hamilton's principle, wave propagation, and normal modes of vibration in oscillating systems.

Course credits: 1

PHYSI 110 - Electricity and Magnetism

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

Electrical and magnetic concepts are studied using static and dynamical field concepts. Maxwell's equations are emphasized. Topics include electrostatics, electrodynamics, magnetism and electromagnetic waves.

Course credits: 1

PHYSI 115 - Thermal and Statistical Physics

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

This course covers the laws of thermodynamics and statistical physics. Topics include temperature, work, heat transfer, entropy, phase transitions, Maxwell's relations, the kinetic theory of gases, partition functions and particle statistics.

Course credits: 1

PHYSI 125 - Quantum Mechanics

Upper Division

Prerequisites

MATH 134 and PHYSI 060.

Introduction to the theoretical foundations of quantum theory. Using the Schrödinger and Heisenberg formulations of the harmonic oscillator, the hydrogen atom, the theory of quantized angular momentum and scattering are studied. The concepts of Hilbert space, operators, commutation relations and the Heisenberg uncertainty principle are included.

Course credits: 1

PHYSI 140 - Special Topics in Advanced Physics

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

Focus on variable topics such as particle physics, solid state physics, and optics.

Repeatable

May be repeated as content varies.

Course credits: 1

PHYSI 170 - Astrophysics

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

A study of the internal constitution of stars and stellar systems from the point of view of atomic and nuclear physics. The basic equations of Saha and Boltzman are used to solve the appearance of observed stellar spectra and the differential equations of continuity and state to interpret the physical properties of stellar structures.

Course credits: 1

PHYSI 173 - Cosmology

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

Using a historical approach, this course studies how humankind has come to understand the origin and structure of the universe. The course begins with studies of ancient cosmologies, such as those from Egypt, Ancient Greece, Pre-Columbian America and the Orient. This sets the stage for the revolution in understanding brought about by Copernicus, Kepler, Galileo and Newton. This fascinating journey is carried through to the present by studying modern astrophysics including topics such as relativity, black holes, stellar evolution and the Big Bang.

Course credits: 1

PHYSI 180 - Experiments in Modern Physics

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

Students discuss and perform the experiments that demonstrate and investigate the principles of 20th-century physics. Experimental topics include the photoelectric effect, the Franck-Hertz experiment, x-ray diffraction, solid state materials, nuclear spectroscopy and holography.

Lecture and/or Lab Hours

This course meets for two laboratory sessions and one lecture session each week.

Fee

Laboratory fee required.

Course credits: 1

PHYSI 181 - Electronics and Instrumentation

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

Students study the properties of various circuit components and use them in scientific applications. Topics include linear DC and AC circuits, diodes, transistors, operational amplifiers and photoelectronic devices.

Lecture and/or Lab Hours

Meets for two laboratory sessions and one lecture session each week.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Fee

Laboratory fee required.

Course credits: 1

PHYSI 185 - Observational Astronomy and Astrophysic

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses.

A laboratory course based on the attempt to model, simulate and interpret observational data derived from astronomical observations. Included are interpretations of stellar photographs and spectra, measurements of various stellar parameters and quantities that give rise to our understanding of stars as physical systems.

Fee

Laboratory fee required.

Course credits: 1

PHYSI 196 - Senior Essay

Upper Division

Prerequisites

PHYSI 003 and MATH 039 are prerequisites for all upper-division physics courses. Permission of the department chair is required.

Independent study of a topic beyond the common course content. Open only to majors in the spring term of their junior year or fall term of their senior year. The essay is evaluated by a committee consisting of the faculty supervisor and two other faculty chosen in consultation with the student.

Course credits: 0.25

PHYSI 197 - Special Study

Upper Division

Prerequisites

Permission of the department chair is required.

Independent study or research of topics not covered in listed courses.

Course credits: Credit may vary

PHYSI 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of the department chair is required.

Independent study or research for majors with at least a B average in physics.

Course credits: Credit may vary

Politics - Lower Division

POL 001 - Introduction to Comparative Politics

Lower Division

A comparative survey of politics in countries and regions other than the United States. Focus is on political culture and socialization, socio-economic structure and class interests, government institutions and electoral processes, political parties, and major shifts in public policy. Themes of globalization, social justice and democratization are emphasized. Case studies vary, but may include Great Britain, Japan, Russia, Mexico and Nigeria.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding, TCG - The Common Good

Course credits: 1

POL 002 - Introduction to American Politics

Lower Division

Survey of the principal institutions and processes of the American political system. Topics include constitutional origins and development, political parties, interest groups, elections, Congress, presidency, bureaucracy and the federal courts. Students explore critical questions about how America is governed.

Course credits: 1

POL 003 - Introduction to Political Thought

Lower Division

A survey of the great political ideas and ideologies that have shaped the history of politics. Topics include core political concepts such as liberty, justice and equality, as well as organized belief systems such as liberalism, conservatism and socialism. Students learn to analyze and evaluate political values and to apply them to practical political problems.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

POL 004 - Introduction to International Politics

Lower Division

In this introductory course, we will explore the different theoretical frameworks for the study of international politics. We examine how, why, and where the national interests of some actors collide and those of other actors coalesce.

Core Curriculum Designation(s)

GP - Global Perspectives

Course credits: 1

Politics - Upper Division

POL 100 - Writing, Research and Analysis for the Politics Major

Upper Division

Being able to do effective college research, analysis, and writing does not depend solely on skills we are born with-it also involves learned skills that are acquired through practice. This course will help students master these skills and related concepts in a "building blocks" system that moves from practicing basic skills and concepts to practicing complex skills and concepts. The class is taught in a small-group setting with lots of individual support, and it aims to foster the students' transition from lower division to upper division research, writing and analysis. The course provides insights into all four areas of the politics major by examining such subjects as: the nature of political and legal justice, the legitimate basis of democratic government, gay marriage, conspiracy, terrorism, human rights, immigration, government corruption, and the effect of drugs, guns, and money on national and international politics.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

POL 101 - State and Urban Politics

Upper Division

Survey of current issues and problems in state and city government. Analysis of the evolutionary nature of such issues and problems through a comparison of the historical and contemporary experiences of cities and states. Topics include the distribution of power in the community; the organization of city government; state executive and legislative processes; and community responses to law enforcement, social welfare, education and taxation.

Core Curriculum Designation(s)

AD - American Diversity

Cross-Listing

ES 119

Course credits: 1

POL 102 - Political Parties and Pressure Groups

Upper Division

An investigation into the theory and practice of political groups. Analysis of the nature of political behavior within and among groups through reading and discussion of classic texts on groups. Topics include the influence of the political environment on group activity; the roles of leaders and followers; the identification and pursuit of group goals; the organization and function of American political parties; and the phenomenon of party loyalty.

Course credits: 1

POL 103 - Elections and Voting Behavior

Upper Division

A study of the electoral process in America with emphases on the organization and conduct of elections, and the behavior of the electorate. Topics include campaign organization, primaries and nominations, the role of the media, the impact of issues and personalities, and electoral realignment. Depending on the year, the course will focus on presidential elections or the midterm congressional elections. POL 102 is not a prerequisite for this course.

Course credits: 1

POL 104 - United States Public and Constitutional Law

Upper Division

A study of landmark opinions of the United States Supreme Court in the context of the constitutional and political structures of American democracy. Significant topics of traditional and contemporary concern covered include the tension between authority of the federal government and states' rights, politics of the Supreme Court, issues arising out of the balance or imbalance of powers among branches of government, the right of judicial review, government regulation, and protections and limitations on civil rights. Legal analysis and legal reasoning are taught, as well as case analysis and application.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

POL 105 - Presidency and Congress

Upper Division

An investigation of the institutional and behavioral characteristics of the presidency and the Congress. The course focuses upon the development of the office of the presidency, the nature and scope of presidential power, and the interaction of the presidency with the cabinet, bureaucracy, media, political parties and public opinion. It also considers the operation of the modern Congress through an examination of the committee system, congressional procedures and customs, and the relationship between the representative and the constituency.

Course credits: 1

POL 106 - Politics of Labor

Upper Division

A study of the American labor movement from its early economic militancy through its later political passivity to its renewed vigor amidst unprecedented attack in the present time. Topics include de-industrialization and the transformation of work, the changing gender, ethnic and racial composition of the work force, the plight of immigrants and undocumented workers, and how the employer offensive and labor laws affect unionization. A special feature of this course is a series of speakers from the Labor Movement who address the issues they face.

Cross-Listing

ES 108

Course credits: 1

POL 107 - American Legal Institutions

Upper Division

This course addresses what the United States Constitution, courts, judges, attorneys, and scholars tell us about such profoundly complex legal, political, and moral issues as whether California can ban same-sex marriage, whether Arizona can regulate immigration, what the proper and improper role of the court system is in forming public policy, and how political power is distributed in America. We explore the meaning, and the price, of full citizenship in our democratic and pluralist American republic. This course examines the story of how our government and "We the People" have struggled, and still struggle, to fulfill the common good and realize the American dream of liberty and justice for all.

Core Curriculum Designation(s)

AD - American Diversity

Course credits: 1

POL 108 - CIA and the Intelligence Community

Upper Division

An investigation into the role of the intelligence community in the formulation and conduct of American foreign policy. The course focuses on the Central Intelligence Agency but also considers other members of the intelligence community such as the National Security Agency and the Defense Intelligence Agency. Topics include covert operations, intelligence collection and analysis, counterintelligence, and oversight and control of intelligence activities.

Term Offered

Offered in alternate years.

Course credits: 1

POL 109 - Topics in American Politics

Upper Division

A detailed analysis of selected problems in American politics involving the investigation of such contemporary issues as campaign reform, morality in politics, executive- legislative relationships, the military in American politics, and legal-political issues of the intelligence apparatus.

Repeatable

May be repeated as content varies.

Course credits: 1

POL 110 - Politics of Race

Upper Division

An examination of the racial and ethnic dimensions of American politics. Topics include the growing diversity of the American population; government policies on civil rights, affirmative action and immigration; political participation by, and political conflicts among, racial and ethnic groups; and the impact of ethnic and racial subcultures on contemporary politics. Includes Community-Based Research (the equivalent of a lab) (.25 credit).

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good; CE - Community Engagement

Term Offered

Offered in alternate years.

Cross-Listing

ES 110

Course credits: 1.25

POL 111 - Modern Political Thought**Upper Division**

Works by modern masters of political theory from the Protestant reformation up to the contemporary era are discussed. Topics include the theoretical foundations of modern political movements and regimes. Students learn to evaluate and criticize political ideas and gain insight into contemporary political problems.

Term Offered

Offered in alternate years.

Course credits: 1

POL 112 - American Political Thought**Upper Division**

This course seeks to illuminate the philosophical antecedents to the foundations of the American government as well as the thought of the Founders themselves, and concludes with a review of some of the diverse views regarding the American political order.

Term Offered

Offered in alternate years.

Course credits: 1

POL 113 - Just and Unjust Wars**Upper Division**

An examination of various religious and secular theoretical approaches to the ethics of war and peace. We study just war theory comparatively including from the Catholic natural law, Jewish, Muslim, Realist, Feminist, and Pacifist traditions. We apply these theories to real instances of current and past uses of military force, while also considering new challenges to the morality of modern warfare including the use of drones, cyberwarfare, and the ethics of the war on terrorism. Offered in alternate years. Not open to first-years.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

POL 114 - Topics in Political Thought

Upper Division

A detailed investigation of selected problems in political thought. Topics such as freedom, equality, fairness, justice, democracy, authority, and nonviolence are explored.

Core Curriculum Designation(s)

TCG - The Common Good

Term Offered

Offered in alternate years.

Repeatable

May be repeated as content varies.

Course credits: 1

POL 115 - Theories of Justice**Upper Division**

The course examines different theories of justice based on concepts such as "fairness," "equal treatment," and "getting one's due." These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good; SHCU - Social, Historical, and Cultural Understanding

Cross-Listing

ES 118

Course credits: 1

POL 116 - Political Polling and Survey Research**Upper Division**

This course explores the theoretical basis of modern empirical methods of investigating political behavior. The course stresses the development of empirical theories of politics through the formation and testing of hypotheses. Emphasis is on the use of survey instruments, polling techniques and data analysis. Throughout the semester, students work in groups to complete a research project for a local nonprofit organization.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

POL 117 - Theory of Law**Upper Division****Prerequisites**

POL 002 and any two of the following: POL 001, POL 003, or POL 004.

This course examines development of American legal theory from the pre-revolutionary period to the post-modern period. These theories are studied and discussed in the context of key historical developments and United States Supreme Court cases that illustrate historical and practical consequences of various formulations of legal theory. The course focuses on the intersection of law and politics in issues around social justice in America and also teaches the student to develop and apply critical legal analysis in order to understand the role of law and legal theory in American democracy.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding, TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

POL 118 - Postcolonial Theory

Upper Division

Prerequisites

First-year students may not register for this course.

Postcolonialism may be defined as the perspective provided by theories that analyze the conditions of postcoloniality and seek to combat the continuing, often covert, operation of an imperialist system of economic, political and cultural domination. In this course we will discuss, through the lens of postcolonial theories, texts that have been produced by people from countries with a history of colonialism, particularly those concerned with the workings and legacy of colonialism and resistance to it, in either the past or the present.

Term Offered

Spring

Course credits: 1

POL 120 - International Relations

Upper Division

Although the phenomenon of conflict and war has been the primary focus of international relations, the global political system remains lacking in organization and stability. Interstate violence and involvement of non-state actors and sub-state actors in armed conflict seems to be on the rise. On the other hand, attempts at political, economic, social, and environmental co-operation among states also continue, albeit at a slower pace. The course addresses this complex and mixed nature of modern international relations. The course examines schools of thought that have impacted analysis of international relations, including realism, liberalism, constructivism and feminism. The course explores theoretical frameworks of international relations in an attempt to understand how, why, and where the national interests of some actors collide and others coalesce.

Course credits: 1

POL 121 - Governing the Global Economy

Upper Division

This course addresses the growing integration of national economies and financial systems worldwide and its consequence for

national political institutions, policymaking, sovereignty and democracy. The course will focus on the evolution of international trade theory and policies since 1945, trends in foreign direct investment and the "securitization" revolution in international finance, and the evolution of transnational institutions (WTO, World Bank, IMF, etc.) and free trade mega-blocs (NAFTA-CAFTA, EU, etc.). Special focus is given to current and recent international financial crises and the impact of globalization on U.S. domestic economic policy, economic growth, income distribution, and the evolution of the corporate form of business. The course concludes with a review of the different responses and challenges to global economic integration today by environmentalist, worker-union, and other grass-roots civil society-based organizations.

Course credits: 1

POL 122 - Topics in International Politics

Upper Division

A detailed analysis of selected problems in international politics, involving case studies of major geographical regions such as Western Europe, Southeast Asia and the Middle East, together with a critical examination of the influence of contemporary ideologies on the behavior of nation states.

Term Offered

Offered in alternate years.

Repeatable

May be repeated as content varies.

Course credits: 1

POL 123 - American Foreign Policy

Upper Division

An investigation of United States foreign policy since WWII. Consideration of current political, economic, social and ecological problems that challenge the direction of foreign policy in the post-cold war world, with special attention paid to examining political and military policy priorities post 9-11-2001. Topics include military intervention, eco and cyber threats, empire and decline, and the changing role of the US in the world.

Course credits: 1

POL 124 - Defense Policy

Upper Division

The course examines U.S. national security policy objectives, the military strategies and institutions that have been designed to achieve these objectives and the defense capabilities that can be used to accomplish political and economic goals. The focus of readings and class discussion is on the following topics: the international environment as the setting for the making of American defense policy; the evolution of U.S. strategy; World War II, the Korean War and Vietnam as case studies; arms control; the institutional structure and processes of defense policy; military professionalism; reform and appraisal.

Course credits: 1

POL 125 - Human Rights

Upper Division

Three main areas of human rights are examined: 1) human rights theory and the philosophical foundation of human rights, 2) the international institutions, international law, and regional mechanisms for protecting rights, 3) an overview of major empirical theories of rights, identifying economic, political, and social factors and actors that shape present-day human rights conditions.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding, TCG - The Common Good

Course credits: 1

POL 126 - Food Politics

Upper Division

Food is not just food, and this course is not just about food. We all connect with food: it is a great catalyst, a starting point for exploring many kinds of issues—from changing agricultural practices to shifting patterns of consumption. We not only grow, make and buy food; it also shapes us—physically, personally, and culturally. We will examine why something as innocuous as choosing certain foods can be a political act with global consequences. We will cover the major influences on the food system in terms of globalization, McDonaldization and agribusiness by focusing on world hunger, the environment, the development of genetically modified foods and the power of supermarkets in the food commodity chain.

Core Curriculum Designation(s)

CE - Community Engagement; TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

POL 127 - Field Work for POL 126: Food Politics

Upper Division

This course is a Community-based research course. The students engage with food justice grassroots organizations such as the Urban Farmers outside of class (this is equivalent of a lab in a science class). Students must enroll in both POL 126 and 127, and receive 1.25 course credit.

Course credits: 0.25

POL 128 - Dynamics of Terrorism

Upper Division

This course intends to investigate the different meanings and definitions of terrorism. A good portion of the course will be devoted to understanding ideological, social, cultural, economic, and religious causes of terrorism. In addition, several case studies will be analyzed, inasmuch as they pertain to acts of terrorism committed by non-state actors and groups, as well as those that are state-sponsored.

Course credits: 1

POL 129 - Politics of Developing Countries

Upper Division

This course is expected to provide a better understanding of the complex array of developing countries of the world. More specifically, this course will look at the political history, successes and setbacks of several countries and regions which can be classified as developing, so as to be better equipped to understand the cultures of the peoples and the prospects of development for some of the political systems.

Course credits: 1

POL 130 - Introduction to Public Administration

Upper Division

An examination and analysis of public organizations, agencies, and departments that implement the laws and policies of political bodies at the federal as well as state and local level. Case studies dealing with the role of organizations ranging from the Washington DC bureaucracy to those that manage the activities of local cities and towns will be studied and discussed.

Course credits: 1

POL 131 - Politics of Imprisonment

Upper Division

An examination of the factors behind the prison boom of the last decades and its timid retraction. This course integrates academic studies on incarceration with tours of incarcerating institutions (San Quentin State Prison, a county jail, and a juvenile justice center) and direct interaction with present and formerly incarcerated individuals, criminal justice professionals, and activists working for prisoner rights. Major themes include the relation of incarceration to race, poverty, gender, and the links between government policy, for-profit businesses, and human rights organizations.

Term Offered

Offered in alternate years.

Fee

Course fee \$40.

Additional Notes

Course is not open to first-years.

Course credits: 1

POL 135 - Environmental Politics

Upper Division

A political analysis of environmental problems such as pollution, energy shortages, population growth, climate change and the destruction of wilderness areas. Public policies to address these problems both here and in other countries are examined. Ethical aspects of environmental issues are explored.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

POL 136 - Environmental Law and Regulation

Upper Division

Examination of alternative legal mechanisms for protecting the environment. Topics include environmental torts and remedies; environmental criminal law; private property rights and the "public trust" doctrine; administrative regulations and standards; economic incentive statuses; federal vs. state environmental jurisdiction; and international environmental agreements.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

POL 140 - Gender Politics A/B

Upper Division

A study of the social, economic, political and legal status of women in contemporary America and in other countries. The course examines the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, contemporary battles on workplace equality, parental leave, equal pay, reproductive justice, etc. Includes Community-Based Research (the equivalent of a lab). (.25 credit).

Core Curriculum Designation(s)

CE - Community Engagement; TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1.25

POL 141 - Contemporary Revolutions

Upper Division

A comparative study of successful and failed revolutions of the 20th Century, examining revolutionary theory and the debates between revolutionaries. 21st Century revolutionary processes (the Arab Spring uprisings, revolts, protests and occupations of public spaces throughout Southern Europe, the US, Brazil, Turkey and beyond) are also considered. Using primary texts, students read the theorists and practitioners of each revolution studied, exploring the causes of social conflict and the way rebellions, riots and insurrections can turn into revolutions.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

POL 143 - Middle East Politics

Upper Division

An introductory comparative politics course in the Middle East, the course analyzes such specific problems as the role of the military, the process of modernization, the impact of state proliferation, and the consequences of socioeconomic disparities resulting from the influx of oil wealth. In addition to providing a brief survey of major historical developments since World War I

and their impact on current issues, the course examines intra-Arab and Israeli-Arab conflicts.

Core Curriculum Designation(s)

GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

POL 144 - Asian Politics

Upper Division

A survey of political systems in northeast Asia (including China, Japan, Korean peninsula) and southeast Asia (including Vietnam, Indonesia, Philippines). Emphasis on modern history, economic development, democratization, political culture and international relations.

Term Offered

Offered in alternate years.

Course credits: 1

POL 145 - Latin American Politics

Upper Division

An examination of the historical evolution and present state of political systems in Mexico, Central America and Southern Cone countries. Alternative theoretical explanations of democratization, democratic consolidation, and the links between public policy and socio-economic development are emphasized. Major themes of the course include measuring and explaining the quality of democratic governance, institutional variations, social justice, human rights, ideologies and US policy toward the region.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding, TCG - The Common Good

Term Offered

Offered in alternate years.

Course credits: 1

POL 146 - West European Politics

Upper Division

Examination of politics, institutions, ideologies, patterns of stability and change in selected countries such as Great Britain, France and Germany. Theory of comparative studies.

Term Offered

Offered in alternate years.

Course credits: 1

POL 147 - Russian Politics from Lenin to Putin

Upper Division

A survey of the historical, political, social and economic development, disintegration and demise of the Soviet Union, from the revolution to the present, taking an interdisciplinary and theoretical approach. Examining the problems confronting post-Soviet development, the course asks the question, "What was the USSR, what became of it, and what is Russia today?"

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

POL 148 - East European Politics

Upper Division

East Europeans have lived through all the great 'isms' of the last century, ending up with post-soviet, global neo-liberal capitalism today. The course focuses on the creation and evolution of the Soviet bloc, the attempts at reform in Eastern Europe, looking at case histories of Hungary, Poland, the former Czechoslovakia and Yugoslavia, the absorption of East Germany by West Germany, and the process of integration into the world economy. Topical issues raised by ongoing changes are explored in some detail.

Course credits: 1

POL 149 - Topics in Comparative Politics

Upper Division

Examination of political systems not covered in other courses, investigating selected areas such as African, Canadian, or Pacific Rim countries.

Repeatable

May be repeated as content varies.

Course credits: 1

POL 190 - Social Justice Speakers Series

Upper Division

This quarter-credit course focuses on different aspects of social justice in conjunction with the "social justice speakers" who are invited to speak on our campus. The course helps the students explore the topics presented by the speakers through pertinent readings and follow-up written responses and reflections.

Course credits: 0.25

POL 191 - Remembrance and Resistance

Upper Division

This quarter-credit course is offered in conjunction with a trip to Fort Benning, Georgia, to participate in the vigil that remembers victims of human rights atrocities in Latin America and to protest against training that may induce Latin American military officers to commit such atrocities. Requires six weekly discussion sessions and participation in the vigil and protest during the third weekend of November.

Course credits: 0.25

POL 192 - Democracy Lab

Upper Division

Prerequisites

POL 002

In consultation with their faculty supervisor, students either 1) Organize on-campus voter registration, education, and turnout activities or 2) Carry out a similar public interest organizing and advocacy project.

Repeatable

Yes

Fee

0

Course credits: 0.25

POL 195 - Internship in Government

Upper Division

Offers the student the opportunity to earn credit while learning about the day-to-day functioning of government by working part-time in the office of a government agency or elected official. Internships in local, state and federal offices may be arranged to fit the interests of the student. Student must be in good academic standing.

Course credits: 1

POL 196 - Capstone Course

Upper Division

Prerequisites

The student must have completed at least three of the Introduction to Politics courses (POL 001, POL 002, POL 003, and POL 004), at least 3 upper- division politics electives, and have senior status.

This course in the Politics Department provides students the opportunity to demonstrate their mastery of political research and analysis. The final outcome is a senior thesis (15-20 pages) that contributes to new political knowledge and understanding. Topic areas vary by instructor according to the major subfields of the discipline: American Politics, Political Theory, International Politics, and Comparative Politics.

Course credits: 0.25

POL 197 - Special Study

Upper Division

Prerequisites

Permission of instructor and department chairperson required.

An independent study or research course for students whose needs are not met by the regular course offerings of the department.

Repeatable

May be repeated.

Course credits: 1.0 or .25

POL 199 - Honors-Special Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or research course for upper-division majors with a B average in government.

Course credits: 1

Psychology - Lower Division

PSYCH 001 - Introduction to Psychology

Lower Division

An introduction to the science of how people think, feel, and behave. We will explore such topics as cognition, personality, culture, social interaction, development, emotion, and psychopathology. Students will learn about classic and contemporary research, a range of methods, and discover how psychology informs our understanding of what it means to be human.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

PSYCH 003 - Psychological Methods and Analysis I

Lower Division

Prerequisites

Competence in basic algebra.

This course is the first part of a two-semester sequence of courses that presents a survey of the complementary methodologies frequently used within the field of psychology. An emphasis will be placed upon the collection and analysis of data, with a focus on non- experimental methods and descriptive statistics. Students who enroll in this course must register for Psychology 103 in the following semester.

Course credits: 1

PSYCH 011 - Early Childhood Social-Emotional and Literacy Development

Lower Division

The course provides an overview of fundamental theories in early childhood socioemotional development as well as instruction on best practices in early childhood literacy education. The course is intended for Saint Mary's undergraduate students who are Jumpstart Corps members.

Course credits: 1

PSYCH 012 - Special Topics in Psychology

Lower Division

Selected areas of psychology not covered by the regular department course offerings. Topics are announced prior to preregistration. Course may be repeated for credit as content varies. Potential topics include: psychology of racism; psychology in the courtroom; psychology of religion; sports psychology; environmental psychology.

Course credits: 1

PSYCH 013 - Meditation

Lower Division

Students learn to use the Jose Silva theory of meditation to enhance performance and well being. Exercises are offered in stress reduction for the improvement of sports performance, for the enhancement of prayer life, and other areas of student interest. Course offered on a pass/ fail basis only. Does not count toward the major.

Course credits: 0.25

PSYCH 014 - Advanced Meditation

Lower Division

Prerequisites

PSYCH 013.

Building upon the skills and knowledge gained in Meditation 13, students continue with more advanced aspects of the theory and practice of meditation. Course offered on a pass/fail basis only. Does not count toward the major.

Course credits: 0.25

Psychology - Upper Division

PSYCH 100 - Seminar in Psychology

Upper Division

Prerequisites

Senior psychology major or consent of instructor.

An investigation of the history and philosophical foundations of modern psychology. Emphasis is on basic issues of psychology, emerging in the long philosophical tradition of Western civilization, which ground psychology as an empirical human science.

Course credits: 1

PSYCH 103 - Psychological Methods and Analysis II

Upper Division

Prerequisites

PSYCH 003.

This course is the second part of a two-semester sequence of courses that presents a survey of the complementary methodologies frequently used within the field of psychology. An emphasis will be placed upon the collection and analysis of data, with a focus on experimental methods and inferential statistics.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

PSYCH 104 - Special Topics in Assessment and Testing

Upper Division

Prerequisites

PSYCH 003.

This course will offer an examination of testing topics such as norms, reliability, validity and item analysis within the context of an applied area of psychology such as forensic, counseling or cross-cultural. Special attention will be given to the use of tests and the role of testing in society.

Repeatable

May be repeated as content varies.

Course credits: 1

PSYCH 105 - Advanced Psychological Statistics

Upper Division

Prerequisites

PSYCH 003, PSYCH 103.

Advanced research methods for evaluating psychological data utilizing SPSS. Topics generally include: theoretical sampling distribution, probability, decision theory, multiple analysis of variance, multiple regression analysis and factor analysis.

Core Curriculum Designation(s)

MU - Mathematical Understanding

Course credits: 1

PSYCH 106 - Experimental Research

Upper Division

Prerequisites

PSYCH 001, PSYCH 003, and PSYCH 103.

An examination of the logic of experimentation and the strength of the experiment as a research method used to address psychological questions. Topics include experimental designs, data collection and analysis, data interpretation, oral and poster presentations, and writing APA-style papers. Students will be involved in the step-by-step dissemination and critical analysis of published experimental research.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Fee

Laboratory fee \$50.

Course credits: 1

PSYCH 110 - Psychobiology

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

The scientific study of the biology of behavior. Examines the neuroanatomical, neurochemical, and neurophysiological bases of behavior, including sensation, cognition, motivation, emotion, brain injury, and psychopathology. The course includes a laboratory component to reinforce and expand upon lecture material through the use of readings, computer models, and electrophysiology

Fee

Laboratory fee \$125.

Course credits: 1

PSYCH 111 - Forensic Psychology

Upper Division

Prerequisites

PSYCH 001 and junior standing.

This survey course is designed to introduce students to the complex interactions between Psychology, Assessment, Law and Violence. Students will be introduced to the process of applying psychological knowledge, concepts, and principles within the civil and criminal court systems. Also explored are the ethical concerns and multicultural issues facing the field.

Course credits: 1

PSYCH 115 - Health Psychology

Upper Division

Prerequisites

PSYCH 001 or BIOL 015 or BIOL 025.

A study of the relationships among mental processes, behavior and physical health with an emphasis on the role of psychology in prevention and treatment of illness as well as promoting optimum health.

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

PSYCH 126 - Sensation and Perception

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

Examines the cognitive and physiological processes responsible for the acquisition and mental representation of sensory information.

Course credits: 1

PSYCH 127 - Cognitive Science

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

An interdisciplinary approach to the study of the mind. What the mind is and its functions will be examined through diverse perspectives, including philosophy, cognitive psychology, neuroscience, linguistics, artificial intelligence, and robotics. Emphasis will be on cognition, with topics covering mental representation, vision, attention, memory, language, decision making, embodied cognition, and consciousness.

Course credits: 1

PSYCH 128 - Neuropsychology

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

A comprehensive survey of the relation between behavior and brain activity across the human lifespan, examining theory and research on such topics as neurodevelopmental disorders; clinical neuropsychological assessment; and neuropsychology, rehabilitation and functional neuroanatomy and physiology.

Course credits: 1

PSYCH 129 - Cognitive Neurolinguistics

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

This course examines how human linguistic properties are acquired, developed, organized, and processed in our mind; and aims to pursue an inquiry about neural mechanisms that enable us to produce and comprehend language as a human communication tool.

Course credits: 1

PSYCH 131 - Transpersonal Psychology

Upper Division

Prerequisites

PSYCH 001.

Transpersonal Psychology explores the boundaries between spirituality and modern psychology, transcending the self to include a broader sense of spirit and cosmos. We will be exploring the mystical experience as a psychological event. Readings will include psychologists such as Jung and Maslow, as well as works from mystical traditions (such as Judaism, Islam, Christianity, and Buddhist Psychology and Shamanism).

Course credits: 1

PSYCH 140 - Human Development

Upper Division

Prerequisites

PSYCH 001.

An examination of the major theories of and influences on human development from conception through death, including the biological, cognitive, emotional, social and cultural dimensions of development.

Course credits: 1

PSYCH 141 - Infancy and Childhood

Upper Division

Prerequisites

PSYCH 140.

In this course students study in depth the development of infants, toddlers, and preschoolers. Topics covered include the importance of infant-caregiver attachment in brain development as well as in early social-emotional development. Cognitive, language, and personality development are examined from multiple perspectives. Recent research on autism, early trauma, and effective interventions are also addressed.

Course credits: 1

PSYCH 142 - Adolescent Development

Upper Division

Prerequisites

PSYCH 140.

An examination of development from late childhood through adolescence, including the biological, cognitive, emotional, social and cultural dimensions of development, with discussion of special topics, e.g., identity issues, cross-cultural issues and high-risk behaviors.

Course credits: 1

PSYCH 143 - Adult Development

Upper Division

Prerequisites

PSYCH 140.

A study of the major psychological, social and cultural factors that influence development from early adulthood through old age. Students examine in depth a public policy that affects adults or families.

Course credits: 1

PSYCH 144 - Middle Childhood

Upper Division

Prerequisites

PSYCH 140.

The purpose of this course is to examine the key developmental tasks of middle childhood, including the development of achievement motivation, positive peer relationships, moral responsibility, self-regulation and initial mastery of the skills important to one's culture. Students will observe children in a school setting.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

PSYCH 147 - Psychology of Gender

Upper Division

Prerequisites

PSYCH 001.

A critical review of the theory and research on gender from the biological, psychological and sociological perspectives. The course explores the social construction of gender and how it impacts human development and social behavior. Throughout the course, the interaction between gender and the complexities of race, culture and sexual orientation is considered.

Course credits: 1

PSYCH 148 - The Exceptional Individual

Upper Division

Prerequisites

PSYCH 140.

Examines individuals with special needs, be they physical, cognitive or social/emotional. Causes, consequences and treatment approaches are covered, as well as implications for development issues. Students will be required to visit facilities and interview individuals.

Course credits: 1

PSYCH 150 - Personality Psychology

Upper Division

Prerequisites

PSYCH 001.

A critical review of the traditional and modern theories of personality, including the psychoanalytic, neoanalytic, trait, behavioristic and humanistic perspectives, with a focus on personality development, assessment techniques and application of theory to everyday life.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

PSYCH 152 - Psychopathology

Upper Division

Prerequisites

PSYCH 001 and junior standing.

An exploration of major psychological disorders in childhood and adulthood. Topics include anxiety, mood, personality, psychotic, and neurodevelopmental disorders. Treatment, etiology, and the influences of culture and social context are also considered.

Course credits: 1

PSYCH 156 - Personal and Professional Adjustment

Upper Division

Prerequisites

PSYCH 001.

A research-oriented treatment of personal and vocational adjustment, including: stress and stress tolerance, defensive and constructive coping, social and job satisfaction, behavior modification and interpersonal communication.

Course credits: 1

PSYCH 157 - Human Sexualities

Upper Division

Prerequisites

PSYCH 001.

A review of the empirical evidence on human sexuality, with a focus on historical and cultural perspectives as well as the physiological, psychological and sociological basis for sexual behavior and sexual identity.

Course credits: 1

PSYCH 160 - Social Psychology

Upper Division

Prerequisites

PSYCH 001.

An introduction to social psychology including the study of attitude formation and change, social interaction, social norms and cultural influences on personality formation.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

PSYCH 163 - Prejudice and Stereotyping

Upper Division

Prerequisites

PSYCH 001 and any one of the following: PSYCH 003, PSYCH 160 or ES 001.

An investigation of theories of prejudice, stereotyping, and discrimination. Students will explore how stigmatized individuals are impacted by prejudice in American society. Methods to reduce prejudice will be considered, and the inevitability of prejudice will be addressed.

Core Curriculum Designation(s)

AD - American Diversity

Course credits: 1

PSYCH 165 - Cross-Cultural Psychology

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

An analysis of cultural influences on human behavior. Topics include cross-cultural methodology, perception, cognition, motivation, development, attitudes and prejudice, gender, adaptive and maladaptive patterns, and the construction of self. This course includes a community service learning component with CILSA.

Core Curriculum Designation(s)

AD - American Diversity; CE - Community Engagement

Course credits: 1

PSYCH 168 - Topics on Culture, Race, and Ethnicity in Psychology**Upper Division****Prerequisites**

PSYCH 001, or SOC 002, or SOC 004, or ES 001.

An examination of the social construction of ethnicity and race, as well as the values, assumptions, and biases we hold regarding race, ethnicity, and related issues. The course will also explore how race, ethnicity, and culture intersect with mental health. Topics may include African American Psychology, Chicano/a Psychology, Asian American Psychology, etc.

Core Curriculum Designation(s)

AD - American Diversity

Course credits: 1

PSYCH 169 - Attitudes and Attitude Change**Upper Division****Prerequisites**

PSYCH 001.

This course will examine the nature and structure of attitudes as well as the forces involved in attitude change. Applied topics such as stereotypes, group influence, marketing, and job interviews will be examined.

Course credits: 1

PSYCH 170 - Theories of Counseling**Upper Division****Prerequisites**

PSYCH 001.

A critical review of traditional and modern theories of counseling and psychotherapy.

Course credits: 1

PSYCH 172 - Groups, Organizations and Societies

Upper Division

Prerequisites

PSYCH 001 or junior standing in psychology, business administration or sociology.

A discussion of organizational theory and group dynamics, always presented within a broader societal context. Topics include leadership, teamwork and productivity, group decision making, conflict resolution, culture, diversity, and globalization.

Course credits: 1

PSYCH 174 - Psychology of the Family

Upper Division

Prerequisites

PSYCH 001 and sophomore standing.

A study of family dynamics and the influences which contribute to family dysfunction. Examination includes relationships between family patterns and childhood disorders.

Course credits: 1

PSYCH 180 - Organizational Psychology

Upper Division

Prerequisites

PSYCH 001, PSYCH 003, or equivalent.

Examines the major theoretical findings in the field concerning the relationship between the individual and the organization, including the study of motivation, leadership, training, selection, performance management, corporate culture and organizational development.

Course credits: 1

PSYCH 190 - Field Placement

Upper Division

Prerequisites

PSYCH 103, senior standing, and approval of the course instructor.

Students work 80 hours at a field placement site of their choosing and attend weekly class sessions. A series of papers/assignments address career and personal goals as well as the relationship between the field placement work and concepts learned in the psychology major.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: Credit may vary

PSYCH 197 - Special Study

Upper Division

Prerequisites

Permission of the sponsoring faculty member and department chair is required.

An independent study or research course for students whose needs are not met by the regular course offerings of the department.

Course credits: Credit may vary

PSYCH 199 - Special Study - Honors

Upper Division

Prerequisites

Upper-division standing as a psychology major, B average in upper-division psychology courses already taken, consent of the instructor and department chair.

Independent study and research on campus in an area of interest to the student culminating in a written presentation of the problem, method of analysis and findings.

Repeatable

May be repeated as content varies.

Course credits: Credit may vary

Sociology - Lower Division

SOC 002 - Introduction to Sociology

Lower Division

Sociological theory, methods and the sociological perspective are studied. This perspective enables students to see how the self, human behavior and attitudes are shaped by social structures and institutions, e.g., social class, popular culture and the family. The social world is re-examined (social rules, deviance, gender, inequality, the economy, etc.).

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

SOC 004 - Social Problems

Lower Division

An overview of the causes, characteristics and responses to social problems in the United States. Topics such as crime, substance abuse, racism, ageism and family instability are studied through the sociological framework.

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Course credits: 1

Sociology - Upper Division

All upper-division courses have a prerequisite of SOC 002, or SOC 004 or the consent of the instructor.

SOC 101 - The Sociological Imagination

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course will reinforce and expand upon many of the concepts you have been introduced to in Introduction to Sociology and Social Problems. In this course we will explore the basic theoretical perspectives within sociology, the use of theory in sociological research, the logic of sociological research and an introduction to a variety of methodological approaches used by sociologists. This course will provide students with a solid base of knowledge which will serve them well in other upper division sociology courses-the Sociological Theory and Sociological Research Methods courses in particular. It is suggested that students have sophomore standing to take this course.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; WID - Writing in the Disciplines

Course credits: 1

SOC 107 - Whiteness

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

There is an underlying assumption to society's understanding of race and race relations that only minorities or people of color have a racial identity; and that whites are the "norm", the referent, the 4 majority, and the mainstream, not members of a racial group. In this course, we will investigate the sociohistorical and cultural constructions of race through an exploration of whiteness. We will examine whiteness in relation to race, class, ethnicity and gender. Is "white" a "race"? How did "white" become a racial category? What is whiteness? What is white privilege?

Core Curriculum Designation(s)

AD - American Diversity

Cross-Listing

ES 107

Course credits: 1

SOC 111 - Sociology of Families

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Families are one of our most basic social institutions. They provide the primary social and physical contexts within which we

become fully human. This course begins by exploring the idea of "the traditional family" and continues by examining historical trends and empirical data about American family life over the past century; including divorce patterns, fertility rates, women entering the workforce, and marriage. The class focuses on diversity and change, particularly the ways that social trends and social categories influence family structures.

Core Curriculum Designation(s)

AD - American Diversity; SHCU - Social, Historical, and Cultural Understanding

Cross-Listing

ES 111

Course credits: 1

SOC 112 - Race and Ethnicity

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course presents sociology's key concepts and theories in the study of race and ethnicity. Focusing primarily on the U.S., this course looks at the cultural and social constructions of race and ethnicity.

Cross-Listing

ES 112

Course credits: 1

SOC 114 - Urban Studies

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Traces the development of modern communities, ranging from suburbs to the megalopolis. Studies the benefits and problems of contemporary urban life and projects future trends based on sociological models.

Course credits: 1

SOC 115 - Wealth and Poverty

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course offers an in-depth study of wealth, poverty, and the economic system in which they are grounded in the United States. Toward this end, students will apply various theoretical frameworks on economic inequality to current social problems in order to evaluate each framework's explanatory power. Further, students will critique past and current programs for lessening the impacts of poverty and use this knowledge to imagine and critique possible future policies.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Cross-Listing

ES 115

Course credits: 1

SOC 116 - Global Migration**Upper Division****Prerequisites**

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Addresses the dynamics of contemporary migration and the way it is changing cultures, societies, politics, and families. The course introduces theories of assimilation, transnationalism, and multiculturalism and examines contemporary patterns of international migration flows. Among the topics covered are feminization of migration, labor migration, citizenship, human trafficking, refugee crises, and politics of asylum.

Core Curriculum Designation(s)

GP - Global Perspectives

Course credits: 1

SOC 118 - Health and Illness**Upper Division****Prerequisites**

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Presents social and cultural factors influencing health and illness. Looks at the roles of healthcare professionals, patients and medical settings in our society. Discusses the relationships between the current healthcare system and the political and economic system.

Course credits: 1

SOC 119 - Global Sociology**Upper Division****Prerequisites**

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Examines the global nature of contemporary social, economic, political, and cultural change. Reviews the multidisciplinary theoretical approaches that analyze the origins, dynamics, and consequences of globalization. Provides students with an understanding of an array of issues that stem from global changes, including global inequality, third-world poverty, labor rights violations, natural resource constraints, and environmental problems.

Core Curriculum Designation(s)

GP - Global Perspectives

Course credits: 1

SOC 120 - Social Movements

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

The course addresses the social, political, cultural and economic factors that bring about social movements. Survey topics include how and why social movements occur, who joins and supports social movements, why some movements succeed and others fail, how social movement actors communicate with their intended audiences using slogans, art, and music, and how movements spread.

Cross-Listing

ES 120

Course credits: 1

SOC 122 - Education and Society

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

This course examines the many roles that schools play in society. In particular, we examine the ways in which schooling either reproduces social inequalities or provides resources for upward social mobility. We examine the ways schools are organized, the connection between schools and other institutions such as families and workplaces, and the ways race, class, and gender are experienced in the classroom.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Course credits: 1

SOC 123 - Ethnic Groups in the United States

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Each course in this series looks at one of the following American ethnic groups: Latinos, Asian Americans, African Americans. While emphasizing the contemporary period, each course focuses on the social, cultural and historical experiences of each group. Areas covered are assimilation and resistance, distribution in the social and power structure, family systems and cultural values, labor and migration, role of religion, status of women, etc. May be repeated for credit as content varies.

Core Curriculum Designation(s)

AD - American Diversity

Course credits: 1

SOC 124 - Justice and Community

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Addresses the use of state power in the carrying out of crime control, retribution and the overall protection of the community. The course has three main parts: a theoretical look at how we have ended up with the justice system that we have today; the practice of justice through field studies on police, courts and prisons; and an in-depth investigation into an area of criminal justice of current relevance (such as "three strikes," the expansion of prisons, or race and justice).

Core Curriculum Designation(s)

TCG - The Common Good

Course credits: 1

SOC 125 - Gender and Society

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

While sex differences are biological, gender encompasses the traits that society assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and society. It takes an inclusive perspective, with a focus on men and women in different cultural contexts defined by ethnic group membership, sexuality and socioeconomic status.

Course credits: 1

SOC 126 - Field Experience

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Opportunity for students to gain hands-on experience conducting sociological analysis in the field. Supervised work in community agencies, government bureaus, museums and political or industrial organizations.

Course credits: 1

SOC 128 - Crime and Delinquency

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

The course addresses different theoretical and sociological approaches to crime, follows changes in these approaches over time and looks at how these changes reflect broader shifts in our comprehension of human nature and behavior. Students gain insights not only to changes in the understanding of crime but also to changes in our fundamental view of human behavior.

Course credits: 1

SOC 130 - Sociological Theory

Upper Division

Prerequisites

Students must have completed SOC 002 and SOC 101. It is suggested that students have junior standing to take this course.

Analysis of the works of major theorists who have influenced sociology. Emphasis on explaining what is essential about particular theoretical frameworks, how they can be used and why they should be studied.

Course credits: 1

SOC 132 - Sociological Research Methods

Upper Division

Prerequisites

Students must have completed SOC 002 and SOC 101. It is suggested that students have junior standing to take this course.

This course will teach you the logic of social science research, teach you some specific methodological tools used by sociologists, and have you use these tools to collect data to answer a sociological research question.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

SOC 133 - Senior Thesis

Upper Division

Prerequisites

This should be taken in the senior year. A faculty sponsor is required.

Continuation of Research Methods course where honor students undertake individual research, culminating in the senior project.

Course credits: 1

SOC 135 - Special Topics

Upper Division

Prerequisites

All upper-division courses have a prerequisite of SOC 002, or SOC 004, or the consent of the instructor.

Special topics in sociology include such issues as international race relations, criminology and emotion, sociology of disaster,

sociology of film and other topics.

Repeatable

May be repeated as content varies.

Course credits: 1

SOC 195 - Special Study Internship

Upper Division

Prerequisites

Sponsorship by a sociology faculty member and approval of the department chair is required.

This course is usually taken by an upper-division student who wishes to complete their education with related work experience and is maintaining at least a C average. In addition to work experience (6-8 hours per week), outside research and a term project are usually required.

Course credits: Credit may vary

SOC 196 - Senior Research Seminar

Upper Division

Prerequisites

SOC 132.

In this course you will take all that you have learned in sociology and weave it into an original research project of your own choosing. Using what you have learned of sociological methods you will design and conduct a research project. You will analyze the data and use sociological theory to explain it. You will also conduct a literature review in the relevant content area and integrate all of this in the final paper. The final paper will be written in the format of a sociological journal article.

Course credits: 1

SOC 197 - Independent Study

Upper Division

Prerequisites

Sponsorship by a sociology faculty member and approval of the department chair is required.

This course entails independent study or research for students whose needs are not met by courses available in the regular offerings of the department. The course usually requires the writing of a term project.

Course credits: Credit may vary

SOC 199 - Special Study - Honors

Upper Division

Prerequisites

Approval of the department chair is required.

This course is only available to upper-division majors with a B average or higher and entails independent study or research under the supervision of a sociology faculty member.

Course credits: Credit may vary

Spanish - Lower Division

SPAN 001 - Elementary Spanish

Lower Division

For students with no prior knowledge of Spanish. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills. Students who have some prior study of Spanish, but who need to review the basics, should enroll in Spanish 2.

Course credits: 1

SPAN 002 - Continuing Elementary Spanish

Lower Division

Prerequisites

SPAN 001 or the equivalent.

For students with one or two years of secondary study of Spanish (or the equivalent). This course continues the development of listening, speaking, reading and writing, emphasizing conversation on everyday topics.

Course credits: 1

SPAN 003 - Intermediate Spanish

Lower Division

Prerequisites

SPAN 002 or the equivalent.

For students with two or three years of secondary study of Spanish (or the equivalent). This course continues the development of listening, speaking, reading and writing, fostering confidence in conversation and composition across a variety of subjects.

Course credits: 1

SPAN 004 - Continuing Intermediate Spanish

Lower Division

Prerequisites

SPAN 003 or the equivalent.

For students with three or four years of secondary study of Spanish (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual

resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings.

Course credits: 1

SPAN 006 - Beginning/Intermediate Conversation

Lower Division

Conversational practice for students enrolled in first- or second-year Spanish.

Lecture and/or Lab Hours

Meets once a week.

Repeatable

May be repeated for credit.

Course credits: 0.25

SPAN 009 - Spanish for Spanish Speakers

Lower Division

A course designed specifically for Latino students who wish to improve their written language. Differences between written and spoken Spanish are emphasized. Reading and discussion of essays and short stories by Latino and Latin American writers; regular written assignments.

Core Curriculum Designation(s)

AD - American Diversity

Course credits: 1

SPAN 010 - Conversation & Composition

Lower Division

This high intermediate level course prepares students for upper-division work by developing increased fluency in speaking and writing. The course uses a variety of texts, media, and film to focus on expansion of vocabulary and to explore the richness and diversity of the Spanish language and culture of which the U.S. is a part. A sound knowledge of Spanish grammar is expected, and the course targets grammatical items as needed. Required for Spanish majors and open to students from other disciplines who wish to improve their mastery of the language.

Core Curriculum Designation(s)

GP - Global Perspectives

Course credits: 1

SPAN 011 - Introduction to Literature

Lower Division

Prerequisites

SPAN 009 or SPAN 010, or the equivalent.

Introduction to literary analysis. This course requires close reading of texts and emphasizes extensive writing about literature. Examination of the notion of genre, narrative devices, structure, etc. Required of majors and minors.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Course credits: 1

SPAN 021 - Intensive Elementary Spanish

Lower Division

An accelerated review of first-year college Spanish for students with some prior study of the language. Satisfactory completion of this course (minimum grade C-) gives credit for Spanish 2.

Course credits: 1

SPAN 060 - Spanish Civilization for Travel Courses

Lower Division

In preparation for study in Spain, students read about major periods in history and analyze the principal currents in art. In addition this course examines cultural traits of everyday life.

Course credits: 0.25

SPAN 081 - Elementary Spanish Praxis

Lower Division

Concurrently

Must be enrolled concurrently in SPAN 001.

Required praxis to accompany SPAN 001.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

SPAN 082 - Continuing Elementary Spanish Praxis

Lower Division

Concurrently

Must be enrolled concurrently in SPAN 002.

Required praxis to accompany SPAN 002.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

SPAN 083 - Intermediate Spanish Praxis

Lower Division

Concurrently

Must be enrolled concurrently in SPAN 003.

Required praxis to accompany SPAN 003.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

SPAN 084 - Continuing Intermediate Spanish Praxis

Lower Division

Concurrently

Must be enrolled concurrently in SPAN 004.

Required praxis to accompany SPAN 004. One hour per week.

Course credits: 0.25

SPAN 089 - Spanish for Spanish Speakers Praxis

Lower Division

Concurrently

Must be enrolled concurrently in SPAN 009.

Required praxis to accompany SPAN 009.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

SPAN 090 - Conversation-Composition Praxis

Lower Division

Concurrently

Must be enrolled concurrently in SPAN 010.

Required praxis to accompany SPAN 010.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

SPAN 091 - Introduction to Literature Praxis**Lower Division****Concurrently**

Must be enrolled concurrently in SPAN 011.

Required praxis to accompany SPAN 011.

Lecture and/or Lab Hours

One hour per week.

Course credits: 0.25

Spanish - Upper Division**SPAN 100 - Spanish Phonetics and Dialectology****Upper Division**

Students will study the sounds, intonation and rhythm of spoken Spanish as they explore general principles of phonetics and phonology, phonetic transcription, historical development of the Spanish sound system and differences between modern peninsular and Latin American dialects. The course also addresses the Spanish/English contrastive analysis and typical phonetic interference present in bilingual speech communities.

Course credits: 1

SPAN 101 - Advanced Spanish Syntax and Composition I**Upper Division**

This course is a systematic review of essential aspects of Spanish syntax with a variety of writing exercises using texts as a point of departure. Students will analyze samples of mass media communication for content and style, including newspaper and magazine articles, essays and editorials, book reviews, film scripts, publicity and film and theater reviews. In the second half of the term, some emphasis is placed on creative writing.

Course credits: 1

SPAN 102 - Advanced Writing and Research**Upper Division**

In this course, students will further develop their Spanish skills in literary analysis and academic writing, with the opportunity to research and investigate themes related to literature using the library and other research tools. Students will be able to articulate clear theses and support them through primary and secondary research. Topics to be taught include bibliographies, footnotes and formatting a project using the standard MLA style guide for foreign languages and literatures.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

SPAN 103 - Spanish Linguistics**Upper Division**

This course familiarizes students with the scientific study of the Spanish language. Areas covered include phonetics, phonology, morphology, syntax, semantics, sociolinguistics, bilingualism and the history of the Spanish language from its roots in Vulgar Latin to its modern dialectal variations.

Course credits: 1

SPAN 104 - Workshop in Translation**Upper Division**

Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from Spanish to English and from English to Spanish.

Core Curriculum Designation(s)

CE - Community Engagement

Course credits: 1

SPAN 106 - Advanced Conversation**Upper Division**

Conversation on contemporary issues. Source materials include newspaper articles, television and radio programs.

Lecture and/or Lab Hours

Meets once a week.

Repeatable

May be repeated for credit.

Course credits: 0.25

SPAN 120 - Spanish Literature: Middle Ages to Eighteenth Century**Upper Division**

Introduction and study of the major genres and writers from the Middle Ages to the 18th century, including Cantar de mio Cid, medieval ballads, early lyric and didactic poetry and readings in medieval prose and drama; selections from lyric and mystic Renaissance poetry; the picaresque novel. Golden Age prose and poetry, including Cervantes, Góngora, Lope de Vega and Calderón.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Term Offered

Offered in alternate years.

Course credits: 1

SPAN 121 - Spanish Literature: Eighteenth Century to the Mid-Twentieth Century**Upper Division**

Readings from the major writers and literary movements in Spain from 1700 to 1940. An overview of 18th-century ideological renewal as manifested in essays, the neoclassic theater and social satire. This course includes nineteenth-century Romanticism in poetry and drama, Realism and Naturalism in the 19th-century novel, the generation of 1898, and 20th-century modernism in prose, poetry and drama.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Term Offered

Offered in alternate years.

Course credits: 1

SPAN 122 - Literature of the Golden Age**Upper Division**

Topics covered include the theater of 17th-century dramatists: Lope de Vega, Calderón, Tirso de Molina and others; the poetry of Garcilaso, Herrera, Lope de Vega, Quevedo, Góngora, Fray Luis de León, San Juan de la Cruz, Santa Teresa; prose masterpieces such as Cervantes' *Don Quixote* and representative selections from his *Novelas ejemplares*.

Course credits: 1

SPAN 127 - Contemporary Peninsular Literature**Upper Division**

Study of major literary trends in poetry, prose and drama of the 20th century.

Repeatable

May be repeated as content varies.

Course credits: 1

SPAN 130 - Special Topics in Literary Studies**Upper Division****Prerequisites**

SPAN 011 or equivalent.

This course is an intensive study and analysis of a single salient feature or movement in Spanish/Latin American literature.

Repeatable

May be repeated as content varies.

Cross-Listing

WLC 130

Course credits: 1

SPAN 131 - Special Topics in Hispanic Linguistics

Upper Division

Prerequisites

SPAN 011 or equivalent.

This course is an intensive study and analysis of a particular topic of the Spanish language, including such areas as historical linguistics, sociolinguistics, morphology, second language acquisition, bilingualism, and methodologies of teaching language.

Repeatable

May be repeated as content varies.

Cross-Listing

WLC 131

Course credits: 1

SPAN 132 - Special Topics in Hispanic Cultural Studies

Upper Division

Prerequisites

SPAN 011 or equivalent.

Courses taught under this designation seek to provide students with an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the United States.

Repeatable

May be repeated as content varies.

Cross-Listing

WLC 132

Course credits: 1

SPAN 140 - Latin American Literature I

Upper Division

A study of the foundations of literature of Latin America, from the colonial period through neoclassicism; Mexico's picaresque

novel; the literature of the struggle for independence; romanticism in prose and poetry.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Course credits: 1

SPAN 141 - Latin American Literature II

Upper Division

An upper-division survey literature course designed to give students a wide scope of readings from the beginning of 20th century to more recent texts that have shaped Latin America's social, cultural, and literary history. Students read representative authors; analyze texts using appropriate literary terminology; and engage with questions of regional and individual national identities.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

SPAN 143 - Contemporary Latin American Literature

Upper Division

Study of major literary trends in poetry, prose and drama of the 20th century.

Repeatable

May be repeated as content varies.

Course credits: 1

SPAN 145 - Twentieth-Century Mexican Literature

Upper Division

Major literary currents and primary works of the most prominent writers of the 20th century within the framework of the economic and social changes of the period: the Mexican Revolution and its aftermath; the feminist revolution; political developments.

Additional Notes

Available for variable credit.

Course credits: Credit may vary

SPAN 150 - Chicano / Chicana Literature

Upper Division

An exploration and analysis of representative works by Chicano/Chicana writers and the vision they present of themselves.

Samples of poetry, drama and prose are considered. May be repeated for credit as content varies.

Additional Notes

Available for variable credit.

Course credits: Credit may vary

SPAN 160 - Culture and Civilization of Spain

Upper Division

Highlights of Spain's culture against the backdrop of Spanish civilization. Masterpieces of Spanish artistic expression are studied as are the roles of social, religious and political values in the development of Spain's culture and civilization up to contemporary times.

Term Offered

Offered in alternate years.

Course credits: 1

SPAN 161 - Culture and Civilization of Latin America

Upper Division

A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious and political values of the culture, and the similarities and differences between Latin American nations.

Core Curriculum Designation(s)

GP - Global Perspectives

Term Offered

Offered in alternate years.

Course credits: 1

SPAN 162 - Culture and Civilization of Mexico

Upper Division

A study of the major historical periods, from pre-Columbian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

Course credits: 1

SPAN 170 - Business Spanish

Upper Division

Composition and translation of Spanish/Hispanic business correspondence to develop familiarity with the Spanish commercial idiom. Reading and oral practice in Spanish using as source material current topics in world trade, economics, banking and industry, with focus on Latin America and Spain.

Course credits: 1

SPAN 195 - Internship

Upper Division

Work-study program conducted in an internship position under the supervision of a faculty member.

Lecture and/or Lab Hours

Permission of instructor and department chair required.

Course credits: Credit may vary

SPAN 196 - Capstone

Upper Division

Required of all Spanish majors in the spring of their senior year. This course is designed to help seniors assess and integrate the knowledge they have acquired through their major courses, and consider what they have learned in the context of their overall undergraduate experience.

Course credits: 0.25

SPAN 197 - Independent Study

Upper Division

An independent study or research course for students whose special needs are not met by the regular course offerings of the department.

Lecture and/or Lab Hours

Permission of the instructor and department chair required.

Course credits: Credit may vary

SPAN 198 - Honors Essay

Upper Division

An independent research project for senior Spanish majors completing Option B: the Honors program.

Course credits: 0.25

SPAN 199 - Honors Independent Study

Upper Division

An independent study or research course for senior Spanish majors with a 3.5 average in Spanish.

Lecture and/or Lab Hours

Permission of the instructor and department chair required.

Course credits: Credit may vary

Theology & Religious Studies - Lower Division

TRS 011 - Meditation and Prayer Techniques

Lower Division

Course credits: 0.25

TRS 017 - Listening to Life: Living Lasallian I

Lower Division

Term Offered

Fall

Course credits: 0.25

TRS 018 - Listening to Life: Living Lasallian II

Lower Division

Term Offered

Spring

Course credits: 0.25

TRS 097 - The Bible and Its Interpretation

Lower Division

As this course's title implies, the objective of this class is twofold. First and foremost, its goal is to facilitate a direct engagement with the Bible, the sacred scriptures for the Jewish and Christian faiths. Through its stories, teachings, practices, and rituals, the Bible plays a critical role in the formation of Jewish and Christian senses of identity and vision while also supplying the normative challenge for how they should live. Second, while introducing students to the most important events, themes, and characters in the Bible, this course aims to give students the opportunity to practice using scholarly tools, methods, and lenses for reading and interpretation. Since the text is inevitably interpreted, even by those who say they are simply letting the text speak for itself, this course will help students learn to identify the interpretive assumptions used by various communities throughout the centuries and today, skills that will serve students well in many areas of study and thought.

Core Curriculum Designation(s)

CF - Christian Foundations

Course credits: 1

Theology & Religious Studies - Upper Division

"Intensive Inquiry" courses (classes numbered 180 -187, below) are regularly offered in the various areas of study that make up the course offerings of the department. These courses give students the opportunity to engage in the kind of in-depth thinking and research that will best prepare them for graduate work in the field.

TRS 189 - The Bible and Its Interpretation: Great Themes

Upper Division

Prerequisites

None.

Intended for junior transfers (16.0+ entering credits), this course focuses on the Bible, the sacred scriptures of the Jewish and Christian peoples, texts that have had a profound influence on religion, art, politics, and culture for over two thousand years. This course will introduce students to the most important biblical texts and themes, focusing especially on the Torah and the Gospels, and will teach students to employ critical, scholarly tools for reading and interpretation. In addition, each section of this course will focus on a special issue, theme, or question that arises in a diversity of biblical texts. (Here are some recent examples of great themes: Martin Luther King, Jr.'s Use of the Bible; Women and the Bible; The Bible and Art; and Reading the Bible Through the Ages.)

Core Curriculum Designation(s)

CF - Christian Foundations

Additional Notes

May not be taken by students who have completed TRS 097. This course is reserved for transfer students with 16.0 credits or more at time of entrance.

Course credits: 1

TRS 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

TRS 197 - Special Study

Upper Division

Prerequisites

Permission of the department Chair and instructor required.

An independent study or research course for students whose needs are not met by the regular course offerings of the department.

Course credits: Credit may vary

TRS 199 - Special Study - Honors

Upper Division

Prerequisites

Permission of the department Chair and instructor required.

An independent study or research course for upper-division majors with at least a B average in theology & religious studies.

Course credits: 1

Theology & Religious Studies - Christian History

TRS 100 - Topics in Christian History

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of a topic in Christian history not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 101 - Origins of Christianity

Upper Division

Prerequisites

TRS 097 or TRS 189.

The Christian religion begins its story with only a few dozen followers of a crucified man in the first century-backwater, uneducated, and unlikely to survive very long in a Mediterranean world dominated by much more powerful religious systems. Yet, within less than three centuries, Christianity would overwhelm the Roman Empire and beyond, building an elaborate theological and ecclesiastical system that would last until the present day. The course examines the rise of this Christian movement, focusing on such topics as Gnosticism, martyrdom, and the development of Christian ideas about Jesus.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 102 - Medieval Christianity

Upper Division

Prerequisites

TRS 097 or TRS 189.

The European Middle Ages was a world dominated by monks, popes, and mystics. Life was an uninterrupted struggle between

heaven and hell, life and death, priests and kings. This course is an introduction to the major figures, events, and movements of this period from the fall of Rome to the dawn of modernity. Students will have the opportunity to explore the great pillars of medieval religion-monasticism, papalism, theology, and mysticism.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 103 - Reformations

Upper Division

Prerequisites

TRS 097 or TRS 189.

Every age of Christian history has been marked by the call for religious reform-renewing both the personal lives of each believer and the institutional structures that endure through the centuries. However, such a universal passion for reform took on special importance in the 15th and 16th centuries, a period that has come to be known as The Reformation. This course explores the variety of reforming voices-Protestant and Catholic-that shaped the future of Christianity, giving special attention to the major theological and political issues that dominated the time.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

Theology & Religious Studies - Scripture

TRS 110 - Topics in the Study of Scripture

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of a topic in scripture not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 111 - The Pentateuch

Upper Division

Prerequisites

TRS 097 or TRS 189.

A study of the first five books of the Bible, the history of their composition, and their theological contributions to Judaism and

Christianity.

Course credits: 1

TRS 114 - The Gospel of Mark

Upper Division

Prerequisites

TRS 097 or TRS 189.

This class features a close study of the Gospel of Mark with attention to its socio-historical context, its literary structure, its distinctive themes, its theological outlook, and its implications for discipleship and ethics.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 115 - Jesus and His Teaching

Upper Division

Prerequisites

TRS 097 or TRS 189.

An exploration of the teaching attributed to Jesus in the Synoptic Gospels (e.g., the Sermon on the Mount, parables, and other memorable statements), emphasizing the ways in which Jesus' statements have been interpreted and appropriated.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 116 - Paul's Letters and Legacy

Upper Division

Prerequisites

TRS 097 or TRS 189.

An in-depth examination of the letters of Paul, focusing on the mission and message of the apostle in his Jewish and Greco-Roman contexts. Students develop a broad understanding of the apostle's work and thought, as well as an appreciation for the historic and continuing impact of these documents.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 117 - Wealth and Poverty in the Bible

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores biblical and theological perspectives and values on wealth, poverty, and economic justice, paying particular attention to potential implications those issues may have for the contemporary Christian community and wider society.

Core Curriculum Designation(s)

TE - Theological Explorations; AD - American Diversity; TCG - The Common Good

Cross-Listing

ES 117

Course credits: 1

TRS 118 - Women and the Bible

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores the current status of feminist biblical interpretation focusing on the major female characters of the Bible and on the ways modern women of diverse backgrounds interpret them. We will use the tools of academic criticism (historical, literary, rhetorical, et al.) in an attempt to understand the places, roles, and agency of women in the biblical text, in the ancient world that lies behind the text, and in the worlds formed on the belief that these biblical texts are sacred scripture.

Core Curriculum Designation(s)

TE - Theological Explorations; TCG - The Common Good

Course credits: 1

TRS 119 - Apocalypse and Eschatology

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores the life and afterlife of the Book of Revelation: its origins in contemporary Jewish and Christian literature and world-views, its meaning for a first-century Christian readership, and the long and fascinating history of its interpretation, from the early church to modern fascination with the Antichrist, the Millennium, and the Rapture.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

Theology & Religious Studies - Theology, Liturgy, and Spirituality

TRS 120 - Topics in Systematic Theology

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of an area of Christian thought not covered by the regular offerings of the department.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 121 - Belief and Unbelief

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation, theoretical and existential, of the challenge of faith today with special attention to the "new atheists" and Christian responses to them.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 122 - Jesus: Human and Divine

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course examines the traditional sources of the Christian community's understanding of Jesus of Nazareth in the light of contemporary concerns and critiques.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 123 - Sex and the Spirit

Upper Division

Prerequisites

TRS 097 or TRS 189.

An exploration of a contested area in Christian thought today, setting traditional understandings in dialogue with contemporary concerns and critiques. How does our experience of ourselves as sexual beings open us to the experience of the holy; and, conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that

will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition and others.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 125 - Theologies of Liberation

Upper Division

This course introduces students to the intersection of theology and social justice by way of various theologies of liberation, resistance, and decolonization. A particular focus of this class is how these politically and socially conscious theologies emerged in Latin America during the 1960s and 1970s, insisting that the Word of God is mediated through the cries of the poor and oppressed, and asserting that through our participation in the struggles of the poor we can begin to understand the implications of the gospel message and its call for the liberation of oppressed people from unjust political, economic, and social subjection. By focusing the lens of theology on the injustices faced by those on the margins of modernity, this course is concerned with the ways in which Christian theology inspires compassion, critical reflection, and resistance to social injustice and ecological damage.

Core Curriculum Designation(s)

TE - Theological Explorations; TCG - The Common Good

Course credits: 1

TRS 126 - Theology of Creation: The Incarnate Word in an Evolving Universe

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores a theology of creation that understands creation to be the outpouring of the love of the Trinitarian God, examining the emerging new scientific story of the universe, and harvesting insights from various sources in the Jewish and Christian traditions.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 127 - In the Face of Mystery: Using Faith and Reason in the Search for God

Upper Division

Prerequisites

TRS 097 or TRS 189.

For the Catholic intellectual, faith and reason are integrally related as two sources for coming to know about God. As St. John Paul II writes in his encyclical *Fides et Ratio*, "Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth-in a word, to know Godself-so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves." The journey of

understanding God is also intrinsically related to the search for truth, the search to understand the mystery of the human person, and, ultimately, the search for self-understanding.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 128 - The Trinity

Upper Division

Prerequisites

TRS 097 or TRS 189.

The heart of Christianity, its strangest and most fascinating set of beliefs, rests in the Trinity. This course explores the Christian doctrine of God through its most significant controversies, both ancient and modern. Students will acquire a more thorough context for the Christian understanding of God, as well as a more robust sense of this understanding as it continues in the present.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 129 - Foundations of Theology

Upper Division

Prerequisites

TRS 097 or TRS 189.

Theology is the human attempt to speak (*logos*) about God (*theos*). It starts from the presupposition that divine reality exists and is, at least in some sense, knowable to human beings - hence the classic description of theology as "faith seeking understanding." But what can the human mind grasp and the human tongue say about a reality that is so much larger than either? Does one rely on revealed texts, on philosophical reasoning, on community sentiment, on individual experience? These questions, and many more, lead not to one theology but to many theologies. This course seeks to introduce students to the questions, methods, sources, and history of Christian theology with a special emphasis on introducing students to the types of theology practiced in the modern academy.

Additional Notes

Instructor's permission required. (If you are interested, please ask!) This is a required course for TRS majors and it is one of two options, along with TRS 179, for TRS minors.

Course credits: 1

TRS 131 - Christian Spirituality

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores the experience, understanding, and living out of the Christian faith. It studies classical and contemporary texts of some of its most important figures of Christian spirituality. It examines various expressions of spirituality in architecture, poetry, painting, and music. It considers the question of religion versus spirituality as well as the question of relating to God within a universe of galaxies that seems to dwarf all human experience.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 133 - Life Stories and Theology

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course uses the "Stages of Formative Spirituality" as a lens for exploring the lives of some significant nineteenth and twentieth-century persons whose spiritual and philosophical commitments profoundly influenced their life choices. It looks at women and men of various ethnicities and faith traditions in order to come to a deeper understanding of how one's spiritual and religious worldview shapes the kind of life that one leads.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 134 - The Catholic Imagination

Upper Division

Prerequisites

TRS 097 or TRS 189.

The thesis of this course is that there is a unique way of looking at the world: "the Catholic Imagination." This imagination can be discerned, not only in church teaching, but also in art and architecture, music, painting, fiction, poetry, and film, in the church's concern for social justice, and in the stories of individual women and men of faith, many of whom have shown incredible vision and heroism.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 135 - Christian Liturgy and Sacrament

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores the practice of Christian worship from its ancient roots in Judaism to the present age by examining the

theological explanations given for the nature of that worship over time. Controversies in Early Church, Medieval, Reformation, Modern, and Post-modern Christianity will help frame a discussion of the role of the liturgy and sacraments in the life of faith.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 136 - Saints Yesterday and Today

Upper Division

Prerequisites

TRS 097 or TRS 189.

We often think of Saints as exceptionally holy people, but they were first of all flesh-and-blood human beings like each of us. Every religious tradition has them—men and women who, beyond the ordinariness of life's circumstances, lived extraordinary lives or did extraordinary things. And so we venerate them because they have become heroes, models, examples, and mediators between ourselves and God whom they now see face to face. In this course we will encounter Saints and saints—ancient, modern, hidden, popular, unknown, heroic—and explore their lives in history, in devotion, in literature, in art, and in the tradition of the Church.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 137 - The Virgin Mary

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course examines the roots and rise of Christian, especially Catholic, devotion to the Virgin Mary. Thought concerning Mary as expressed in the writings of the Church Fathers as well as the growth of traditional popular Marian piety will be addressed. Doctrine (official teaching) as well as devotional practices (rosary, scapular, etc.) and phenomena (such as the apparitions at Guadalupe and Lourdes) will all be examined. Contemporary fiction and autobiography are also included as evidence of the continuing relevance of the Virgin Mary to modern life and living.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

Theology & Religious Studies - Ethics

TRS 140 - Topics in Christian Ethics

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of a topic in ethics not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 141 - Christian Ethics

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course introduces students to the disciplined study of ethics in the Roman Catholic tradition and the reformulation of Catholic ethics taking place in the spirit of Vatican II. The primary focus is on the fundamental topics of moral theology: what difference Jesus makes to moral theology, the role of scripture, virtue, the conscience, sin and conversion, the fundamental option, proportionalism, the teaching authority of the church on moral matters, and the relation of morality to civil law. This course also integrates the insights of Christian ethics through a discussion of film and drama.

Core Curriculum Designation(s)

TE - Theological Explorations; TCG - The Common Good; CE - Community Engagement

Course credits: 1

TRS 142 - Medical Ethics

Upper Division

Prerequisites

TRS 097 or TRS 189.

Ethics-how we should live-is at the core of medical practice. With the dramatic changes in medical practice in recent decades, from new technologies, to changes in financing, to a changed conception of patient rights, medical ethics has rapidly moved from obscurity to become one of the most important areas of applied ethics. This course explores the relation between religious and moral values and the choices we as individuals and as a society make about health care. Basic principles and methods of contemporary medical ethics will be introduced, along with a focus on virtue ethics and competing models of the patient-physician relationship. A wide range of issues will be analyzed: informed consent, confidentiality, research on human subjects, reproductive technology, appropriate care for seriously ill newborns, abortion, gene therapy, quality-of-life assessments, terminal sedation, withdrawal of nutrition and hydration, physician-assisted suicide, and proposals for health-care reform.

Core Curriculum Designation(s)

TE - Theological Explorations; TCG - The Common Good

Course credits: 1

TRS 143 - Catholic Social Teaching

Upper Division

Prerequisites

TRS 097 or TRS 189.

What is a Catholic vision of social justice, and is there an essential connection between the Christian faith and an existential commitment to the common good, solidarity, and a preferential option for our poorest sisters and brothers? This course explores the developing tradition of Catholic social thought, probing its foundations and questioning its implications for the Christian faith in both its theoretical and lived forms. As we will see, Catholic social teaching is more than just a set of "issue stances" and theological arguments; instead, it is a dynamic component of the Catholic Church that seeks to create a theologically informed understanding of critical issues while nurturing an understanding of the individual and community that leads to the creation of a more just world.

Core Curriculum Designation(s)

TE - Theological Explorations; TCG - The Common Good; CE - Community Engagement

Course credits: 1

Theology & Religious Studies - World Religions

TRS 150 - Topics in World Religions

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of a topic in world religions not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes.

Course credits: 1

TRS 151 - Judaism

Upper Division

Prerequisites

TRS 097 or TRS 189.

Modern Jewish life is the product of more than 3000 years of evolving thought, worship, traditions, theology, history, and civilization. This course examines these interweaving strands of Jewish civilization as it investigates the dynamic role Judaism plays for its adherents then and now.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 152 - Islam: Beliefs and Practices

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course introduces students to the ideas that shaped Islamic history, from the early pre-Islamic period and the conditions prevalent at Islam's inception all the way to the present. The basic belief system, rituals, mystical traditions, and Islamic societal interaction will be studied with ample references from the Qur'an and prophetic statements. The Prophet Muhammad will be explored in depth and various sources of historical record will be examined.

Core Curriculum Designation(s)

TE - Theological Explorations; GP - Global Perspectives

Course credits: 1

TRS 153 - Eastern Religions**Upper Division****Prerequisites**

TRS 097 or TRS 189.

This course is an introduction to the study of religion by way of four of the world's major traditions: Hinduism, Buddhism, and/or the Chinese religious field (Confucianism and Taoism). The emphasis will be on each tradition's views of the nature of ultimate reality, human nature, the highest good that life can attain, and the conduct that leads to that attainment. Attention will also be given to the difficulties of trying to cross conceptual boundaries.

Core Curriculum Designation(s)

TE - Theological Explorations; GP - Global Perspectives

Course credits: 1

TRS 154 - Hinduism**Upper Division****Prerequisites**

TRS 097 or TRS 189.

This course examines the cultural/religious phenomenon of "Hinduism" in a number of its ancient and modern forms by examining how it has developed in the context of historical forces and responded to the modern world as it adapts to a global setting. It examines dimensions of Hindu theology and philosophy; the role of deities, temples, and cultural practices; investigates central myths, much-loved stories, global gurus, and Bollywood films.

Core Curriculum Designation(s)

TE - Theological Explorations; GP - Global Perspectives

Course credits: 1

TRS 155 - Buddhism**Upper Division****Prerequisites**

TRS 097 or TRS 189.

This course examines the history, thought, and practice of Buddhism by studying the enduring themes and cultural adaptations of its main schools through primary and secondary texts, art, video/audio, and field trips. We trace a number of Buddhism's developments from its founding in India to its present forms around the globe by examining each of the Three Jewels, that is, Buddha, Dharma, and Sangha.

Core Curriculum Designation(s)

TE - Theological Explorations; GP - Global Perspectives

Course credits: 1

TRS 156 - Religions of India

Upper Division

Prerequisites

TRS 097 or TRS 189.

India's long and rich history of religious diversity is both well-known and highly complex. We focus our study on a number of religious traditions (Hinduism, Islam, Buddhism, Sikhism, Jainism, and/or Parsi) within a wide variety of their historical and cultural settings. Our study will examine both individual traditions and the complex history of their interaction. We'll also examine how religions interact with political, social, and economic systems as well as look at examples of religious pluralism together with its promises and problems in historic and contemporary settings within India and beyond.

Core Curriculum Designation(s)

TE - Theological Explorations; GP - Global Perspectives

Course credits: 1

TRS 157 - Christianity, Religious Pluralism, and Interreligious Dialogue

Upper Division

Prerequisites

TRS 097 or TRS 189.

In light of our increasingly diverse nation and our ever more global world, this course will critically assess current Christian theological thinking about other major religious traditions and offer possibilities for interreligious understanding. Offered from the Christian perspective as part of an examination of contemporary discourses on the issues of religious identity, religious diversity, and religious pluralism, this course addresses the philosophical and theological issues and conflicts that arise in a religiously pluralistic environment. This includes an historical examination of the Christian disposition towards other religions, the problem of conflicting truth claims, the nature of salvation, the role of religious language, and the process of interreligious dialogue.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

Theology & Religious Studies - Theology, Religion, and the Arts

TRS 160 - Topics in Religion and the Arts

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of a topic of religion and culture not covered by the regular offerings of the department. Topics are announced prior to each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 162 - Biblical Themes in Literature

Upper Division

Prerequisites

TRS 097 or TRS 189.

Religious and biblical themes are woven into important works of literature. In this course, a series of literary pieces, both ancient and modern, will be studied from the point of view of the theological horizon of their authors and the faith that is being imaged in them. (This course often features a critical reading of biblical texts like Genesis, Exodus, and Maccabees followed by a reading of plays and novels like *Inherit the Wind*, *A Different Drummer*, and *The Chosen*.)

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 164 - Dante and The Divine Comedy

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course offers an in-depth spiritual and literary exploration of one of the greatest works of world literature: Dante's Divine Comedy. The theme of pilgrimage engages both Dante and the students in a journey to redemption by a deep acquaintance with sin (Inferno), an experience of repentance and forgiveness (Purgatorio), and a vision of eternal re-union (Paradiso). The course explores the profound and eternal consequences of choice and free will as God's greatest gift, and how our understanding and experience of love grows in clarity through the greater union of ourselves with the divine. Dante and his readers—all pilgrims—struggle toward maturity while wrestling with the disguises and even the glamor of evil, the necessity of personal honesty and introspection, and the unexpected breadth of God's mercy.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 167 - Visual Theology: Christian Art and Architecture

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course examines the art and architecture that artists over the centuries have created in their attempts to give visible embodiment to their religious experiences. The course focuses on what their creations reveal of how they understood the gospel, what they saw as essential to that message, how well they gave expression to the deepest longings of the human heart, and the influence of their creations on our understanding of the Christian faith. A particular focus of the class will be on changing images of the crucifixion and how those changes both reflect and create changing theological understandings of the meaning of the cross. This course also examines such things as the role and power of visual communication, mining art both Christian and secular for its theological insight.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 168 - Encountering Christian Art: Rome

Upper Division

Prerequisites

TRS 097 or TRS 189.

This quarter-credit course is an on-site introduction and exploration of the theological dimensions of the works of Christian art and architecture in the city of Rome, focusing on the churches of Rome where much of this art is housed, but also featuring study of the catacombs and the Vatican Museums, including the Sistine Chapel.

Course credits: 0.25

Theology & Religious Studies - Religion and Culture

TRS 170 - Topics in Religion and Culture

Upper Division

Prerequisites

TRS 097 or TRS 189.

An investigation of a topic in the field of Religious Studies not covered by the regular offerings of the department. Topics are announced prior to each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 171 - Gender and Religion in American Culture

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course focuses on the relationship between gender and religion in North American history and culture. We will explore gender as a category of analysis for the study of religion and the ways that religions construct and deconstruct gender norms. Religion is lived and practiced, and therefore it cannot be separated from the gendered bodies that people inhabit. We will use historical and contemporary case studies to examine the way that notions of femininity and masculinity have played a role in the religious lives of Americans.

Core Curriculum Designation(s)

TE - Theological Explorations; AD - American Diversity

Cross-Listing

The course is cross-listed with Women's and Gender Studies.

Course credits: 1

TRS 172 - Religion, Media, and Culture

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course explores the relationship between religion, media, and culture, with an emphasis on the contemporary North American context. We will analyze the way that religion is experienced and practiced in everyday life and the impact of various forms of media (material, visual, digital) and cultural products/practices on religion in the modern era. Students will have the opportunity to think critically about the relationship between contemporary religious forms and capitalism, and the way that the study of religion, media, and culture challenges assumptions about the nature of "authentic" religion and spirituality.

Course credits: 1

TRS 173 - Colonialism, Race & Religion

Upper Division

Prerequisites

Prerequisite(s) and/or corequisite(s): TRS 097 or TRS 189.

Ways of classifying the human person, including race, developed within the histories of European colonialism. These forms of social classification profoundly shaped the idea of "America," and continue to shape the present historical situation in the United States. To understand better our immediate historical situations, it is crucial to have a deeper understanding of how colonialism, constructions of race, and religion worked together in the formation of the North Atlantic context out of which the United States emerged. In this course, we will specifically locate the reality of the United States and sets of relationship within the North Atlantic World within the history of European colonialism.

Core Curriculum Designation(s)

TE - Theological Explorations; AD - American Diversity; TCG - The Common Good

Course credits: 1

TRS 174 - Sustainability, Religion, Spirituality

Upper Division

Prerequisites

TRS 097 or TRS 189.

Since Lynn White's groundbreaking article in 1967, debate has raged among scholars, activists, and members of religious communities about the role(s) of religion and of specific religions in fostering unsustainability and in achieving sustainability. As part of this debate, some have proposed the existence and importance of a spirituality unconnected with historical or new religions as a key component of moving toward sustainability. This course provides an interdisciplinary introduction to these questions both in their historical and contemporary forms.

Course credits: 1

TRS 175 - Spiritual, Not Religious: Emerson to the New Age

Upper Division

Prerequisites

TRS 097 or TRS 189.

The American tradition of individual seeking in religion is as old as the Republic, but it may be said to have its serious origin in the writings of Ralph Waldo Emerson. This course seeks to situate the contemporary phrase "spiritual, not religious," in a larger historical context and to compare contemporary American understandings of spirituality without institutional borders to more traditional understandings of spirituality.

Core Curriculum Designation(s)

TE - Theological Explorations

Course credits: 1

TRS 176 - Spirituality in Practice

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course takes a cultural and theoretical approach and focuses on religion as it is experienced and practiced, both in everyday life and in special ritual contexts. We will explore religion through concepts such as space, time, power, material culture, ritual, and the body, and use these concepts to understand more deeply the logic and practices of spirituality and transformative experiences in a variety of religious contexts and traditions. Students will have the opportunity to use theoretical ideas developed in the class to analyze practices such as pilgrimage, altar-building, music, dance, meditation, mysticism, monasticism, body modification and pain, and the role of material culture and the body in religious experience.

Core Curriculum Designation(s)

TE - Theological Explorations; AD - American Diversity

Cross-Listing

The course is cross-listed with Ethnic Studies.

Course credits: 1

TRS 179 - Theory and Method in the Study of Religion

Upper Division

Prerequisites

TRS 097 or TRS 189.

This course is designed to give students a foundation in the classical and contemporary theories and methods used in the academic study of religion. A key focus of the course will be on seminal theories and methods such as those formulated by Sigmund Freud, Emile Durkheim, Mircea Eliade, and Clifford Geertz. We'll also examine the methodologies employed by some prominent, recent scholars and consider the connections these make with underlying theory. A key component of the course will be an exploration of the differences between theological and religious studies and the development of religious studies as an academic discipline. Students will also have the opportunity to become familiar with critical issues and debates within the contemporary field of religious studies such as the role of the body in religion, religion and power, the debate over "insider" and "outsider" perspectives, and the place of theological commitments in the academic study of religion.

Additional Notes

Instructor's permission required. (If you are interested, please ask!) This is a required course for TRS Majors and one of two options, along with TRS 129, for TRS Minors.

Course credits: 1

Theology & Religious Studies - Intensive Inquiry Courses

TRS 180 - Intensive Inquiry in Christian History

Upper Division

Prerequisites

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Christian history, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Course credits: 1

TRS 181 - Intensive Inquiry in Scripture

Upper Division

Prerequisites

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Scripture, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 182 - Intensive Inquiry in Systematic Theology

Upper Division

Prerequisites

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Systematic Theology, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 183 - Intensive Inquiry in Sacraments and Spirituality

Upper Division

Prerequisites

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Sacraments and Spirituality, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 184 - Intensive Inquiry in Ethics

Upper Division

Prerequisites

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Ethics, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 185 - Intensive Inquiry in World Religions

Upper Division

Prerequisites

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in World Religions, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 186 - Intensive Inquiry in Theology, Religion, and the Arts**Upper Division****Prerequisites**

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Religion and the Arts, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

TRS 187 - Intensive Inquiry in Religion and Culture**Upper Division****Prerequisites**

Two TRS courses, or permission of instructor.

An in-depth investigation of a topic in Religion and Culture, designed for TRS majors and minors. Topics are announced prior to registration each semester.

Repeatable

May be repeated as content varies.

Course credits: 1

Women's and Gender Studies - Lower Division

In addition, new courses are approved on a term-to-term basis. Examples of such electives include ENGL 154 - Studies in African-American Literature or ENGL 141 - Studies in Medieval Literature.

WGS 001 - Introduction to Women's and Gender Studies**Lower Division**

An introduction to the interdisciplinary field of Women's and Gender Studies. The course provides a broad perspective on

research in gender in a variety of disciplines (including sociology, psychology, politics, philosophy, history, and literature). Topics include the historically changing representations of women; the history of the women's movement in the United States; globalization; contemporary feminisms, sexualities, ecology, and the intersection of gender, race, and class. A goal of the course is for each student to develop a critical perspective on the meaning of gender in our society.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; TCG - The Common Good

Course credits: 1

WGS 088 - Biology of Women

Lower Division

Concurrently

BIOL 089 - Biology of Women Laboratory

Biology of Women is an introduction to the structure, physiology and genetics of women across the life span. The first half of the course will explore the genetic, hormonal and developmental basis of gender. We will study physiology and development from conception, through puberty, pregnancy and aging. The latter part of the course will deal with specific health concerns of women and focus on predominantly or uniquely gender- related illnesses and their physiologic basis. The laboratory (BIOL 089) is intended to demonstrate the varied processes of science and the scientific method using women's biology as the basic subject material.

Core Curriculum Designation(s)

SU - Scientific Understanding (with Lab)

Fee

Laboratory fee \$185.

Cross-Listing

Cross-listed as BIOL 088

Course credits: 1

Women's and Gender Studies - Upper Division

WGS 106 - Women in Sports

Upper Division

Prerequisites

KINES 010 and KINES 015 (or, for non-majors, permission of the instructor).

This course will analyze the relationship between gender and sport from multiple perspectives. Emphasis will be placed on exploring the changing roles in sports for women, as well as how past and current beliefs regarding gender equity, health, and women's role in society shape the experiences of women in sports in our society today. Topics will include: the history of women in sport, structural constraints facing women in sport, race and ethnicity, women's health issues, sexuality and homophobia as they pertain to sport, the role of the media, the sporting body, Title IX and career opportunities for women, and the future of sports for women in our society.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Cross-Listing

Cross-listed as KINES 106

Course credits: 1

WGS 107 - Research Seminar in Women's and Gender Studies

Upper Division

Prerequisites

WGS 001 or permission of instructor.

An exploration of a theme or problem area in the field of Women's and Gender Studies. Past topics have included: women and work; gender and science; women and religion, gender and popular culture; transnational perspectives on gender; U.S. cultural representations of gender; women and the media; masculinities; the history of sexuality. The course combines seminar discussions of texts that represent a variety of methodologies and disciplines with research papers. Research topics are designed by individual students in consultation with the instructor.

Course credits: 1

WGS 111 - Kinship, Marriage and Family

Upper Division

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

Repeatable

May be repeated as content varies.

Cross-Listing

ANTH 111

Course credits: 1

WGS 111-01 - Sociology of Families

Upper Division

Families are one of our most basic social institutions. They provide the primary social and physical contexts within which we become fully human. This course begins by exploring the idea of "the traditional family" and continues by examining historical trends and empirica

Cross-Listing

SOC 111

Course credits: 1

WGS 115 - Theories of Justice

Upper Division

The course examines different theories of justice based on concepts such as "fairness," "equal treatment," and "getting one's due." These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment.

Core Curriculum Designation(s)

AD - American Diversity; TCG - The Common Good

Cross-Listing

Cross-listed as POL 115

Course credits: 1

WGS 116 - Global Migration

Upper Division

Addresses the dynamics of contemporary migration and the way it is changing cultures, societies, politics, and families. The course introduces theories of assimilation, transnationalism, and multiculturalism and examines contemporary patterns of international migration flows. Among the topics covered are feminization of migration, labor migration, citizenship, human trafficking, refugee crises, and politics of asylum.

Core Curriculum Designation(s)

GP - Global Perspectives

Cross-Listing

Cross-listed as SOC 116

Course credits: 1

WGS 119 - Global Sociology

Upper Division

Examines the global nature of contemporary social, economic, political, and cultural change. Reviews the multidisciplinary theoretical approaches that analyze the origins, dynamics, and consequences of globalization. Provides students with an understanding of an array of issues that stem from global changes, including global inequality, third-world poverty, labor rights violations, natural resource constraints, and environmental problems.

Core Curriculum Designation(s)

GP - Global Perspectives

Cross-Listing

Cross-listed as SOC 119

Course credits: 1

WGS 120 - Spanish Literature: Middle Ages to Eighteenth Century

Upper Division

Introduction and study of the major genres and writers from the Middle Ages to the 18th century, including Cantar de mio Cid, medieval ballads, early lyric and didactic poetry and readings in medieval prose and drama; selections from lyric and mystic Renaissance poetry; the picaresque novel. Golden Age prose and poetry, including Cervantes, Góngora, Lope de Vega and Calderón.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Term Offered

Offered in alternate years.

Cross-Listing

Cross-listed as SPAN 120

Course credits: 1

WGS 123 - Sex and the Spirit

Upper Division

Prerequisites

TRS 097 or TRS 189.

An exploration of a contested area in Christian thought today, setting traditional understandings in dialogue with contemporary concerns and critiques. How does our experience of ourselves as sexual beings open us to the experience of the holy; and, conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition and others.

Core Curriculum Designation(s)

TE - Theological Explorations

Cross-Listing

Cross-listed as TRS 123

Course credits: 1

WGS 125 - Gender and Culture

Upper Division

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

Cross-Listing

Cross-listed as ANTH 125

Course credits: 1

WGS 125-01 - Gender and Society

Upper Division

While sex differences are biological, gender encompasses the traits that society assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and society. It takes an inclusive perspective, with a focus on men and women in different cultural contexts defined by ethnic group membership, sexuality, and socioeconomic status.

Cross-Listing

Cross-listed as SOC 125.

Course credits: 1

WGS 125-02 - Women in the Christian Tradition

Upper Division

An introduction to the major themes and tensions that shape the study of women in the Christian tradition.

Cross-Listing

TRS 125

Course credits: 1

WGS 126 - Engaging Communities

Upper Division

Prerequisites

ENGL 004 or WGS 001.

This course will examine issues in gender and social justice through community engagement. Students will be asked to address a "real world" understanding of topics ranging from violence to electoral politics, poverty to environmental sustainability, and many others, through service-learning on behalf of community partners whose work addresses a range of related social issues. This course will satisfy requirements for the major and minor in Women's and Gender Studies and is open to all students. Experience in WGS 001 - Introduction to Women's and Gender Studies is encouraged but not required.

Core Curriculum Designation(s)

TCG - The Common Good; CE - Community Engagement

Course credits: 1

WGS 139 - History of Women in America

Upper Division

A survey of American women's history from 17th century colonial encounters to the present with an emphasis on ethnic and class diversity, shifting definitions and cultural representations of womanhood, and the efforts of women to define their own roles and extend their spheres of influence.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Term Offered

Offered in alternate years.

Cross-Listing

Cross-listed as HIST 139

Course credits: 1

WGS 140 - Gender Politics A/B**Upper Division**

A study of the social, economic, political and legal status of women in contemporary America and in other countries. The course examines the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, contemporary battles on workplace equality, parental leave, equal pay, reproductive justice, etc. Includes Community-Based Research (the equivalent of a lab). (.25 credit).

Core Curriculum Designation(s)

CE - Community Engagement

Term Offered

Offered in alternate years.

Cross-Listing

Cross-listed as POL 140

Course credits: 1.25

WGS 147 - Psychology of Gender**Upper Division****Prerequisites**

PSYCH 001.

A critical review of the theory and research on gender from the biological, psychological and sociological perspectives. The course explores the social construction of gender and how it impacts human development and social behavior. Throughout the course, the interaction between gender and the complexities of race, culture and sexual orientation is considered.

Cross-Listing

Cross-listed as PSYCH 147

Course credits: 1

WGS 151 - Women in Latin American History**Upper Division**

An examination of the participation of women in struggles for social justice in Latin America, asking what has motivated women to abandon traditional roles and how they have envisioned the common good and shaped debates about human rights, democracy, feminism, ecology, and socialism in selected Latin American countries.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; GP - Global Perspectives; TCG - The Common Good

Cross-Listing

Cross-listed as HIST 151

Course credits: 1

WGS 153 - American Ethnic Writers and Oral Traditions**Upper Division**

Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Asian Americans, American Jews, specific Black cultural groups, Hispanic Americans or Chicano communities.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); AD - American Diversity

Cross-Listing

Cross-listed as ENGL 153

Course credits: 1

WGS 173 - Women Writers**Upper Division**

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-Century British Novelists; Contemporary Women Poets; and American and Canadian Short Story Writers.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Cross-Listing

Cross-listed as ENGL 173

Course credits: 1

WGS 177 - Feminist and Gender Theories**Upper Division****Prerequisites**

Limited to Juniors and Seniors Only.

This seminar provides a series of inquiries into the diverse theoretical frameworks of contemporary feminism. Critical race theory, cultural studies, post-structuralism, Marxist and postcolonial theories, gender difference and queer theories, sexualities studies, ecofeminism, and contemporary identity politics are a few of the directions in discussion and research.

Course credits: 1

WGS 183 - Dance History II

Upper Division

Prerequisites

PERFA 001 and PERFA 182.

This course examines the emergence and development of modern dance in the 20th Century in the United States and Europe. The class will study the early roots of modern dance, the subsequent generations of modern dance choreographers, the post-modern movement and contemporary forms in the late 20th and early 21st centuries. We will study significant choreographers, performers and companies, paying close attention to the role women played in the history of modern dance. We will draw from social, cultural and feminist theories of dance to construct a historical understanding of modern dance. A lab fee is charged to cover the performances required for this class. This course is a requirement for Dance majors and minors.

Cross-Listing

Cross-listed as PERFA 183

Course credits: 1

WGS 195 - Internship

Upper Division

Prerequisites

Permission of instructor and program director required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Course credits: 1

WGS 196 - Senior Research Thesis

Upper Division

Prerequisites

Upper-division standing; WGS 001, WGS 107, and WGS 177. Open to minors upon approval by the director and instructor of the course. (In the case of a split or double major, WGS 196 may be taken in conjunction with thesis work in the other discipline. In the case of a minor, WGS 196 may be taken in conjunction with thesis work in the major.)

Critical examination of theories and issues in contemporary Women's and Gender Studies methodologies. Directed readings, research, and writing of a final senior paper or project, including a poster for public presentation, under the supervision and approval of the instructor.

Core Curriculum Designation(s)

WID - Writing in the Disciplines

Course credits: 1

WGS 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and program director required.

An independent study or research course for students whose needs go beyond the regular courses in the curriculum.

Course credits: 1

WGS 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and program director required.

An independent study or a research course for upper-division students with a B average in the major.

Course credits: 1

Studies for International and Multilingual Students - Lower Division

SMS 015 - American Culture and Civilization

Lower Division

A survey course delivered through the Anthropology Department provides the student with the tools to interpret and evaluate culture from a social science perspective. The approach is a cross-cultural comparative model using American values, life-styles and traditions within a framework of the day-to-day workings of American culture. Course work is composed of lectures, readings, discussions and fieldwork projects. The course is required of all international students and must be taken during the first semester of attendance. In certain cases, permission for exemption may be granted upon evaluation by the Faculty Committee and Registrar.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding; AD - American Diversity

Course credits: 1

SMS 023 - Writing Lab

Lower Division

Concurrently

Corequisite: ENGL 003

The SMS Labs help support ENGL 003 , ENGL 004, and ENGL 005, as well as other first-year courses that have significant writing requirements and would give non-native English speakers a better chance of succeeding in all of their courses. Students will gain: greater fluency in written English; understanding of course expectations at Saint Mary's regarding writing; increased proficiency in English grammar and vocabulary; better understanding of the stages of assembling an essay (including thesis formation, overall essay organization, paragraph development, and effective sentence construction) through focused work on each stage; better writing habits gained through practice in assessing writing assignments across the disciplines, setting writing schedules, brainstorming and drafting techniques, and revising essays.

Course credits: 0.25

SMS 024 - Writing Lab

Lower Division

Concurrently

Corequisite: ENGL 004

The SMS Labs help support ENGL 003 , ENGL 004, and ENGL 005, as well as other first-year courses that have significant writing requirements and would give non-native English speakers a better chance of succeeding in all of their courses. Students will gain: greater fluency in written English; understanding of course expectations at Saint Mary's regarding writing; increased proficiency in English grammar and vocabulary; better understanding of the stages of assembling an essay (including thesis formation, overall essay organization, paragraph development, and effective sentence construction) through focused work on each stage; better writing habits gained through practice in assessing writing assignments across the disciplines, setting writing schedules, brainstorming and drafting techniques, and revising essays.

Course credits: 1

World Languages and Cultures - Upper Division

WLC 126 - Film

Upper Division

Viewing and discussion of French, German, Italian, Japanese, Spanish or Latin American films. Each course focuses on a particular genre, director, country or area sharing a common language and culture.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis)

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 130 - Special Topics in Literary Studies

Upper Division

This course is an intensive study and analysis of a single salient feature or movement in literature.

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 131 - Special Topics in Linguistics

Upper Division

This course explores a particular linguistic topic of the language, including such areas as historical linguistics, sociolinguistics, morphology, second language acquisition, bilingualism, and methodologies of teaching language.

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 132 - Special Topics in Cultural Studies**Upper Division**

Courses taught under this designation seek to provide students with an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the United States.

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 170 - Modern Critical Theory**Upper Division**

General introduction to movements or trends in current critical theory, including psychoanalytic (Freudian, Lacanian), postmodernism (deconstructionism), feminist theory, structuralism, semiotics, etc. Discussion of theory is in English. Students' written work is in French or Spanish.

Additional Notes

English majors accepted with permission of chair of Department of English.

Course credits: 1

WLC 180 - Medieval and Early Renaissance Poetry and Music**Upper Division**

A study of popular and cultivated poetry of Medieval and Renaissance Europe and the musical expressions in the context of the Medieval and Renaissance world and mind.

Course credits: 1

WLC 181 - Renaissance and Baroque Literature of Europe**Upper Division**

A study of the literature of 17th-century Europe.

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 182 - The Romantic Movement in Literature

Upper Division

A study of the literary expression of the 19th century.

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 183 - Authors, Genres and Themes in Western Literature

Upper Division

An investigation of a single author, genre, theme or topic in Western or Third-World literature.

Repeatable

May be repeated as content varies.

Course credits: 1

WLC 184 - Topics in Hispanic Literature

Upper Division

Reading and discussion of Hispanic literature in translation. Topics include Hispanic women writers, modern Chicano literature, Hispanic theater in the United States.

Course credits: 1

WLC 185 - Culture and Civilization of France

Upper Division

A study of the relationship between the rich culture of France and its turbulent history. Attention given to the interchange between artistic or literary expression and the political process, with consequent socioeconomic developments.

Core Curriculum Designation(s)

SHCU - Social, Historical, and Cultural Understanding

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 1

WLC 186 - Culture and Civilization of Italy

Upper Division

Italian culture has been central in the development of western civilization. The aim of this course is to consider the intellectual and artistic manifestations of this important culture in all its brilliant variety.

Core Curriculum Designation(s)

AA - Artistic Understanding (Analysis); TCG - The Common Good

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 1

WLC 187 - Culture and Civilization of Spain

Upper Division

Highlights of Spain's culture. Masterpieces of Spanish artistic expression are studied and the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 1

WLC 188 - Culture and Civilization of Latin America

Upper Division

The study of the culture of the various Latin American nations from pre-Colombian times to the present. Special consideration of manifestations of Latin American artistic expression. An examination of the social, religious and political values of the culture, and the similarities and differences between Latin American nations.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 1

WLC 189 - Culture and Civilization of Mexico

Upper Division

A study of major historical periods, from pre-Colombian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 1

WLC 195 - Internship

Upper Division

Prerequisites

Permission of instructor and department chair required.

Work-study program conducted in an internship position under the supervision of a faculty member.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: Credit may vary

WLC 196 - Capstone

Upper Division

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 0.25

WLC 197 - Independent Study

Upper Division

Prerequisites

Permission of instructor and department chair required.

An independent study or research course for students whose needs go beyond the regular courses in the curriculum.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: Credit may vary

WLC 199 - Honors Independent Study

Upper Division

Prerequisites

Permission of the instructor and department chair required.

An independent study or a research course for upper-division students with a B average in the major.

Additional Notes

Recommended to majors in business administration, politics, history and communication:

Course credits: 1

Undergraduate

SMC 070 - First Year Advising Cohort

Lower Division

This course will provide you with the important access you need to a faculty and academic advisor, who will serve as a constant resource and mentor to you during this year of acclimation to college. It will also guide you through the many learning and living experiences you will encounter during your time here. It will combine class discussions with co-curricular activities and a variety of workshops to enhance your college experience and support you in achieving your highest potential.

Course credits: 0.0, 0.25