

College of the Holy Cross

## CrossWorks

---

Course Catalogs

College Archives

---

9-1-2020

## 2020-2021 Catalog

College of the Holy Cross

Follow this and additional works at: [https://crossworks.holycross.edu/course\\_catalog](https://crossworks.holycross.edu/course_catalog)



Part of the [Higher Education Commons](#)

---

### Recommended Citation

College of the Holy Cross, "2020-2021 Catalog" (2020). *Course Catalogs*. 114.  
[https://crossworks.holycross.edu/course\\_catalog/114](https://crossworks.holycross.edu/course_catalog/114)

This Book is brought to you for free and open access by the College Archives at CrossWorks. It has been accepted for inclusion in Course Catalogs by an authorized administrator of CrossWorks.



COLLEGE OF THE  
**Holy Cross**

Catalog 2020–2021



# TABLE OF CONTENTS

College of the Holy Cross 2020-2021 Catalog .....	3	Economics Major .....	81
About Holy Cross .....	4	Education .....	82
Mission Statement .....	7	Education Minor .....	84
Accreditation .....	7	Teacher Education Program .....	84
Academic Calendar .....	8	English .....	85
Admissions .....	8	Creative Writing Concentration .....	92
Expenses .....	10	Creative Writing Minor .....	93
Student Affairs .....	11	English Major .....	93
Financial Aid .....	14	Rhetoric and Composition Minor .....	94
Office of the College Chaplains .....	17	Environmental Studies .....	94
Career Development .....	18	Environmental Studies Major .....	95
Athletics .....	18	Environmental Studies Minor .....	96
Public Safety .....	19	History .....	97
Degree Requirements & Academic Policies .....	21	History Major .....	111
Academic Goals of a Liberal Arts Education and Assessment .....	21	International Studies .....	111
Degree Requirements .....	21	International Studies Major .....	125
Academic Policies .....	24	Mathematics and Computer Science .....	126
Academic Honors and Awards .....	36	Computer Science Major .....	136
Academic Plans .....	41	Computer Science Minor .....	136
Asian Studies .....	42	Mathematics Major .....	137
Asian Studies Major .....	43	Statistics Minor .....	138
Asian Studies Minor .....	43	Music .....	138
Biology .....	44	Music Major .....	145
Biochemistry Concentration .....	51	Naval Science .....	146
Biology Major .....	51	Philosophy .....	148
Geosciences Minor .....	52	Philosophy Major .....	155
Center for Interdisciplinary Studies .....	53	Philosophy Minor .....	156
Africana Studies Concentration .....	56	Physics .....	156
Gender, Sexuality & Womens Studies Concentration .....	57	Physics Major .....	159
Latin American, Latinx, and Caribbean Studies Concentration .....	58	Physics Minor .....	160
Peace and Conflict Studies Concentration .....	59	Political Science .....	160
Student-Designed Majors and Minors .....	60	Political Science Major .....	170
Chemistry .....	60	Psychology .....	170
Biochemistry Concentration .....	66	Psychology Major .....	176
Chemistry Major .....	66	Religious Studies .....	177
Classics .....	67	Religious Studies Major .....	186
Classics Major .....	72	Religious Studies Minor .....	186
Economics and Accounting .....	73	Sociology and Anthropology .....	187
Accounting Major .....	80	Anthropology Major .....	195
		Anthropology Minor .....	196
		Sociology Major .....	197
		Spanish .....	198

Spanish Major .....	205
Theatre and Dance .....	206
Dance Minor .....	210
Theatre Major .....	210
Visual Arts .....	211
Art History Major .....	217
Art History Minor .....	218
Studio Art Major .....	219
Studio Art Minor .....	220
World Languages, Literatures, and Cultures .....	220
American Sign Language and Deaf Studies: Deaf Studies, Minor .....	232
Arabic .....	232
Chinese Studies Major .....	233
Chinese Studies Minor .....	233
French and Francophone Studies Major .....	233
French and Francophone Studies Minor .....	234
German Studies Major .....	235
German Studies Minor .....	235
Italian Studies Major .....	236
Italian Studies Minor .....	236
Russian Studies Major .....	237
Russian Studies Minor .....	238
Studies in World Literatures Major .....	239
Special Academic Programs .....	240
Ciocca Center for Business, Ethics, and Society .....	242
J.D. Power Center for Liberal Arts in the World .....	243
Study Abroad .....	245
Governance .....	247
College Councils and Committees .....	251
Department Chairs and Program Directors .....	254
Officers of Instruction .....	255
Professors Emeriti .....	266
Legal Issues .....	268
Index .....	272

# COLLEGE OF THE HOLY CROSS 2020-2021 CATALOG

---

## About this Catalog

The College Catalog is a document of record issued in September 2020. The Catalog contains current information regarding the College calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be, and should not be relied upon, as a statement of the College's contractual undertakings.

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

### Important Note Regarding On-Going COVID-19 Pandemic

As you know, we are living in uncertain and difficult times. The College holds as paramount the health, safety and welfare of every member of its community. Having said that, none of us can guarantee what course the COVID-19 pandemic will take, and none of us – including the College – can guarantee a COVID-19-free environment. This is simply not feasible.

Taking steps to minimize the risk of COVID-19 infections (or any other spread of disease) at the College is a shared responsibility. Consistent with the principle of men and women for others, every member of our community must do their part. This means adhering to national, state, and local health guidelines and requirements, and adhering to those measures that the College deems safe and appropriate for its campus as published on its website including at <https://www.holycross.edu/2019-novel-coronavirus-covid-19-information/fall-2020-faq>.

The College is committed to the goals of preventing the spread of COVID-19 and reducing the risk of exposure to COVID-19 for all of its community members. However, in complete transparency, each community member should understand that if they return to the physical campus of the College, there is a risk of contraction of COVID-19. The College certainly do not wish this on anyone, and we are taking recommended steps to mitigate this risk, but the College cannot categorically guarantee this will not happen. By coming onto campus, each person should understand that this is possible.

By coming to campus, each community member acknowledges and agrees to comply with all applicable governmental orders and requirements, all national, state, and local health guidance, and all policies, requirements and instructions regarding COVID-19 during the continuation of the pandemic until notified by the College. The College may update and change the policies, requirements and instructions from time to time in its sole discretion. These policies, requirements and conditions control over the language contained in any other pre-existing policy or statement of the College. Each community member coming to campus is responsible for checking the College's website (including, but not limited to, <https://www.holycross.edu/2019-novel-coronavirus-covid-19-information/fall-2020-faq>) each day for updated information. Any failure to comply with governmental orders or guidance, or College policies, requirements and conditions or instructions of College officials may endanger others and, as a result, may result such person being

required to leave campus and/or restricted from particular areas and subject to other disciplinary measures, up to possible dismissal from the College.

The College may make changes of any nature at any time and from time to time to its educational services and activities, working and living environment, offerings, events, services, activities, calendar, schedule, standards, policies, requirements, rules, and procedures whenever the College deems it necessary or desirable in connection with the on-going COVID-19 pandemic, as determined by the College in its sole discretion.

This includes, but is not limited to, changes to modes or methods of delivery, modifying, suspending, cancelling or rescheduling any or all activities, services, and events, whether on or off campus, and requiring compliance with new, additional, or modified community standards, policies, procedures or rules intended for the protection of health and safety, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

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

College of the Holy Cross  
1 College Street, Worcester, MA 01610  
508-793-2419  
[webmaster@holycross.edu](mailto:webmaster@holycross.edu)

Information in the College of the Holy Cross 2020-2021 Catalog, Volume 104, was accurate and current as of the publication date, September 2020.

# ABOUT HOLY CROSS

---

## Profile

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

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

The College recognizes that its professional and talented faculty members constitute the particular ingredient that ultimately shapes the educational experience. They are widely respected in their academic specialties. Many have national reputations for their research and publications, creative performances, recordings, and exhibitions. Almost all of the 328 full- and part-time faculty members hold doctoral degrees from some of the finest universities here and abroad. They conduct research supported by grants from foundations, government agencies, and private sources.

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

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

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

## Founding

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

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

Today the College is a large educational complex, complete with chapel, libraries, a modern science center, classrooms, residence halls, football stadium, baseball stadium, soccer stadium, lacrosse stadium, hockey rink, and campus activity center, spread over 174 sloping acres. It is a community of 2,900 students, roughly half of them men and half women. Few classes have more than 40 students in them, and most average 18–20. The atmosphere this community of scholars creates is frequently described as welcoming and friendly, where students receive encouragement and support from classmates and professors.

Coeducational since 1972, Holy Cross enrolls a student body of young men and women of proven accomplishment. Almost all of them have been graduated in the top 20 percent of their high school classes. Most live in 11 residence halls on campus. These are run by the Dean of Students office with the help of students who organize the many activities through their House Councils. Students, elected by their peers, represent their classmates at faculty meetings, on major College committees, and in a consultative capacity on the appointment and promotion of faculty.

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

## Libraries

At Holy Cross, libraries are considered central to the educational mission of the College. Thus, the libraries place great emphasis on instruction with the goal of helping students become information-literate during their four years at Holy Cross. First-year students receive specialized instruction sessions for Montserrat seminars within the clusters which tailor resources to corresponding course needs. The system includes five libraries: the main library, Dinand; the O'Callahan Science Library; the Fenwick Music Library; the Worcester Art Museum Library; and, the Rehm Library of the McFarland Center for Religion, Ethics and Culture. The libraries presently house a combined collection of more than 650,000 print volumes and subscribe to more than 24,000 scholarly print and electronic journals. The libraries also maintain access to more than 300,000 electronic books and an additional 60,000 full-text journals in online aggregator databases.

The Holy Cross Libraries offer a vast array of research tools in print and electronic format covering art, music, humanities, social sciences, theology/philosophy, science and economics. Scholarly online databases such as EBSCOhost Academic Premier, Nexis-Uni, Expanded Academic

ASAP, ARTstor, SciFinder Scholar, and the MLA Modern Language Association International Bibliography, provide researchers with access to peer reviewed references. These and all other library holdings are fully accessible via the Holy Cross Library Web catalog. These databases and collections are also available remotely to the Holy Cross community.

Reference Services include scheduled, course-specific library instruction, as well as customary on-demand reference interactions. Personal research sessions may also be scheduled. In an effort to reach out to students and faculty at the point of need, the libraries offer a 24/7 Virtual Reference service (staffed with participating librarians of Jesuit institutions throughout the nation), which can be accessed from the library's home page. The library also supports an Electronic Reserves program in order to provide students with 24/7 access to reserve materials.

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

**Dinand Library**, with a shelving capacity of over 500,000 volumes, has seating for more than 680 readers, and serves as the libraries' central information and processing facility. Dinand is open 121 hours per week during the academic year. Two wings to Dinand were dedicated in 1978 to the memory of Joshua and Leah Hiatt and all the victims of the Holocaust. A special Holocaust Collection of books and other materials is under constant development and now numbers over 6,000 volumes. Dinand's Main Reading/Reference room contains the print reference collection, current periodicals, and public PCs. The Visual Arts Wing contains books on art and photography. The Dr. Mark D. Nevins '86 Collection for the Study of Comic and Graphic Novels is located contiguous to the art collection. On the second floor of the Dinand Library are the Scalia electronic classroom, the microform area, video and DVD viewing facilities, Academic Services and Learning Resources, and the Center for Writing.

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

Archives holds the records of the college including its publications; department, athletic, alumni, and student organization files; photographs and early records of the school. The Special Collections include incunabula (printed prior to 1500), Jesuitana (books by and about Jesuits); Americana (books published in America prior to 1850); John Henry Cardinal Newman letters and first editions; and the collections of James Michael Curley, David I. Walsh, and Louise Imogene Guiney. Other collections include the Edward B. Hanify, Esq. papers relating to Admiral Husband Kimmel, the U.S. Pacific Fleet Commander at Pearl Harbor in 1941, the Dorothy Wayman papers, and the Rev. Michael Earls, S.J. papers. The Archives also houses the Richard Green '49 collection of NASA memorabilia.

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

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

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

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

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

## Integrated Science Complex

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

### Smith Laboratories

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

### Haberlin, O'Neil and Swords Halls

Facilities contained in these three connected science buildings include laboratories; classrooms and offices for biology, chemistry, mathematics and physics; the O'Callahan Science Library; greenhouses and facilities

for aquatic research; and, a large atrium with a coffee shop, food service and lounges for faculty and students. As part of the Integrated Science Complex, Haberlin Hall has been completely renovated to facilitate “discovery-based” teaching and learning.

## Beaven Hall

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

## Luth Athletic Complex

The sports and recreation complex contains a 64,000 square foot indoor practice facility (with 100 yards of turf for use by all field sports); a 3,600-seat basketball arena; a 1,050-seat ice hockey rink; a six-lane swimming pool with separate diving area; a rowing practice tank; and locker rooms.

## Hogan Campus Center

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

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

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

## Residence Halls

Eleven residence halls house 90 percent of students at the College of the Holy Cross. Each of these residence halls are living communities with their own programs, social gatherings, and sports competitions. Living on each floor of every resident hall is a Resident Assistant — student leaders who help build community, respond to concerns, and provide guidance. Six residence halls (Clark, Hanselman, Healy, Lehy, Mulledy, and an apartment-style hall for seniors, Figge Hall) are located on the upper campus along “Easy Street.” Wheeler Hall is adjacent to the Dinand Library and Loyola Hall is beside St. Joseph Memorial Chapel. As an alternative to the Fitness Center in the Hart Recreation Center, Loyola houses a Fitness Studio in its basement that includes cardiovascular equipment (treadmills, stationary bikes and ellipticals), a Nautilus station, and free weights. Alumni and Carlin halls offer suite accommodations and are located at opposite ends of the Kimball Quadrangle. Williams Hall, a second apartment-style hall for seniors, is located on lower campus between Loyola Hall and Alumni halls.

## St. Joseph Memorial Chapel

Midway up Mount Saint James is Saint Joseph Memorial Chapel, the spiritual home of the Holy Cross community. Built in 1924 as a memorial to Holy Cross soldiers and sailors who died in World War I, the chapel

now includes additional memorials to those killed in World War II, Korea and Vietnam, and the outdoor chapel plaza is highlighted by a memorial plaque to six Jesuit priests and two women associates who were killed in 1989 at the Central American University of El Salvador.

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

The lower level of the chapel served the College as an auditorium and Naval ROTC space before being transformed into a chapel in 1955. Through the generosity of a gift in memory of Robert H. McCooley ’52, the lower level was renovated in 2003 and features a small chapel for daily Masses (McCooley Chapel), a mid-sized chapel seating up to 270 people that is home to the Sunday 7:00 p.m. Mass, holy day liturgies, and the Sunday 4:30 p.m. Inter-Denominational Service of Praise and Worship (Mary Chapel), a chapel for the Sacrament of Reconciliation, a chapel for the reservation of the Blessed Sacrament, and a gathering space highlighted by a continuously flowing baptismal font.

## Thomas P. Joyce ’59 Contemplative Center

Located on a 52-acre site in West Boylston, Mass., just a 20-minute drive from campus, the Joyce Contemplative Center offers retreat and discernment programming for students, alumni, faculty and staff. Opened in September 2016, the 33,800 square-foot complex features a chapel, meeting rooms, dining room, and bedrooms for 58 individuals. The hilltop site overlooks scenic Wachusett Reservoir conservation area.

## Campion House

Campion House, in addition to housing the offices of the college chaplains, provides a unique home like environment on campus. With its warm, comfortable living room and large dining room and kitchen tables Campion House is a wonderful place to study, dine, meet other students, or just hang out. Campion is equipped with wireless internet service.

## Fenwick and O’Kane Halls

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

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



## Smith Hall

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

## McFarland Center for Religion, Ethics and Culture

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

## Edith Stein Hall

This five-story academic building contains 35 classrooms and two large lecture halls for the departments of economics, modern languages and literatures. Other departments housed in Stein include Spanish and education, as well as the Prebusiness, Prelaw and Health Professions programs. Additional facilities include the audio visual department; a computer instruction laboratory; and a state-of-the-art Multimedia Resource Center.

## Information Technology Services

Information Technology Services (ITS) provides services for a variety of computers and devices, a high-speed, highly reliable and secure network infrastructure, and academic and business systems. Support is provided for 12 campus computer labs, wired and wireless networks, internet access, email, and a range of online services. Students and faculty make use of the Moodle course management system, the library system, and the Student Academic Records system (STAR). In addition, many other web services are available (see the "log in links" on the Current Students page).

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

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

## Mission Statement

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

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

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

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

## Accreditation

### Incorporation and Accreditation

The College of the Holy Cross is a Massachusetts not-for-profit corporation subject to oversight by the Massachusetts Secretary of the Commonwealth and the Massachusetts Attorney General. The College of the Holy Cross is recognized as a tax-exempt 501(c)(3) corporation by the Internal Revenue Service.

**Financial Information:** The College's current audited Financial Statements may be viewed on line here (PDF) ([https://www.holycross.edu/sites/default/files/files/controller/f\\_725661\\_18\\_collegeoftheholycross\\_fs.pdf](https://www.holycross.edu/sites/default/files/files/controller/f_725661_18_collegeoftheholycross_fs.pdf)).

**Accreditation:**

The College is accredited by the New England Commission of Higher Education (formerly the Commission of Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

NECHE at 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 or online at [www.neche.org](http://www.neche.org) (<http://www.neche.org/>).

## Academic Calendar

### Fall 2020 Semester

Day of the Week	Date	Description
Thursday	August 13	First-year student enrollment
Wednesday	August 19	First-year student enrollment ends
Monday	August 24	Fall 2020 open enrollment continues
Wednesday	August 26	Second, third, fourth-year students can add a 5th course
Tuesday	September 1	<b>Classes Begin</b>
Monday	September 7	Last day to add classes and declare an audit
Monday	September 21	Last day to withdraw without record
Wednesday	September 30	No class day
Friday	October 9	Last day to declare Pass/No Pass
Monday	October 12	Advising for spring 2021 begins
Monday	November 16	Enrollment for spring 2021 begins
Friday	November 20	Last class day before Thanksgiving break
Monday	November 30	Classes resume
Wednesday	December 9	Last day to withdraw with a W
Wednesday	December 9	<b>Classes End</b>
Thursday	December 10	Study period begins

Monday	December 14	Final examinations begin
Friday	December 18	Final examinations end

### Spring 2021

Day of the Week	Date	Description
Monday	January 25	2nd, 3rd, and 4th year students can add a 5th course
Monday	February 1	<b>Classes Begin</b>
Sunday	February 7	Last day to add classes and declare an audit
Monday	February 22	Last day to drop without record
Monday	March 8	Last day to declare a Pass/No Pass
Wednesday	March 31	Last class day before Easter break
Wednesday	April 7	Classes resume after Easter break
Wednesday	April 28	Academic Conference - No Class Day
Monday	May 3	Last day to withdraw with a W
Friday	May 7	<b>Classes End</b>
Saturday	May 8	Study period begins
Wednesday	May 12	Final examinations begin
Tuesday	May 18	Final examinations end
Thursday	May 27	Baccalaureate Mass
Friday	May 28	Commencement

### Admissions

Holy Cross seeks students who are intellectually curious, appreciative of humanity's creative sense, and committed to the realization of each person's potential. Admission to Holy Cross is highly selective; therefore, the Admissions Committee gives preferential consideration to those candidates who have demonstrated their ability to perform well in a rigorous intellectual endeavor. Although there are no specific secondary-school subject requirements for admission, candidates are urged to complete the most challenging college-preparatory program available in their schools. A curriculum of this nature should emphasize study in English, mathematics, foreign language (ancient or modern), laboratory sciences, and social sciences. Typically students will have a high school diploma or GED. Variation from this preparation, however, may not necessarily disqualify a candidate for admission. Evidence of superior achievement in analytical reading and writing is of particular importance to the Admissions Committee.

Standardized test scores are an optional part of the Holy Cross admissions process. Students have the option to submit their scores if they believe the results present a fuller picture of their achievements and potential. Students who opt not to submit their scores are at no disadvantage in admissions decisions. International students whose first language is not English are still required to submit the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS).

Since Holy Cross seeks students who will contribute to the College both academically and personally, the Admissions Committee takes specific note of the individual talents and qualities of candidates as well as the extent of extracurricular involvement. Such information is conveyed to the Committee through recommendations from counselors and teachers, through an optional (but highly recommended) personal interview, and through the candidate's statements on the application.

The deadline for filing an application is January 15. Candidates may submit either the Common Application or the Coalition Application. Applicants will be notified of the Committee's decision in early April. Application for admission to Holy Cross is encouraged of all academically qualified candidates regardless of religious affiliation, race, sex, or national origin.

The College of the Holy Cross supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

## Campus Visits

Holy Cross has suspended all campus visits indefinitely due to the outbreak of COVID-19. While there is nothing like being on campus, we have introduced many opportunities for you to experience our beautiful campus, gain a greater understanding of our dynamic community and connect with us online.

We will update our website as soon as campus visit opportunities become available again.

## Interviews

Virtual interviews are scheduled Monday through Friday, and select Saturdays, except during January, February and March. While not required, they are used in the evaluation of a candidate and, therefore, are highly recommended. We suggest that they be arranged well in advance. The deadline for students applying Early Decision I is November 15. For Early Decision II and Regular Decision, the deadline is December 11. To arrange for an interview please follow this link: [admissions.holycross.edu/portal/campusvisit](https://admissions.holycross.edu/portal/campusvisit).

Alumni interviews are available in most metropolitan areas to applicants unable to interview on campus. To facilitate scheduling, please consult the Admissions section on the Holy Cross website ([www.holycross.edu](http://www.holycross.edu)) (<https://www.holycross.edu>). The deadline to request an alumni interview is December 1.

## Early Decision

For high school seniors who have selected Holy Cross as their first choice, the College offers two Early Decision Programs. The Admissions Committee assumes that all students who apply under either of these programs will accept an offer of admission, provided it include adequate financial aid if such is needed. Students should file for Early Decision I by November 15. Students will be notified of their decision on December 15. Students applying for Early Decision II should submit their application by January 15. Decisions for ED II will be made by February 15. Early Decision candidates may file applications for regular admission to other colleges, but upon notification of acceptance to Holy Cross, all other applications must be withdrawn immediately and a validating, nonrefundable tuition deposit of \$500 be submitted.

A virtual interview is recommended for all Early Decision candidates and should be arranged well in advance. Should the Admissions Committee

be unable to grant acceptance, the application will either be denied or deferred for consideration in the regular pool. The candidate must then have an official transcript of seventh semester grades sent to the College.

## Early Admission

Through its program of Early Admission, the College will consider the application of superior high school juniors who have attained a high degree of personal maturity, fulfilled their graduation requirements and have the full support of their high school. A personal interview is required for students applying for Early Admission.

## Deferral Policy

There is much to be gained by taking a gap year, and we are eager to support students who wish to take advantage of these opportunities. Reasons for requesting deferred entrance can vary, but ideally should provide experiences that contribute to your academic and personal growth. Reasons to request a deferred entrance may include research opportunities, travel and cultural enrichment, internships, or community service. Deferrals may also be granted for medical reasons or family emergencies.

To be considered for deferred enrollment, you must complete a Deferral Request Form and submit it by June 1 2021. If your request is approved, you will need to submit an additional \$500 deferment deposit at that time. Both the enrollment deposit and deferment deposit will be applied to your tuition bill. Please note that like the enrollment deposit, this deposit is non-refundable.

If you received a need-based financial aid offer, you will need to submit the 2021-2022 FAFSA and CSS PROFILE along with a signed copy of your and your parent's 2019 federal tax return, complete with all schedules and w2s, by January 15, 2022. For more information regarding the financial aid application requirements, please visit: <https://www.holycross.edu/applying-aid/early-and-regular-decision-applicants>. Merit based awards offered at the time of admission will be honored upon enrollment.

Deferrals are granted with the understanding that you will not apply to other colleges or universities. You can enroll in up to two college courses during your gap year, but you may not formally matriculate at another college or university. You may only defer one time.

## Transfer Students

Each semester Holy Cross accepts a limited number of transfer students to the second- and third-year classes. Because of the competition, candidates for transfer must present evidence of strong academic achievement at the college level. The application deadline is November 1 for the spring semester and March 1 for the fall semester. A personal interview is highly recommended for all transfer candidates.

## Further Information

Inquiries concerning admissions should be addressed to:

Office of Admissions  
College of the Holy Cross  
1 College Street  
Worcester, MA 01610-2395  
(508) 793-2443  
1-800-442-2421

[www.holycross.edu](http://www.holycross.edu) (<http://www.holycross.edu>)

Email: [admissions@holycross.edu](mailto:admissions@holycross.edu)

## Expenses

### Expenses

Expense	Amount
Tuition	\$54,050
Leave of Absence Fee	\$30
Room and Board	\$15,560
Graduation Fee	\$150
Health Service Fee	\$360
Student Activities Fee	\$360
Application Fee	\$60
Continuation Fee	\$500
Health Insurance	Optional Charge

### Acceptance Deposits

Candidates are usually notified of acceptance from January to April and are obliged to forward a non-refundable reservation deposit of \$500 by May 1. The amount deposited is credited toward the first semester bill.

### Books and Personal Expenses

A fair estimate of the average personal and incidental expenses for the school year is \$900. Books and supplies average about \$1,000 for the year.

### Payment of Tuition Bills

Semester bills will be issued in July and December and are due and payable by the date indicated on each statement. Payment can be made on the TouchNet Bill+Payment account from a checking or savings account or by credit card (with a 2.85% convenience fee), or payment can be made by check or money order, payable to the College of the Holy Cross, and sent to:

College of the Holy Cross  
Office of the Bursar  
1 College Street  
Worcester, MA 01610

In accordance with regulations from the Commonwealth of Massachusetts, the College offers an optional group medical plan to all enrolled students. The charge for this insurance is automatically posted on the student's tuition bill. International students may not waive the College's health insurance charge. U.S. citizens living abroad may not waive the College's health insurance charge if their health coverage is with an insurance carrier based outside the United States or with a Foreign National Health Service program. The insurance may be waived upon completion of the online Health Insurance Waiver found at <http://holycross.edu/bursars-office/health-vision-and-dental-insurance>. The deadline for submission of the waiver is August 15. A new waiver must be completed each year. Upon receipt of the waiver, a credit equal to the insurance charge will be posted to the student's tuition bill.

The College offers a monthly installment payment plan through TouchNet Bill+Payment. Information regarding this plan is sent to current as well as prospective students and is available through the Bursar's Office.

To avoid problems with student registration and a late payment fee, the semester bill is due and payable as specified on the tuition statement. Whenever necessary, the College will cooperate with parents in arranging for any loan plan. However, in those cases when a balance remains on a

student's account and mutually agreed upon arrangements have not been made, the following late fee structure will be implemented:

Balances up to \$1,999.99 = \$50.00 late fee

Balances of \$2,000 - \$2,999 = \$100.00 late fee

Balances of \$3,000 - \$3,999 = \$150.00 late fee

Balances of \$4,000 - \$4,999 = \$200.00 late fee

Balances of \$5,000 and higher = \$250.00 late fee

The policy of the College of the Holy Cross allows for the withholding of transcripts and certifications of academic records from any person whose financial obligations to the College are due and/or unpaid. Delinquent accounts are referred to credit bureaus and a collection agency. If any overdue obligation is referred to an outside agency or to an attorney for collection efforts and/or legal suit, the debt is increased to cover all costs of collection, including interest, penalties, collection agency fees, courts costs, and attorney fees.

### Refunds in Connection with Withdrawal and Leaves

If a student withdraws during the semester, charges will be prorated if the student has been enrolled for less than or equal to 60 percent of the term. The refund formula measures the actual number of days enrolled during the semester (and with respect to room and board, the number of days that room and board is offered for the semester which is a shorter period). For example, the percentage elapsed in a semester is determined by dividing the number of days enrolled by the number of days in the semester including weekends and holidays and excluding Thanksgiving break or Spring break, if applicable. The percentage elapsed in the housing period is determined by dividing the number of days in residence (including having property in the residence hall) by the number of days in the housing period.

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following order: Unsubsidized Stafford Loan, Subsidized Stafford Loan, Federal Perkins Loan, Federal Plus Loan, Federal Pell Grant, and Federal SEOG. A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared.

If a student withdraws or takes a leave after the 60% point in the semester, there will be no refund of tuition and fees. Room and board fees will be refunded after the 60 percent point only if the withdrawal or the leave of absence occurs due to medical hardship or closure of all College residential housing. Under these circumstances, refunds of room and board will be calculated on a daily basis based upon the number of days that room and board are offered for the semester. A student who is required to withdraw for disciplinary reasons or whose residential housing is limited, suspended or terminated due to disciplinary reasons is not entitled to a refund of tuition, room, or fees.

There will be no refund of tuition or fees in the event that the College determines that all courses must move to a virtual format, all residential housing must close, or as a result of any other changes to programs or activities.

## Room and Board Refunds with Continued Enrollment

The College will provide refunds of room and board under the following circumstances in which a student remains enrolled and has not withdrawn or taken a leave of absence.

- The College will provide a full refund of room and board to any student who entered into an Agreement regarding Occupancy of Student Residence Housing and College Board - 2020-2021 Academic Year who notifies the College in writing (by contacting the Assistant Dean of Students/Director of Residential Life and Housing at [ecoolbau@holycross.edu](mailto:ecoolbau@holycross.edu)) on or before Sunday, August 30, 2020 that such student will not reside in College housing at any time during the 2020-2021 academic year.
- From Monday, August 31, 2020 until Sunday, September 20, 2020, a student may elect to decide that he, she or they will no longer reside in College residential housing during the 2020-2021 academic year by sending a written notice to the Assistant Dean of Students/Director of Residential Life and Housing at [ecoolbau@holycross.edu](mailto:ecoolbau@holycross.edu).  
In such a case, the student will receive a prorated refund of room charges and the unused portions of meal plans based upon the number of days that room and board are offered for the semester as described above. The refund is not available to students who have pending disciplinary matters or whose residential housing is limited, suspended or terminated because of disciplinary reasons.
- A student who participates in a College-sponsored semester away or study abroad program during the Spring semester will be charged room and board based on standard fees for the particular study abroad program.
- Students who are required by the College to vacate their College-provided housing before the end of the housing license period due to a closure of all residential housing will receive a prorated refund of room charges and the unused portions of meal plans based upon the number of days that room and board are offered for the semester.  
However, students who are approved to remain on campus despite the closure of residential housing because of an inability to depart will be responsible for room and board fees for the duration of their stay.

## Fees and Items Not Subject to Refund

The following items are not subject to the refund policy: Visual arts fees, medical insurance, computer installment payment plans, late fees, leave of absence fees, dormitory fines, parking fines, library fines, and any other miscellaneous fines or charges.

All refunds are calculated and issued from the Office of the Bursar.

Federal regulations require that the final tuition statement of all withdrawing students be finalized no later than 30 days after the withdrawal date. Further information concerning the details of this refund policy may be obtained by contacting the Office of the Bursar.

Direct Deposit is the default refund method. Students are encouraged to provide their banking Information on their TouchNet Bill+Payment account to facilitate any refunds via direct deposit.

All refunds provided pursuant to this policy are subject to assessment of an administrative fee.

## Credit Balances

If a student's tuition account is at a credit balance after receipt of all financial aid and payment plan payments, the Bursar Office would be able to return excess funds upon receipt of a written request from the student.

A credit balance that is a result of a parent payment or a parent loan will be refunded to the parent, or to the student with written permission from the parent. A credit balance that is a result of a scholarship or grant or a student loan will be refunded to the student. Refunds from the 529 disbursements are issued to the student.

## Policy Change

The charges made by the College are subject to change at any time by the formal action of the College administration.

## Student Affairs

### Division of Student Affairs Mission Statement

The Division of Student Affairs at the College of the Holy Cross, within the context of a Catholic Jesuit liberal arts education, is committed to delivering a formative student experience. The services and programs we provide prepare students to become engaged global citizens who thrive, lead by example, act with integrity and purpose, and work in solidarity to promote justice.

### Office of the Vice President for Student Affairs/ Dean of Students

Ten departments/offices, each under an associate dean or director, report directly to the Vice President for Student Affairs/Dean of Students. These offices represent the distinctive functions of the Division:

- Student Integrity and Community Standards
- Student Development Services
- Student Engagement
- Multicultural Education

## Community Standards

When students accept admission to the College of the Holy Cross, they accept the rights and responsibilities of membership in the College's academic and social community. High standards have been established for membership in this community, including high standards for personal conduct and behavior.

The College of the Holy Cross assumes that all students will abide by the policies, rules, and regulations of the College as well as by state, local, and federal laws. The College's Community Standards Process and Procedures are established to outline student behavioral expectations and address allegations of student misconduct. This information may be found on the Student Integrity and Community Standards (<https://www.holycross.edu/office-student-integrity-community-standards/>) website.

## Office of Multicultural Education

The Office of Multicultural Education educates, promotes and serves to empower the campus community on issues of diversity, multiculturalism, and the value of human differences. In keeping with Holy Cross' mission

and heritage of developing caring and just communities, the Office of Multicultural Education advocates for an awareness of and sensitivity toward differences of race, culture, ethnicity, national origin, gender, age, sexual orientation, religion and disabilities among its students, faculty, administrators, and staff. Through classes, workshops, training sessions, peer education and consultations, opportunities are provided for growth and development of each member of the community.

These programmatic activities are offered to increase educational awareness, initiate critical thinking, encourage dialogue and discussion, and promote constructive analysis around differences within the human experience. It is our belief that through the exchange of diverse ideas we open ourselves to achieving greater understanding and greater engagement of thought. Participation by all campus members ensures our campus to be one which is responsive to and reflective of the diversity found within its community.

Our mission statement also guides us to be a community with shared responsibility for integrated learning—challenging our own assumptions, exposing our own beliefs, and expanding our own experiences, thereby preparing our students to become socially responsible and informed citizens in our ever-changing national and global arenas. Underlying this mission is the goal for the entire community to acquire further knowledge and the applicable skills needed to effectively address any behaviors, thoughts, and feelings that interfere with honest exchange and cross-cultural understanding.

The College of the Holy Cross is firmly committed to the positive development of a campus that is supportive of and conducive to all of its members. It is an institutional priority.

## Residence Life and Housing

As a residential college, much of campus life at Holy Cross is centered in the 11 residence halls. The residential experience is designed to complement and enhance in-class learning. Building positive communities within the residence halls is essential for personal growth and development. By living and learning with other students in shared residence, it is our hope students will develop a sense of identity and purpose, allowing for meaningful interactions with others. Opportunities and responsibilities associated with citizenship exist in the residence halls and other campus communities. With these goals in mind, a dedicated staff of Residence Life professionals and upper-class student leaders live in the halls. Resident Assistants (RAs) are student leaders who help build community, respond to concerns and provide guidance. These students are selected for their maturity, responsibility and leadership qualities. They are trained to respond to the needs of students. They are supported by Head Resident Assistants (HRAs) and professional staff.

Every residence hall has a live-in/on professional staff member who typically have earned Masters Degrees and have experience in higher education, student development or related field. Community Development Coordinators (CDCs) live in each first year building and assist with first year's transition into the college experience. Upper-class buildings have Area Coordinators as supervisors, though Assistant or Associate Directors may provide indirect supervision and may have an apartment in the building. Many live in/on staff have spouses and children who also live in the residence halls.

## Student Involvement

Holy Cross offers a wide variety of student activities, recreational programs, leadership experiences, cultural events, and formal and

informal entertainment that not only provides a respite from the rigors of academic life, but also encourages individual creativity, intellectual development, and an awareness of issues confronting society. Cocurricular involvement has long been considered an integral part of the College and all students are encouraged to participate in the wide range of clubs, organizations, events and activities available.

There are more than 100 student clubs and organizations devoted to academic pursuits, special interest activities, recreation, service, print and broadcast media and performing arts. Most student activities are financed through the student activities fee, which is allocated by the Student Government Association (SGA). The central representative body of Holy Cross students, SGA consists of elected officers and students who are appointed to serve on various faculty, student and campus-wide committees.

New students and parents are introduced to the College at our Summer Gateways Orientation program in June. Students have the chance to meet classmates, their class dean, their class chaplain, faculty, and administrators. They meet with an advisor regarding course selection and become acquainted with many resources. A separate program for parents includes introductions as well as topic presentations.

Students return to campus on move-in day and participate in a comprehensive orientation that addresses academic and cocurricular interests.

Leadership is a significant component of the student life experience. Opportunities for skill enhancement, self reflection, and competency development are offered throughout the year in cooperation with faculty and other administrative offices.

## Events

Many organizations and departments coordinate events, including distinguished speakers, musical performances, social engagements, cultural programs and other activities ranging from intellectually stimulating to purely entertaining. With more than 100 Recognized Student Organizations (RSOs) planning approximately 250 events per year, there is always something to do on "The Hill."

In light of demanding academic schedules, the College recognizes the necessity of having positive social outlets for students. When it comes to late night activities, a variety of Friday night programs can be found. These events include comedians, singer-songwriters and cultural performances. Every weekend we offer a diverse calendar of late night programming. Some of these events include The Edge, a late night dance party, Stress Free Saturday, coffee house performances, and more. During afternoons and evenings the SGA provides shuttles to the Shoppes at Blackstone Valley and on the weekends to Providence and Boston so students can enjoy shopping and entertainment opportunities in local and metropolitan areas.

## Campus Recreation

The College promotes a wide range of recreational activities and organizations that provide students with on- and off-campus opportunities to participate, compete, lead, learn and grow in accord with the Jesuit ideal of *Cura Personalis* (Care of Self and Others — Mind, Body, Spirit). Holy Cross currently has 24 club sports that are student-led Recognized Student Organizations (RSOs), which arrange activities around a common interest in a particular sport, vary in competition level and intensity, and are eligible to compete against other colleges and universities. The Intramurals program includes several on-campus sports

leagues and events such as soccer, volleyball, flag football, handball, basketball, and softball, which are open to all members of the Holy Cross community. Intramural participants have the opportunity to play against other Holy Cross teams in weekly league play, culminating in an intramural league championship. The Office of Recreation, Intramurals and Club Sports (RICS) supports on- and off-campus recreational activities including the Family Fun Run/Jesuit Jaunt, dodgeball, broomball, Indoor soccer tournaments, "Get off the Hill" skiing, canoeing and hiking excursions, triathlons, as well as collaborative recreational programming with student-run organizations focused on the concept of service for and with others.

## Holy Cross Band Program

Whether performing in world-class concert halls or historic athletics venues, the Holy Cross Bands are committed to serving and engaging the campus community with quality music, excellent people and enjoyable experiences.

Dating back to 1845, the band program at Holy Cross has one of the longest running legacies of any organization on campus. Comprised of three performing ensembles and exploratory programs for new musicians, the Holy Cross Bands provide opportunities for all students to participate in marching, pep and concert bands.

The band department is a catalyst between the Office of Student Life, Department of Athletics and the music department. We support many events and functions on campus, in our community and even abroad. Because of our relationship with our campus community, the Holy Cross Bands provide opportunities for our students and audiences that no other program on campus offers.

We are actively seeking new members to participate in our program and ensembles. For more information, please visit our website at [www.holycross.edu/bands](http://www.holycross.edu/bands) (<https://www.holycross.edu/bands/>) or email us at [bands@holycross.edu](mailto:bands@holycross.edu).

We are committed to fostering optimal student health to enhance academic success. Professionals provide services to improve and promote physical and psychological health and wellness. We work to ensure a healthy campus environment that is accessible to all students. We respect the unique needs of all individuals and embrace human differences.

## Counseling Center

The Ignatian ideal of *cura personalis* guides the work we do at the Counseling Center. The Counseling Center plays a vital role in the life of the College by offering a wide range of services to members of the campus community. Our primary goal is to support students negotiating their transition into adulthood. Students normally encounter a variety of challenges during college. We provide confidential assistance to students who have a wide range of problems or concerns, such as stress, adjustment difficulties, relationship problems, anxiety, and depression. Many students seek counseling to help them through these challenges. We work collaboratively with students to promote their academic success and personal growth during their years at Holy Cross.

The Counseling Center staff members are dedicated to creating an affirming and inclusive atmosphere for students of all ethnicities, cultures, ages, sexual orientations, gender identities, gender expressions, abilities, national origins, immigration status, spiritual practices, socioeconomic backgrounds, ideological affiliations, and life experiences.

We work collaboratively with other departments on campus to raise awareness and increase sensitivity to diversity in all its forms.

All current, full-time students are eligible to receive counseling services. Students may be referred to providers in the community if specialty care is needed. Confidentiality of all counseling relationships is maintained in compliance with professional ethical standards and local, state and federal laws. The Counseling Center is staffed by licensed psychologists and doctoral psychology externs under professional supervision. Students can make an appointment by calling or visiting the Counseling Center. The Counseling Center is accredited by the International Association of Counseling Services, Inc. The following services are offered at the Counseling Center.

- **Individual Counseling and Psychotherapy:** Clinicians are available to meet individually with students to address a variety of concerns. A short-term model is used and the number of sessions is determined collaboratively with the student.
- **Group Counseling:** A variety of groups is offered periodically, giving students the opportunity to meet with a staff member and other students experiencing similar issues.
- **Consultation:** Clinicians are available to provide consultations to members of the College community who desire psychological advice regarding concerns about students.
- **Outreach Programs:** A variety of workshops for students is offered on topics such as stress management, relationship issues and raising awareness about mental health. The Counseling Center psychologists also facilitate two peer education programs — Counseling Outreach Peer Educators (COPE) and Relationship Peer Educators (RPE).
- **Psychiatric Services:** A psychiatrist is available to students engaged in psychotherapy at the Counseling Center.
- **Crisis & Emergency Services:** For psychological crises necessitating assistance the same day, students can access our Urgent Care Monday through Friday at 10 a.m. and 3 p.m. during the academic year when the Counseling Center is open. For psychological crises that occur after hours when the Counseling Center is closed, an on-call crisis counselor is available to provide support by telephone and can be reached by calling the Counseling Center (508-793-3363) and following the prompts. For psychological emergencies, contact Public Safety (508-793-2222) or call 911.
- **Referrals:** The Counseling Center staff members are available to assist students with referrals for psychiatric evaluations and medication management, long-term psychotherapy, and specialized services.

Students interested in making an appointment may call the Counseling Center at (508) 793-3363 or visit us at Hogan 207 Monday through Friday from 9 a.m. – noon and 1 – 5 p.m. during the academic year. For more information about the Counseling Center, please visit our website at [www.holycross.edu/health-wellness-and-access/counseling-center](http://www.holycross.edu/health-wellness-and-access/counseling-center) (<https://www.holycross.edu/health-wellness-and-access/counseling-center/>).

## Office of Accessibility Services

The Office of Accessibility Services coordinates assistance for students with disabilities in order to promote equal access to College programs and services. The Office seeks to assist students and their families in making the necessary arrangements to facilitate full participation in academic and co-curricular pursuits.

The College of the Holy Cross complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, the ADA Amendments of 2008, and applicable local, state and federal statutes regarding nondiscrimination against persons with disabilities.

The director of the office or the coordinator of Accessibility Services is available for consultation and may be contacted by telephone at (508) 793-3693, or FAX (508) 793-3585. For further information please visit our website (<http://www.holycross.edu/health-wellness-and-access/office-disability-services/>).

## Health Services

Health Services is a medical office on campus that provides primary care and urgent medical care to students. Board-Certified Family Practice Physicians are available by appointment Monday through Friday, 20 hours per week. Health Services is also staffed full time by nurse practitioners and registered nurses. Students are referred to specialists or emergency room medical care, if indicated. In addition, nutrition-medical therapy, asthma education, smoking cessation, and massage therapy are available at Health Services. Demonstrating its commitment to quality and excellence, Health Services is accredited by the Accreditation Association for Ambulatory Health Care, Inc. and is an institutional member of the American College Health Association.

Health Services is located in Loyola Hall. Hours of operation are Monday through Friday: 9 a.m. – noon and 1 – 5 p.m. during the academic year. Public Safety responds to emergencies. An on-call physician is available for acute illness after hours at (508) 334-8830. Appointments can be scheduled by calling (508) 793-2276.

## College Medical Staff

**Kelsey DeVoe, M.S., FNP-C**

*Director, Health Services*

**Martha C. Sullivan, M.S., FNP-BC**

*Associate Director, Health Services/Nurse Practitioner*

**Christine M. Purington, M.D.**  
*Consulting Medical Director*

**Debora Cain, RN-BC**  
*Clinical Coordinator*

**Linda Tatko Cooper, FNP-BC**  
*Family Nurse Practitioner*

**Leslie Holland, FNP-BC**  
*Family Nurse Practitioner*

**Darlene Menz, ANP-BC**  
*Adult Nurse Practitioner*

**Edmond Zaccaria, M.D.**  
*Contracted Physician*

## Wellness Programming

The Ignatian ideal of *cura personalis* – care of the whole person- guides the work in the Office of Wellness Programming. The office plays a vital

role in the lives of Holy Cross students by offering services and a wide range of programs focus on the well-being of students.

The primary goal of the Office of Wellness Programming is to coordinate a comprehensive and evidence-based alcohol and drug prevention program for student on campus that create significant shifts regarding substance use in the following ways: change the culture/environment on campus, encourage and support appropriate norms and student expectations, and challenge attitudes and behaviors.

All departments within the Office of Student Affairs play a role in implementing the college alcohol and drug policy through education or enforcement. Students are informed about the laws pertaining to alcohol and drugs, the college policy, community standards, and the consequences to oneself and others as the result of participating in high risk drinking and/or drug use. Wellness Programming aims to create an atmosphere on campus that encourages students to make responsible, low risk choices in regards to the use of alcohol and/or other substances and supports those students who choose not to use alcohol or drugs.

In addition, Wellness Programming provides opportunities for students, faculty and staff to participate in activities that will promote optimal wellness.

The resources and programs offered by the office include: the coordination of required online programs that educate students about alcohol, marijuana and understanding sexual assault, individual meetings with students who have been sanctioned for alcohol or drug violations, an on-line student health newsletter, a campus-wide Wellness Fair, and supervision and training for the Students for Responsible Choices, a peer education group dedicated to helping students make responsible choices around their use of alcohol.

The Director provides training and consultation to a wide variety of student and staff groups as well as consultation and referral to individual students in all areas of wellness. The office is located in Loyola 110 (within Health Services), and is open from 9 a.m. – 5 p.m. Monday through Friday.

## Financial Aid

The College of the Holy Cross supports a need-based financial aid policy that is representative of its academic and spiritual goals as a Jesuit, undergraduate, liberal arts college.

In 2018-2019, the College administered over \$60 million in need-based financial assistance to approximately 1,800 students.

Financial need is the difference between the cost to attend Holy Cross and the amount, as determined through the financial aid application process, that a family is expected to provide towards the education of the student. Holy Cross uses the more conservative need-analysis, Institutional Methodology, which is agreed upon by many members of the national College Scholarship Service Assembly, in order to determine eligibility for institutional financial aid. The approach of this analysis is rigorous but fair. However, it typically results in a determination of need for Holy Cross assistance that differs from the Federal Methodology determination of program eligibility used for allocation of federal Title IV funds. Some such federal assistance includes the Federal Direct Loan Program, Federal Pell Grant, Federal Work-Study, and several other federal Title IV assistance programs. The Holy Cross Office of Financial Aid expects families to provide their share of support to the student from both income and assets. However, the College understands that the actual amount of help offered at any income level will vary according



to special circumstances, savings, investments, medical bills, and educational costs of other children in undergraduate college. Families should likewise recognize that Holy Cross' financial aid program is aimed at making it financially possible to attend the College, not financially easy.

Financial aid packages are provided in the form of scholarships, loans, and employment, either singly or in combination. Except as otherwise noted, financial assistance is based on demonstrated need, academic promise, and fulfillment of the citizenship requirements for financial aid established by the federal government. A new application is required, and a new evaluation of need is conducted, for each student aid applicant each school year before financial aid packages are renewed. The financial aid program at Holy Cross is generous and therefore all students, regardless of their socioeconomic background, who would like to attend the College, are encouraged to apply and investigate all means of financial assistance.

## Required Application Materials

### First-Year Students

To be considered for need-based financial assistance at Holy Cross, a student must file both a Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service (CSS) Profile. The CSS Profile must be completed online at <https://cssprofile.collegeboard.org>. The FAFSA may be filed online at <http://www.fafsa.ed.gov> or a paper version may be obtained by calling 1-800-4-FED-AID. For priority consideration for Holy Cross assistance, these documents must be submitted to the processing agencies by Nov. 1 for Early Decision I applicants and Jan. 15 for both Early Decision II and Regular Decision applicants. Application materials submitted after the priority filing deadline will be considered as time and fund availability allow. In order for our office to receive this information, both the FAFSA and the CSS Profile must indicate that the College of the Holy Cross should receive a copy of the analysis report. Students who file only a FAFSA will be considered for only Federal Student Assistance. Additionally, complete, signed copies of actual federal tax forms including all schedules, W-2 wage statements, all business tax returns with schedules, and K-1 statements, must be submitted for both the parent(s) and student to the College Board's Institutional Documentation Service (IDOC) (<http://idoc.collegeboard.org>) by the stated deadlines in order to ensure correct income information is used to determine financial need. Alternate documentation is required in instances where a tax form is not filed by either party. Financial statements are required of both parents in cases where there is a separation or divorce. The noncustodial parent is also required to submit a CSS Profile, and will do so online from the College Board's website.

### Upper-class and Renewal Awards

Holy Cross students must submit new application materials for each year that they wish to be considered for need-based, College-administered assistance and federal aid. A renewal information postcard will be emailed to all students and parents, as well as mailed to students' home addresses, each fall. Required application materials include the FAFSA and CSS Profile (necessary if the student wishes to be considered for Holy Cross scholarship assistance), as well as signed copies of parent and student federal income tax forms including all schedules and W-2 forms for the requested tax year. Additionally, a CSS Profile from noncustodial parents may be required. The priority filing deadline for upper-class and renewal financial aid application materials is Nov. 1. New awards to upper-class students are based on demonstrated need for assistance as determined by the College as well as the availability of funds. It is the responsibility of the student financial aid applicant to ensure that all necessary documents are submitted to the Financial Aid

office in time for the processing of awards. Notifications of renewal are released in early June, and notifications of awards in the case of a new request are made by Aug. 15.

## Scholarships

For the Class of 2022, nearly 500 first-year students were awarded Holy Cross Scholarships in amounts ranging from \$1,000 up to the cost of attendance of \$69,190, depending on financial need. There are also a limited number of Holy Cross Merit-Based Scholarships available to students; however, eligibility for these awards is determined by the Admissions Committee based on superior achievement in secondary school. Each student applicant is considered for all awards for which he or she may be eligible, including many endowed and restricted scholarships. In general, scholarship assistance will be renewed each year provided the student continues to demonstrate need for such assistance. However, need-based awards will be adjusted in accordance with the College's renewal policy for upper-class students or if a family's resources and financial strength change significantly. **The receipt of any Holy Cross-funded scholarship assistance is limited to eight academic semesters. Furthermore, any Holy Cross-funded scholarships in combination with Federal SEOG and MA Gilbert Grant are limited to on-campus charges. These aforementioned funds cannot be applied to costs associated with living off-campus.**

Many students will receive scholarship assistance from corporations, foundations, civic groups, parent and school associations, and service clubs, in addition to awards made from College funds. Every student who is interested in financial help should be alert for information about any outside scholarship aid for which independent applications must be submitted.

The Office of Financial Aid at Holy Cross expects students who are residents of Massachusetts, Pennsylvania, or Vermont to apply to the scholarship program in their home state. Application information is available either in high school guidance offices or with the appropriate state agency listed below. Each state scholarship program has its own deadline for applications; it is advisable to determine the application deadline and to make application early in the academic year.

### Massachusetts

Massachusetts Department of Higher Education Office of Student Financial Assistance (OSFA)  
75 Pleasant Street  
Malden, MA 02148  
Phone (617) 391-6070  
Fax (617) 391-6085  
Email: [osfa@osfa.mass.edu](mailto:osfa@osfa.mass.edu)  
<http://www.osfa.mass.edu>

### Pennsylvania

Pennsylvania Higher Education Assistance Agency (PHEAA)  
Pennsylvania State Grant Program  
PO Box 8157  
Harrisburg, PA 17105-8157  
Phone (800) 692-7392  
Fax (717) 720-3786  
Email: [granthelp@pheaa.org](mailto:granthelp@pheaa.org)  
<http://www.pheaa.org>

### Vermont

Vermont Student Assistance Corporation (VSAC)  
10 East Allen Street  
PO Box 2000

Winooski, VT 05404  
 Phone (800) 642-3177  
 Fax (802) 654-3765  
 Email: [info@vsac.org](mailto:info@vsac.org)  
<http://www.vvac.org>

## Grants

### Pell Grants

The Federal Pell Grant Program provides grants directly from the Federal Government in amounts ranging from \$657 to \$6,195 for the 2019-2020 academic year. Students may or may not be eligible for this program, depending upon eligibility criteria as well as family financial circumstances. This is the largest federal student assistance program, and all financial aid applicants are required to process a federal Pell Grant application (FAFSA) as a requirement of applying for other assistance at Holy Cross.

### Federal Supplemental Educational Opportunity Grant (SEOG)

This is a limited federal grant program for students of exceptional financial need who without the grant would be unable to continue their education. Students who are eligible for Pell Grants will receive priority consideration for this program. The Financial Aid Director is responsible for selecting eligible students in this program as well as determining the amount of the SEOG award.

## Loans

### The Federal Direct Student Loan

The Federal Direct Loan is a low-interest, long-term educational loan available to students. Loan capital is supplied directly by the federal government. The federal government also serves as the guarantor. There are two different forms of this loan: the **Federal Direct Subsidized Loan** and the **Federal Direct Unsubsidized Loan**. Borrowers of the Federal Direct Subsidized Loan do not have to pay the interest that accrues on this loan while they are in school; instead, the federal government forgives the interest on this portion of the loan. Borrowers of the Federal Direct Unsubsidized Loan are assessed interest on the loan from the time the loan funds are disbursed. The interest may be deferred and capitalized. For the 2019-2020 academic year, the interest rate on both the subsidized and unsubsidized Loans is a fixed 4.53 percent. The interest rate is re-set every July 1. The government charges a 1.062 percent origination fee (subject to change) on the total amount of the Federal Direct Loan. The loan proceeds will be disbursed directly to the student's account, less the 1.062 percent fee, in two equal amounts, one payment for each half of the loan period. Repayment of the principal of the loan is deferred while a student is enrolled in school at least half time. Once a student ceases at least half-time enrollment, he or she enters a grace period of six months. Repayment begins at the conclusion of the grace period.

First-time borrowers of the Federal Direct Loan must complete the required multiyear Master Promissory Note, as well as entrance counseling, at the beginning of their entering semester upon receipt of correspondence from the Financial Aid office. These requirements must be completed online at <http://studentaid.gov/> (<https://studentaid.gov/understand-aid/types/loans/>). Loan funds will be tentatively credited to the billing statement pending the completion of the above requirements. Anticipated credits on the student's account will be canceled if all required steps are not completed.

The maximum amount of loan under this program is \$3,500 in the first year, \$4,500 for the second, and \$5,500 for students who have completed two years of study. Students are also eligible to borrow an additional \$2,000 in unsubsidized loan funds for each of their four academic years. For a maximum borrowing capacity of \$23,000 in subsidized funds and \$31,000 in total funds borrowed for an undergraduate education.

### Federal Perkins Loan

All Perkins Loans are subsidized while the student borrower is enrolled at least half-time. These loans carry an interest rate of 5 percent simple interest for loans in repayment. Repayment and deferment provisions are similar to the Federal Direct Loan Program, which is described above. Up to 10 years may be allowed to repay a Perkins Loan, and a typical repayment obligation where a student has borrowed \$6,000 would be \$64 per month for 120 months at 5 percent.

The federal government has allowed the Federal Perkins Loan Program to expire in 2017. Therefore, no colleges may offer new Perkins Loans beginning in the 2018-2019 academic year.

### College of the Holy Cross Loan

The College of the Holy Cross Loan was established in response to the expiration of the Federal Perkins Loan Program. This is an institutional loan program offering a fixed interest rate to students who demonstrate financial need. The loan is awarded by the Office of Financial Aid based on demonstrated financial need, and the program is administered by the College with a limited amount of funds available each year. Student borrowers must complete a College of the Holy Cross Loan Master Promissory Note to borrow funds through this program. Currently loans originated during the 2019-2020 academic year bear a 6.0 percent fixed interest rate. This interest rate is subject to change each academic year. No interest accrues until the start of the repayment period, which begins three months after the student borrower ceases to be enrolled on at least a halftime basis. Students are awarded up to a maximum of \$6,800 over four academic years. More detailed information on this loan can be found on the College of the Holy Cross Information Sheet at [https://www.holycross.edu/sites/default/files/files/financialaid/college\\_of\\_the\\_holy\\_cross\\_loan\\_info\\_sheet.pdf](https://www.holycross.edu/sites/default/files/files/financialaid/college_of_the_holy_cross_loan_info_sheet.pdf)

### Financing Options

Upon determining the total cost of your son or daughter's Holy Cross education, you should consider that any significant expense is best funded with a combination of income from the past, present, and future. Income from the past that has been earmarked for education should be the first source you draw upon for payment of the bill. Other savings and investments should also be considered, although not entirely exhausted. Present income should be the next source from which you draw upon. If you cannot pay the final balance due at the beginning of each semester, but can set aside a certain amount of money from monthly income to pay the bill, you may wish to consider the semester payment plan. If upon combining your savings and current earnings you are still unable to cover the charges due for each semester, you may want to consider financing your son or daughter's educational costs with an educational or commercial loan.

### Federal Direct PLUS Loan

PLUS is a federal loan program through which parent borrowers, who have no adverse credit history, may borrow up to the total cost of education minus other financial aid offered to the student. There is no application fee; however a 4.248 percent origination fee (subject to change) is deducted from the loan proceeds before the funds are forwarded to the school, half in each semester. The current rate of

interest is fixed at 7.08 percent for loans originated in the 2019-2020 academic year. This interest rate is re-set every July 1. The repayment options that parents can elect range from entering immediate repayment to deferring repayment of the interest and principal until after the student graduates or ceases to be enrolled at least half time.

Because eligibility is based on borrower credit history, you cannot use the PLUS loan toward your tuition bill until the College has received:

1. your completed PLUS Loan request form and
2. credit approval from the federal servicer.

## Additional Financing Options

Most Holy Cross families use a combination of a semester payment plan, offered through Tuition Management Systems (TMS) and various family alternative loan programs, including but not limited to the Federal Direct PLUS Loan. Beyond the Federal Direct PLUS Loan there are a number of credit-based loans that provide supplemental assistance to students and families to help pay direct and indirect educational expenses. Approval for these loans is not dependent on calculated need. The applicant and/or co-applicant must meet credit and other eligibility requirements. If, after seeking eligibility for federal student and parent loans, you determine that you must borrow additional funds through an alternative private loan, it is suggested that you first check for State-sponsored loans. Otherwise, it is highly recommended that you very carefully research private lenders for all rates and fees. When it comes to borrowing for an education, families need to have the confidence that they are making the best decisions. That starts with an understanding that there is no one-size-fits-all loan; the unique needs of each family dictate the best option. The terms of most concern to families are interest rate, origination fees, frequency of interest capitalization, and total cost of borrowing.

## Employment

As part of their financial aid package, some students may be awarded a work-study authorization. The Federal Work-Study Program provides funds for Holy Cross to subsidize hourly wages of students who demonstrate need for assistance in meeting their educational expenses. Eligible students who are tendered employment have the opportunity to earn up to \$1,800 during the first academic year. First-year students should not count on earning any substantial sum through employment on campus if their financial aid award does not contain an authorization for Work-Study or if the number of eligible students restricts placements of all students who are eligible for Work-Study. Typically, first-year students are placed in Dining Services. Wages are based on an hourly rate and are paid directly to the student each week. There are miscellaneous jobs in the Worcester community, and interested students should contact Human Resources for additional information regarding such opportunities.

## ROTC Scholarships and Stipends

The Navy ROTC program offers full and partial tuition scholarships to selected cadets and midshipmen. A full four-year NROTC scholarship student attending Holy Cross receives a monthly tax-free stipend for expenses during the academic year. The monthly stipend is currently \$250 for freshmen, \$300 for sophomores, \$350 for juniors, and \$400 for seniors. Scholarship students also receive a semester book stipend of \$375. In addition, students receiving full, four-year NROTC scholarships at Holy Cross also receive a Holy Cross NROTC Scholarship Incentive Grant, which equals standard room charges each year. The Incentive Grant is only applicable toward on-campus room charges. Additional

information can be obtained by contacting the Holy Cross Naval ROTC office at 508-793-2433 or [nrotc@holycross.edu](mailto:nrotc@holycross.edu).

Army and Air Force ROTC are offered at Worcester Polytechnic Institute and, through the Higher Education Consortium of Central Massachusetts, Holy Cross students may enroll in one of those programs. Students receiving full, four-year Army or Air Force ROTC Scholarships are also eligible to receive the Holy Cross ROTC Incentive Grant, which is equal to standard room charges each year and is also only applicable toward on-campus room charges. For more information, see <http://www.wpi.edu/academics/afas> (<http://www.wpi.edu/academics/afas/>).

## Additional Information

Answers to questions not found here or to other specific inquiries regarding the financial aid program will be provided by the Financial Aid staff. Please address correspondence to:

Office of Financial Aid  
College of the Holy Cross  
1 College Street  
Worcester, MA 01610-2395  
Phone (508) 793-2265  
Fax (508) 793-2527  
Email: [financialaid@holycross.edu](mailto:financialaid@holycross.edu)

## Office of the College Chaplains

### Mission

Inspired by the Jesuit and Catholic identity of the College of the Holy Cross, and attentive to the signs of the times, the College Chaplains affirm that the glory of God is the human being fully alive. As central to the possibility of living life to the full, we value the integration of the life of faith and the life of the mind. Therefore, in a spirit of hospitality and dialogue, we invite all members of the Holy Cross community to grow in faith through worship, contemplation, study, service, and solidarity .

### Guiding Principles

**Community** – We build a **community** which recognizes the interconnectedness of each person while accepting that we are all children of God, and family with one another in our diversity of race, creed, gender, sexuality, ability, and class.

**Prayer** – We encourage our community to be one of **prayer** where, both communally and individually, we bring our joys and hopes, challenges and longings in the knowledge that they shape who and how we are before the God who loves us.

**Discernment** – We promote, teach, and model active **discernment** in the Ignatian tradition as a response toward the God who calls us.

**Hospitality and Sabbath** – We actively engage in Christian **hospitality** in our use of the Joyce Contemplative Center, the College Chapels, and Campion House, and in so doing call ourselves and the community to a practice of **sabbath**, where all might reconnect with our Creator and creation.

**Solidarity** – We actively practice solidarity, a firm and persevering commitment to the common good; that is to say, to the good of all and of each individual, because each of us are responsible for our sisters and brothers. We acknowledge that our practice of **solidarity** is something which we learn through contact with the injustices others suffer.

**Environmental Stewardship** — We recognize the urgency of the current environmental crisis, and in solidarity affirm that all of our talents and involvement are needed to redress the damage caused by human abuse of God's creation.

**Vigilant Inclusivity and Dialogue** — We are **vigilantly inclusive** with those on the margins of the Holy Cross community, encouraging a **dialogue** which listens to, reveres, and includes the experience, culture, and traditions of the other.

**Servant Leadership** — We promote **servant leadership**, both in the Worcester community and beyond as we grapple with our special commitment to the world's poor and powerless.

**Works of Justice and Peace** — We acknowledge that the fruits of our prayer and worship should flourish in **works of justice and peace**.

**Marybeth Kearns-Barrett '84**

M.Div., Weston School of Theology  
*Director of the Office of College Chaplains*

**Lucille N. Cormier, S.A.S.V.**

M.A., Creighton University  
M.A., Providence College  
*Wedding Coordinator*

**Megan Fox-Kelly '99**

M. Div., Weston Jesuit School of Theology  
*Associate Chaplain/Director of Retreats*

**Rev. James Hayes, S.J. '72**

M.A., Philosophy, Gonzaga University  
M.Div., Regis College of Toronto  
S.T.L., Jesuit School of Theology, Berkeley  
M.S., Pastoral Counseling, Loyola College, MD  
*Associate Chaplain/Director of Faith Formation*

**Martin Kelly**

M.T.S., Weston Jesuit School of Theology  
*Associate Chaplain/Advisor to SPUD*

**Samuel J. Lovett**

M.Div., Boston University  
*Assistant Chaplain/Interdenominational Ministry*

**Keith Maczkiewicz, SJ**

M. Div., Jesuit School of Theology of Santa Clara University  
M.A., Social Philosophy, Loyola University Chicago  
M. Ed., Secondary Education, Providence College  
*Assistant Chaplain*

**Andrew A. Omondi**

M.A., Theological Studies, Boston College School of Theology and Ministry  
M.A., Education, Institute of Education, University of London  
*College Ministry Fellow*

**Emily Rauer Davis '99**

M.Div., Weston School of Theology  
*Assistant Chaplain/Director of Domestic Immersions*

**Laurence Rosania**

M.A., Fordham University  
*Assistant Chaplain/Director of Liturgy and Music*

**Christopher Barrett '83**

M.Div., Weston School of Theology  
*Adjunct Chaplain/Coordinator, SPUD Summer Internship Program*

## Career Development

### Center for Career Development

The achievements of Holy Cross graduates across the spectrum of careers are a testimony to the value of a Holy Cross education in relation to professional and personal success. While the academic experience at Holy Cross develops knowledge, skills and habits that are crucial for career success, involvement in career development activities provides the time, space and access to opportunities to explore one's interests, strengths and goals.

The staff of the Center for Career Development assist students in identifying and clarifying their career objectives, provide vehicles to explore careers and industries, teach skills and strategies for conducting a successful internship and job search, and provide resources for students to connect with employers who are hiring for internships and full-time jobs. Students are the drivers of and propel their own career development progress; all students are encouraged to engage with the Center for Career Development beginning in their first year and throughout their four years at Holy Cross.

The resources and programs offered by the Center include: individual career counseling, workshops, resume and cover letter critiques, mock interviews, career panels, alumni job shadowing, networking events, internship and job databases, on-campus recruiting, resume referral, career fairs, employer visits, and web resources. A database of Holy Cross graduates who have volunteered to serve as career advisors is also available to all students. The Center for Career Development administers the Crusader Internship Fund, meant to provide limited financial assistance for sophomores and juniors who secure unpaid internships. The Center is also a member of the Liberal Arts Career NetWORK (LACN), a consortium that provides additional internship and job opportunities and online career information for students.

Career Development services are available to all students. The Center is located in Hogan 203 and is open from 8 a.m. to 5 p.m. during the academic year. Summer hours are 8:30 a.m. to 4:30 p.m.

## Athletics

### Mission Statement

The Mission of the Department of Athletics at the College of the Holy Cross is to promote the intellectual, physical, and moral development of our students. Through Division I athletics participation, our young men and women learn a self-discipline that has significant present and long-term positive effects:

- the interplay of individual and team effort;
- pride and self-esteem in both victory and defeat;
- a skillful management of time; personal endurance and courage; and
- the complex relationships between friendship, leadership, and service in a team environment.

Our athletics program, in the words of the College Mission Statement, calls for "a community marked by freedom, mutual respect, and civility."

Besides teaching these important virtues, a few sports played at Holy Cross have the added value of focusing alumni, student, and fan support in enhancing our reputation locally, regionally and nationally. Holy Cross commits itself to accomplishment and distinction in these sports, which are a rich part of our tradition, choosing to do so in a way that complements the pursuit of academic excellence.

Holy Cross is committed to the guiding principles of the Patriot League, of which we are a founding member: presidential control of athletics; the cultivation of the ideal scholar-athlete; and participation in a wide variety of sports. Commitment to the last principle assures that the College sponsors, in a very evident way, gender equity.

The Department of Athletics is also committed to compliance with all College policies and regulations involved in Division I membership in the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC). As a member of the NCAA, Holy Cross also advocates student-athlete welfare, diversity, gender equity, sportsmanship, and ethical conduct in its athletic programs.

## Intercollegiate Sports

Sponsoring a comprehensive athletic program at the NCAA Division I level, the College has 27 varsity athletics teams. Intercollegiate sports for men are:

- baseball
- basketball
- cross country
- football
- golf
- ice hockey
- lacrosse
- rowing
- soccer
- swimming & diving
- tennis
- indoor and outdoor track & field

Crusader women compete in:

- basketball
- cross country
- field hockey
- golf
- ice hockey
- lacrosse
- rowing
- soccer
- softball
- swimming & diving
- tennis
- indoor and outdoor track & field
- volleyball

A charter member of the Patriot League, Holy Cross competes with American, Army, Boston University, Bucknell, Colgate, Lafayette, Lehigh, Loyola (Md.) and Navy in conference play.

In non-league competition, the Crusaders face numerous top Division I programs, including many opponents from the Ivy League, Big East, American Athletic Conference and America East Conference. The men's ice hockey team is a member of the Atlantic Hockey Association, while the women's ice hockey squad competes in the Hockey East Association.

## Facilities

The College's athletics fields are superbly maintained by its award-winning grounds staff. The football stadium seating 23,500, the lighted baseball stadium seating 3,000, eight tennis courts, and a softball field are located on lower campus. On upper campus, the lighted Linda Johnson Smith Soccer Stadium seats 1,320, and Kuzniewski Field serving lacrosse and football seats 1,000. Also located on upper campus is a lighted artificial-turf field serving field hockey, surrounded by an eight-lane running track.

The Hart Center at the Luth Athletic Complex — home to the Crusader basketball, volleyball, swimming & diving, and ice hockey teams — just completed a renovation and expansion which serves both the championship dreams and wellness goals of the entire Holy Cross student body. In addition to the 3,536-seat basketball arena, 1,600-seat ice rink, and six-lane swimming pool with a separate diving area, the Luth Athletic Complex houses locker and shower facilities, exercise equipment, and a rowing practice tank. New features of the Luth Athletic Complex include:

- a 64,000-square foot indoor center (with 100 yards of turf for use by all sports)
- an auxiliary gymnasium for basketball and volleyball
- 3,000 square feet of new space for sports medicine
- 9,500 square feet of new space for sports performance
- additional locker rooms for varsity teams
- offices for all programs, athletic administrators and support services

The men's and women's rowing teams practice and compete on nearby Lake Quinsigamond, one of the world's finest venues for crew and scene for many years of the Eastern Sprints rowing regatta. The lake also serves as the home port for the College's sailing club.

## Public Safety

The College of the Holy Cross is committed to ensuring a safe and secure community, where students, faculty and staff may experience academic, professional and personal success.

To report emergencies that occur on campus, call the Department of Public Safety's emergency number 508-793-2222 from a cell phone or 2222 from any phone on campus.

The Department of Public Safety provides a comprehensive program of police, security, crime prevention, fire safety, emergency medical, parking, transportation and related public safety services to help ensure the College community remains a safe and pleasant place to live, work and learn. To further meet this objective, Public Safety works toward the establishment of a partnership with students, staff and faculty in the development of crime prevention, security assessment, response and education. This partnership is the foundation of maintaining an environment which encourages mutual respect, caring and safety for the campus community.

Public Safety also controls and operates the Campus Emergency Warning System, which consists of strategically placed outdoor warning sirens

and the RAVE Alert system. The warning sirens emit a loud siren along with a brief warning message and brief instructions. The RAVE Alert system delivers emergency messages via email, text messaging and telephonic messaging to all members of the community.

Public Safety is located at 3 City View St. Public Safety is staffed 24-hours per day, seven-days per week, and 365-days per year. Public Safety is always available. The Department has a full staff of sworn law enforcement officers as well as emergency communication dispatchers, office administration, transportation van drivers and students. We are here to serve you, the community, and welcome and invite you to visit or contact us. You may reach Public Safety at any time by calling the main number at (508) 793-2224.

# DEGREE REQUIREMENTS & ACADEMIC POLICIES

---

The Provost and Dean of the College oversees the academic program at Holy Cross. The Provost is assisted by the Deans, the Class Deans, the Assistant Dean for International Students, the Registrar, the Director of Academic Services & Learning Resources, and the directors and advisors from special academic programs.

The Class Deans are responsible for monitoring the academic progress of students in their respective classes and coordinating the College's academic advising program with the Vocare (<https://www.holycross.edu/academics/holy-cross-approach/vocare/>) director. Holy Cross provides each student with a faculty advisor who assists the student with curriculum planning and course selection. The assignment of the first year advisor is made in the summer prior to the start of fall courses. First year advisors are specially trained to support incoming students and serve as the student's advisor throughout the first year. If students declare majors during the first year, they receive an advisor in their major beginning in the fall of their second year. Students who do not declare a major in their first year normally retain their first year advisors until they declare a major. All students entering the third year will have faculty advisors in their major department.

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

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

## Academic Goals of a Liberal Arts Education and Assessment

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

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

for those who choose, an appreciation of the intellectual heritage of Catholicism.

## Written Expression

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

To achieve this end, students should:

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

---

Similarly, faculty members should:

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

## Assessment

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

## Degree Requirements

### General Requirements

Holy Cross offers a curriculum leading to the Bachelor of Arts (A.B.) degree, which some students earn with College honors. To meet the requirements for graduation, all students must both successfully complete a minimum course count of 32 semester courses and record a minimum of eight semesters of full-time study. Each Holy Cross course normally carries a course count of one (see College Credit (p. 24)). Each course also carries a GPA unit count, which can vary from zero to 1.5 and is used in the calculations of the student's grade point average (see Grading System (p. 28)).

To qualify for a degree from the College, at least one half of a student's courses, including the two full semesters of the fourth year, must be

completed at the College of the Holy Cross or at one of its approved programs. Students are permitted, however, to participate in Holy Cross programs, such as the Washington Semester, Semester Away and Study Abroad, in the first semester of their fourth year and may petition to participate in these programs during their final semester after consulting with their Class Dean.

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

## Requirements for Transfer Students

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

## Common Requirements

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

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

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

## The Arts and Literature

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

In studying the arts — the visual arts, music, theatre, dance, and film — there is the opportunity to explore ways of knowing and universes of expression beyond the essentially cognitive or discursive. A distinctive feature of the arts is the relationship between form and content: meaning is conveyed by both the medium and the subject matter of the work. Central to the study of the arts is the development of one's understanding, appreciation, and critical capacity in encountering

particular works and genres as well as one's awareness of both the limits and possibilities of the creative imagination. Courses in this area, whether historical or contemporary in approach, interpretive or oriented toward practice, seek to foster a recognition of the distinctive role of the arts in culture, in liberal education, and in the enrichment of the human condition.

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

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

## Studies in Religion and Philosophical Studies

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

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

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

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



## Historical Studies

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

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

## Cross-Cultural Studies

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

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

## Language Studies

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

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

*Students are required to complete two courses in the same language.*

## Social Science

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

foundations of social science in its various forms, including anthropology, economics, political science, psychology and sociology.

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

## Natural and Mathematical Sciences

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

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

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

## Montserrat

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

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

## Majors

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

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

The Academic Plans (p. 41) page of the Catalog contains a list of all majors. Information on student-designed Multidisciplinary Majors appears in the section of the Catalog on the Center for Interdisciplinary Studies (p. 53). Students are expected to confirm their plans for the fulfillment of major and degree requirements with the designated faculty advisor.

## Electives

In addition to the common requirements and a major, students pursue free electives. There are several curriculum options available at the College to assist students in organizing their elective program. In addition to double majors and minors, described here, students are encouraged to familiarize themselves with the academic options listed under Special Academic Programs and the Center for Interdisciplinary Studies. Students are limited to three program options, only two of which may be majors.

## Double Major

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

## Minors

A list of minors is available on the Academic Plans (p. 41) page of the Catalog. Students are not required to have a minor field of study but are invited to consider such an option in designing their undergraduate curriculum. Typically, the minor consists of six courses, some of which are required and some of which are selected by students in consultation with an advisor. For information on the requirements for completion of minors, see the departmental/program descriptions in this Catalog. Information on student-designed Multidisciplinary Minors appears in the section of the Catalog on the Center for Interdisciplinary Studies (p. 53).

## Concentrations

A concentration is similar to a minor, but typically includes a multidisciplinary array of course requirements. Students are not required to have a concentration but are invited to consider such an option in designing their undergraduate curriculum. A list of concentrations is available on the Academic Plans (p. 41) page of the Catalog. Most concentrations are offered through the Center for Interdisciplinary Studies (p. 53). Typically, a concentration consists of six courses, some of which are required and some of which are selected by students in consultation with an advisor.

## Academic Policies

### College Credit

#### Holy Cross Course Credit

The academic calendar consists of two semesters, each having approximately 67 instructional days (13 weeks), 3 study days and 5 days of final examinations. Holy Cross utilizes a course count system rather than a system of credit hours for determining degree requirements (p. 21). Each Holy Cross course normally carries a course count of one and is the equivalent of four credit hours. In addition to the course count, each course carries a GPA unit count, which can vary from zero to 1.5 and is used in the calculations of the student's grade point average (see Grading System (p. 28)). A course with a course count of one, generally consists of three 50-minute, two 75-minute, or one 150-minute session weekly for the semester and also generally includes a minimum of 8-10 out-of-class hours per week. Courses meeting more than 150 minutes per week (such as courses with a laboratory or practicum component) will ordinarily receive a course count of one but may carry more than one GPA unit to reflect the additional expected hours of academic work.

There are instances where a course might involve fewer formal class meetings than the norm but require commensurately more than 8-10 hours of out-of-class work. Such cases include:

- Courses involving unusually extensive, required independent work and required conferences with instructors (tutorials, independent reading and research, Directed Independent Spanish Curriculum and thesis courses)
- Courses involving supervised intensive experiences (academic internships, laboratory research)

## Advanced Placement

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine

placement in courses and progress in the major. See departmental descriptions for further information.

## College Credit for Courses Completed in High School

Holy Cross will grant college credit for courses taken in high school provided:

1. The courses are taken at a regionally accredited college or university (i.e., on the campus), or they are taught at the high school by a full-time faculty member of a regionally accredited college or university.
2. The courses are worth at least three-semester hours of credit and are similar in rigor and content to those normally offered at Holy Cross.
3. The student earned a final grade of B or better in the course.

Complete descriptions of each course for which the student is requesting credit must be forwarded to the Class Dean. Approval for credit rests with the Class Dean in consultation with the appropriate Department Chair at Holy Cross.

College courses taken during high school may be used to fulfill common requirements and/or to remove deficiencies incurred during the student's enrollment at Holy Cross.

## Transfer Courses

Courses taken by current Holy Cross students at other colleges and universities as well as courses taken in the period between high school graduation and the first semester at Holy Cross may be accepted in transfer if they meet the following criteria:

1. The Transfer course must carry the equivalent of at least three semester hours of credit and be offered by a regionally accredited institution.
2. The student must earn a grade of C or better in the course.
3. Transfer courses must satisfy degree requirements by removing deficiencies, fulfilling common requirements, or satisfying requirements for College-sponsored academic programs (major, minors, or concentrations).
4. An official transcript must be submitted to the Class Dean's Office upon completion of the course in order for credit to be awarded.

All transfer courses must be approved by the Class Dean. The appropriate Department Chair must approve courses to satisfy requirements for majors, minors, and concentrations. Current students who anticipate taking courses elsewhere for credit must submit a Permit to Attend Another Institution form for approval by the Registrar and Class Dean (and Department Chair as appropriate). Courses taken at other institutions by students currently matriculating at Holy Cross may not be used to advance class standing.

## Online and Hybrid Transfer Courses

Current students may complete up to two online or hybrid courses in transfer that meet the College's criteria for awarding credit. Students should consult their Class Dean regarding the criteria for accepting online and hybrid courses in transfer.

## Early Graduation

Incoming first-year students who have received credit for four (or eight) college-level courses may request early graduation. These credits may be a combination of transfer, Advanced Placement, International

Baccalaureate, and A-Level exam credit, but must include at least one college course. A request for early graduation should be based on the following supportive grounds:

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

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

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

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

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

## Course Policies Enrollment

Information and instructions concerning enrollment are distributed by the Office of the Registrar to all students approximately one week prior to the advising period preceding the enrollment period.

Enrollment in courses takes place beginning in the preceding semester. Students are not permitted to make changes in their course schedules after the first week of classes. Withdrawal from a course will be permitted during the first 10 weeks of the semester with the grade of W. The W grade is not included in the calculation of the GPA (see Course Withdrawal (p. 28)).

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

## Veterans Benefits and Transition Act of 2018

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, the following policies apply to any individual ("covered individual") who is entitled to Veterans Administration educational

assistance under Chapter 31 (Vocational Rehabilitation and Employment) or Chapter 33 (Post-9/11 GI Bill® benefits).

1. The College of the Holy Cross (“College” or “Holy Cross”) requires all covered individuals to take the following steps:
  - a. Provide a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33 (“Certificate of Eligibility,” which can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) or approved statement of benefit to a Holy Cross School Certifying Official (<https://www.holycross.edu/support-and-resources/office-registrar/contact-us-registrar/>) within 30 days of the first day of classes of the current semester in order to be certified for the current semester. A covered individual who provides a Certificate of Eligibility or approved statement of benefit more than 30 days after the first day of classes of the current semester will not be eligible for benefits certification until the following semester.
  - b. Submit a written request to use such entitlement to a Holy Cross School Certifying Official within 30 days of the first day of classes of the academic year in order to be certified for the Fall, Spring, or full academic year.
  - c. Provide additional information necessary to the proper certification of enrollment by the College.
  - d. Additional payment may be required or a fee may be imposed for the amount that is the difference between the amount of the student’s financial obligation and the amount of the Veterans Administration educational disbursement.
2. The College will permit any covered individual to attend or participate in the course of education during the period beginning on the date which the individual provides to Holy Cross a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 and ending on the earlier of the following dates:
  - a. The date on which payment from the Veterans Administration is made to Holy Cross.
  - b. 90 days after the date that Holy Cross certified tuition and fees for the given covered individual, following receipt of the Certificate of Eligibility.
3. The College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual (see definition above) who has submitted the appropriate documentation (as listed above) by the appropriate deadlines because of the individual’s inability to meet their financial obligations due delayed disbursement of funding from the Veterans Administration under Chapter 31 or 33.
4. However, as noted above, the College reserves the right to assess late fees and/or impose other penalties to any covered individual for any outstanding amount that is not covered by the individual’s Veterans Administration educational benefits. This may include tuition balances, housing, meal plans, etc.

## Course Repeat

With permission of the Class Dean, a student may repeat a failed course. The original grade of F remains on the transcript and is calculated into

the GPA. Students are not allowed to repeat a course in which they have received a passing grade.

## Requests for Reasonable Accommodations

The College is committed to providing students with disabilities equal access to the educational opportunities and programs available at Holy Cross in accordance with the Americans with Disabilities Act of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and Massachusetts laws. The term “disability” may include learning, physical, sensory, psychological, medical, and certain temporary disabilities. Students with disabilities may request academic accommodations, housing and dining accommodations, modifications to College policies, procedures, and rules; environmental adjustments, and auxiliary aids and services. Additional policies and procedures regarding accommodations can be found on the Office of Accessibility Services webpages at <https://www.holycross.edu/health-wellness-and-access/office-disability-services/>.

Students should submit all accommodation requests to the Office of Accessibility Services. Students requesting accommodations should review the guidance provided by the Office of Accessibility Services regarding the requirements for documentation. Accommodations are determined through an individualized and interactive process with the student.

## Student Attendance at Class

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

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

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

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

## Excused Absence Policy

Students who are unable, because of religious beliefs, to attend classes or participate in any examination, study, or work requirement on a particular day shall be excused and provided with an opportunity to make up such examination, study, or work requirement, provided this does not create an unreasonable burden upon the College. No fees of any kind shall be charged for making available to students such opportunity.

No adverse or prejudicial effects shall result to students because they availed themselves of these provisions. Students are asked to contact their Class Dean in advance of an absence due to religious belief.

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

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

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

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

## In-Course Examinations

Students are not required to take more than two in-course exams in a single day. The word exam here refers to those major in-course tests that cover several weeks of material and take a whole period or a major portion of a period to administer. It does not include routine quizzes based on day-to-day assignments and lasting only part of the period.

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

Students who have missed an in-course exam for a serious and verifiable reason should follow the Excused Absence Policy (see above).

## Final Examinations and Study Days

The Study Days are designed to provide students with time after the end of semester class meetings to prepare for final examinations, which are administered during the Final Examination Period at the end of each semester. No final papers or take-home exams should be due during the Study Period. The Final Exam Schedule of Days and Times ([https://www.holycross.edu/support-and-resources/office-registrar/final-](https://www.holycross.edu/support-and-resources/office-registrar/final-examination-schedule/)

[examination-schedule/](https://www.holycross.edu/support-and-resources/office-registrar/final-examination-schedule/)) is established by the Registrar at the time of enrollment. Dates for in-class exams, deadlines for take-home exams, and deadlines for final papers should follow the Final Exam Schedule.

If a student has a combination of more than two final examinations, deadlines for take-home examinations, and deadlines for final papers scheduled for the same day, the student may request to change the dates of one or more to reduce the total number to two in any one day.

The student should contact the appropriate Class Dean to make the arrangements.

Students who, for serious and verifiable reasons, are not able to take the scheduled final must make arrangements for a make-up examination, according to the Excused Absence Policy (see above).

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

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

## Retention and Return of Graded Materials

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

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

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

## Grades Grading System

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

There is no official College translation of percentage scores into letter grades. Final grades are made available electronically to students and to others to whom the student has granted access at the conclusion of each semester.

### Letter Grades and Grade Point Average

Each Holy Cross course normally carries a course count of one (see Holy Cross Course Credit (p. 24)) as well as a GPA unit count, which can vary from zero to 1.5. Each of the grades from A to F is assigned a multiplier, as indicated in the table below, which weights the grade in computing averages. Multiplying this weighting factor by the number of GPA units assigned to the course gives the grade points earned in it.

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

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

None of the other symbols in the list below carries grade-point multipliers, and they are not used in calculating the grade point average.

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

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

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

### Grade of Incomplete

A faculty member may assign a grade of Incomplete during the final grading process when a student has failed to complete all required course assignments. When faculty members submit a grade of incomplete, they must also provide the Class Dean with the list of assignments, the extended dates by which the assignments are due, and a provisional grade (what the grade would be if the missing materials are not submitted). Ordinarily, all work should be submitted by the extended deadline assigned by the faculty member in consultation with the Class Dean and no later than the start of the next semester. The faculty member should submit the final grade one week after the date by which the student must submit the work, with the final grade based on the work submitted during the semester and any work submitted during the time of the incomplete. The final grade must be approved by the Class Dean.

### Course Withdrawal

Students may withdraw from a course within the first week of classes without record. From the beginning of the second week through the tenth week of classes, a student may withdraw with a grade of W, with the approval of the Class Dean. After the tenth week, students are not permitted to withdraw from a course without the permission of the course instructor and the student's Class Dean. The deadline for withdrawal from a course is published by the Registrar at the beginning of each semester.

### Course Deficiency

Students are expected to complete a course count of at least four with a passing letter grade (other than P) each semester. In any semester, students who withdraw from a course reducing the course count below four, fail a course resulting in a course count under four, or enroll with a course count of fewer than four incur one or more deficiencies relative to the 32-course count graduation requirement.

### Removal of Course Deficiency

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

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

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

### Change of Grade

Faculty may change a final grade submitted to the Registrar. A grade can be changed if the original grade was inaccurately calculated or recorded.

However, a grade may not be changed based on additional work by the student after the original grade has been submitted.

Faculty wishing to change a grade should submit an online Change of Grade Form. The form requires approval from the Chair of the department and Class Dean.

## Final Grade Review Policy

Faculty members should provide students with the grading guidelines for how the final course grade will be calculated and allow students access to their graded materials for the course (see Retention and Return of Graded Materials Policy (p. 25)). If these were not available to the student or if the student believes that there was an error in assigning the final grade, the student should contact the faculty member to resolve the issue.

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

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

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

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

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

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

## Honor Grades

The following criteria determine honor grades:

## Dean's List

Dean's List status requires the passing of four or more letter-graded courses with no failing grades during the semester and the following GPAs:

- First Honors: a semester GPA of 3.70 or above.
- Second Honors: a semester GPA of 3.50 to 3.69.

## Graduation Honors

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

In calculations of the GPA for the Dean's List or for graduation honors, only GPA units earned at Holy Cross and the Higher Education Consortium of Central Massachusetts are included (see Letter Grades and Grade Point Average (p. 28)).

## Fifth Course

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

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

1. Enrollment in a fifth course takes place during the week prior to the start of classes and continues through the first week of classes, each semester.
2. A fifth course may be used by students for enrichment purposes, to satisfy a common area or academic program requirement, or for the removal of a course deficiency. In the cases of removal of a course deficiency or satisfying an academic program requirement, the fifth course must be taken for a letter grade.
3. Students must ordinarily have earned a cumulative GPA of at least 2.00 in order to register for a fifth course.
4. First-year students must obtain permission from the appropriate Class Dean before registering for a fifth course.
5. A fifth course taken for a letter grade will be included in the calculation of the cumulative average.

## Pass/No Pass Grading

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

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

1. Students who wish to take a course on a Pass/No Pass basis shall have until the fifth Friday of the semester to decide which of the five courses chosen during the enrollment period is to be taken on the Pass/No Pass basis. A Pass/No Pass form must be completed and filed with the Registrar during the period designated for the declaration of the Pass/No Pass option.
2. Pass/No Pass courses do not count toward the 32 courses required for graduation.
3. Pass/No Pass courses cannot be used to remove deficiencies.
4. Courses taken on a Pass/No Pass basis may be used to satisfy common requirements.
5. Pass/No Pass courses may be taken within the student's major, minor, or concentration but cannot be used to fulfill the requirements of these programs.

6. Pass/No Pass grades will not be averaged into a student's GPA but will be placed on the student's record.
7. At any point during the semester a student may choose to convert a Pass/No Pass course to a letter graded course.
8. After final grades have been posted, a student has the option to uncover the letter grade associated with a Pass grade. Requests to uncover a Pass must be made in writing to the Class Dean. Once the letter grade has been uncovered, the course becomes a letter-graded course and the grade cannot be converted back to a Pass. All requests to uncover a Pass must be made no later than one week prior to the date of the student's graduation.

## Auditing Courses

Students may elect to audit a course if they are enrolled in four other courses for credit in a semester. They must complete an audit form obtained from the Class Dean or the Office of the Registrar. This form must be signed by the student, the faculty member teaching the course, and the Class Dean and returned to the Registrar by the end of the add/drop period at the beginning of each semester. If approved, the audited course will appear on the student's transcript but no academic credit will be given nor may the audit be converted later into a letter-graded or Pass/No Pass course. An audited course cannot fulfill common requirements, academic program requirements, remove a deficiency or count toward the 32 courses required for graduation.

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

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

## Transcript of College Record

An official transcript of the College record will be issued by the Registrar's office, only with the formal consent of the student. Transcript requests will not be accepted by telephone. A transcript is official when it bears the impression of the Seal of the College and the signature of the Registrar of the College. An official transcript may be withheld by appropriate college officials in cases where a financial obligation remains.

## Probation, Suspension, and Dismissal for Academic Performance

### Academic Probation

Students must maintain a cumulative grade point average of 2.0.

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

Academic Probation results for any of the following reasons:

- A first-year student having a cumulative average of less than 2.00 at the end of first semester will be on probation the second semester.
- A first-year student having a cumulative average of at least 1.75 but less than 2.00 at the end of the first year will be on probation for the first semester of the second year.
- A second-year student with a cumulative average of at least 1.85 but less than 2.00 at the end of the first semester will be on probation for the second semester of the second year.

- A transfer student with a GPA of 1.75 but less than 2.00 at the end of the first semester at Holy Cross will be on probation for the second semester. Thereafter, transfer students must achieve the cumulative average required of their class year.
- Students who are eligible for suspension or dismissal because of a low cumulative GPA, but whose appeal has been granted by the Committee on Academic Standing, are automatically placed on probationary status.

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

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

### Academic Suspension

Academic Suspension, for two consecutive semesters, results for any of the following reasons:

- A student with a cumulative GPA of less than 1.75 after the second semester (end of the first year), of less than 1.85 after the third semester, or of less than 2.00 after the fourth semester (end of second year) or any subsequent semester will be suspended for two consecutive semesters.
- A transfer student with a GPA of less than 1.75 after the first semester at Holy Cross will be suspended for two consecutive semesters. After the first semester transfer students are subject to the limits of suspension stipulated for their class year as described above.
- A student earning two course failures (any combination of F or NP in courses taught at Holy Cross or through an approved program, including through the Higher Education Consortium of Central Massachusetts as well as the Washington Semester, New York Semester, Study Abroad, or Study Away Programs) in any single semester will be suspended for two consecutive semesters.
- A student earning a total of six course failures (any combination of F or NP as described above) will be suspended for two consecutive semesters.

After the one-year suspension, readmission is unconditional if the student is in good financial and disciplinary standing with the College. Students who wish to return to the College should notify the Class Dean well in advance of the semester they wish to return.

### Academic Dismissal

A second academic suspension results in Academic Dismissal, which is ordinarily considered final separation from the College.

A student who is suspended or dismissed must leave the campus community and ceases to be entitled to campus activities.

### Appeals of Academic Suspension and Dismissal

Appeals of suspensions or dismissals for academic reasons may be made to the Committee on Academic Standing. The letter of suspension or dismissal from the Class Dean will provide students and parents (in accordance with FERPA requirements) with the necessary details of appeal. The Class Deans are available for consultation regarding appeal procedures and will also inform the student of the final Committee



decision. Dismissals upheld by the Committee on Academic Standing may be appealed to the Provost and Dean of the College.

## Academic Integrity Policy

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

### Definitions

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

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

**Collusion** is assisting or attempting to assist another student in violating the Academic Integrity Policy.

### Procedures

At the beginning of each course, faculty members should address the students on academic integrity and how it applies to the assignments for the course. The faculty should also make every effort, through vigilance and through the nature of the assignments, to encourage integrity in all forms.

It is the responsibility of students, independent of the faculty's responsibility, to understand the proper methods of using and quoting from source materials (refer to <http://libguides.holycross.edu/citationhelp/>) or standard handbooks such as *The Little Brown Handbook* and *The Hodges Harbrace Handbook*), and to take credit only for work they have completed through their own individual efforts within the guidelines established by the faculty.

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

If convinced that the student violated the Academic Integrity Policy, the faculty member shall impose an appropriate sanction in the form of a grade reduction or failing grade on the assignment in question and/or shall assign compensatory course work. The sanction may reflect the seriousness of the violation and the faculty member's assessment of the student's intent. In all instances where a faculty member does impose a grade penalty because of a policy violation, he or she must submit a written report to the Chair or Director of the department and the Class Dean. This written report must be submitted within a week

of the faculty member's determination that the policy on academic integrity has been violated. This report shall include a description of the assignment (and any related materials, such as guidelines, syllabus entries, written instructions, and the like that are relevant to the assignment), the evidence used to support the complaint, and a summary of the conversation between the student and the faculty member regarding the complaint. The Class Dean will then inform the student in writing of the charge of a violation of the policy and of the right to have the charge reviewed. The student will also receive a copy of the complaint and all supporting materials submitted by the faculty member. The student's parents or guardians will be notified of the charge as appropriate under the requirements of FERPA.

### Review of Charge

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

The Class Dean may extend all notification deadlines above for compelling reasons and will notify all parties in writing of any extensions as appropriate.

### Sanctions

Each instance of violating the Academic Integrity Policy reported to the Class Dean (provided that the charge of violating the policy is upheld following a possible review, as described above) shall result in an administrative penalty in addition to the penalty imposed by the faculty member. For a first instance of violating the Academic Integrity Policy, the faculty member's initial written report to the Class Dean and the Class Dean's letter to the student shall be placed in the student's file until graduation, at which time it shall be removed and destroyed unless a second offense occurs. Additionally, the student must participate in a workshop on academic integrity, arranged through the Class Dean.

A second instance of violating the Academic Integrity Policy results in academic suspension for two consecutive semesters, effective at the conclusion of the semester in which the second violation of the policy occurred. Multiple charges of violating the policy filed at or about the same time shall result in a one-year suspension if there have been no earlier violations of the policy or dismissal if there was an earlier

violation of the policy (see description of a third violation below). The faculty member's initial written report to the Class Dean and the Class Dean's letter to the student shall be placed in the student's file. After the suspension, readmission is unconditional if the student is in good financial and disciplinary standing with the College. Students who wish to return to the College should notify the Class Dean well in advance of the semester they wish to return.

A third instance of violating the Academic Integrity Policy results in dismissal from the College, effective at the conclusion of the semester in which the violation of the policy occurred. Multiple charges of violating the policy filed at or about the same time shall result in dismissal if the student has a prior violation of the policy on record.

Students who are suspended or dismissed for violating the policy may appeal to the Committee on Academic Standing, which may uphold the penalty, overturn it, or substitute a lesser penalty. A penalty of dismissal, if upheld by the Committee, may be appealed to the Provost and Dean of the College.

## Withdrawal from the College & Leave of Absence

### Voluntary Withdrawal from the College

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

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

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

### Readmission to the College following Voluntary Withdrawal

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

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

### Voluntary Leave of Absence Policy

Students may request permission to take a voluntary leave of absence from the College pursuant to this policy.

Students considering or anticipating a need for a voluntary leave of absence should consult with their Class Dean and other relevant offices (e.g., the Office of Financial Aid, the Bursar's Office, Residence Life and Housing) to discuss the leave of absence and reinstatement procedures and the effects on degree completion and current courses, student account balance, possible refunds, status of loans during a leave,

student employment, on-campus housing, health insurance, pending disciplinary matters, academic issues, immigration status (if applicable), and participation in athletics and extracurricular activities, among other effects.

1. **Request and Review of Voluntary Leaves of Absence.** Students are required to submit a written request for a voluntary leave of absence to the appropriate Class Dean, including a statement of their reason(s) for requesting the leave. The Class Dean will review the request, consult with the student and, in appropriate circumstances, relevant College faculty and staff members as necessary for the determination, and make a decision about the requested voluntary leave of absence.
  - a. **Requests to Begin a Leave after End of Current Semester.** Ordinarily, a student will submit the written request for a voluntary leave of absence during the regular semester prior to the proposed leave, and the leave usually begins at the end of that semester. A student must be in good academic standing at the end of the last semester before the voluntary leave of absence is to begin.
  - b. **Request to Begin a Leave During a Semester.** Requests to begin a voluntary leave of absence during a semester may also be made. For example, a voluntary leave of absence for health or mental health-related reasons may be requested at any time. The College uses a flexible and individualized process to allow students to request voluntary leave of absence to receive treatment to address their medical difficulties so they can later return to the College and successfully achieve their academic goals.
  - c. **Length of Leave.** Voluntary leaves of absence typically are granted for a period of one or two consecutive semesters. However, in exceptional circumstances (e.g., military service, health or mental-health related leaves) a voluntary leave of absence may be granted for a longer period of time. An approved leave must be extended prior to its expiration before it can be renewed; otherwise the student may be withdrawn from the College when the voluntary leave of absence expires.
  - d. **Fee.** A student will be required to pay a fee of \$30 (other than in connection with leaves for health or mental health-related reasons).
  - e. **Requirements to Reinstate; Additional Specific Conditions of Leave and Reinstatement.**
    - i. **Requirements to Reinstate.** Reinstatement following a voluntary leave of absence is not automatic. Students who wish to be reinstated to the College must submit a written reinstatement request, together with any materials required for reinstatement by the Class Dean, to the appropriate Class Dean at least six weeks prior to the start of the semester (or such shorter period as is approved by the Class Dean in his, her or their sole discretion). Students must satisfy all requirements for reinstatement and additional specific conditions of the leave and reinstatement, if any, that are imposed pursuant to clause (ii) below. The Class Dean will notify the student in writing of the reinstatement decision. Please note:
      1. International students must be cleared and approved by the Assistant Dean for International Students. A period longer than six weeks may be required for reinstatement of international students.
      2. Students whose leave of absence relates to service in the U.S. uniformed services should review the Reinstatement of Service Members Policy below.

3. Individuals with disabilities may request reasonable accommodations through the Office of Disability Services.
- ii. **Additional Specific Conditions for Leave and Reinstatement.** In instances in which the circumstances of student's departure warrant it, the Class Dean may establish additional specific conditions for the leave and reinstatement to prepare the student for a successful and safe return to the College. In such cases, any additional specific conditions are communicated to the student in writing in connection with the grant of the leave. Specific conditions will be based on an individualized assessment of the student based upon the best available objective evidence, other specialized knowledge, and if the leave is health or mental health related, consideration of current available medical information. The Class Dean may consult with appropriate faculty and/or staff in relevant campus offices (e.g., Student Affairs, Counseling Center, Health Services), other professionals, and with the authorization of the student, family members and/or student's treating health and/or mental health professionals, as part of the consideration of the student's leave request and request for reinstatement. Depending upon the circumstances that necessitated the leave, conditions may include, but are not limited to:
1. participation in a reinstatement meeting with the Associate Dean of Students or other personnel,
  2. demonstration of readiness to return to College and that the circumstances that led to the placement on leave of absence have been satisfactorily addressed to an acceptable degree,
  3. with the consent of the student, participation in an assessment interview conducted by an appropriately trained health and/or mental health care professional identified by the College,
  4. communication with, and relevant current medical/psychological information from, the student's treating health or mental health care provider(s) subject to the student's consent to the release of information,
  5. on-going health or mental health treatment and/or compliance with a medical treatment plan,
  6. behavioral agreements,
  7. restrictions on participation in residential housing, other restrictions on activities or privileges, or adjustments, and
  8. other applicable requirements.
- Following receipt of the reinstatement request and materials, the Class Dean will consult with appropriate College personnel and other professionals regarding whether the student has satisfied specific conditions for the leave and reinstatement. This includes consideration of material submitted by the student, including the opinions and recommendations of the student's treating health or mental health professional(s), if available. In certain circumstances, the College may also request further information from the student if it determines that the information provided by the student's treatment provider is not sufficient (e.g., if information provided by the treatment provider is incomplete, requires further explanation or clarification, when there is a disconnect between the medical information provided by the treatment provider and other information in the student's files or if there is concern about the provider's credentials) to make the reinstatement determination.
- iii. **Appeal of Denial of Reinstatement.** In the rare circumstance that a student's request for reinstatement is denied, a student may appeal the decision denying the request for reinstatement by submitting a written appeal to the Vice President of Student Affairs or the Dean of Experiential Learning and Student Success if the denial is based on academic grounds within ten (10) business days after receiving notice of the denial. The student may also submit any information the student believes to be relevant to the appeal. The Vice President and/or Dean of Experiential Learning and Student Success, as applicable, will review the student's submission and make a determination whether to
1. uphold the reinstatement denial;
  2. reinstate the student; or
  3. reinstate the student subject to specified conditions. The decision will be communicated to the student and will be considered final.
2. **No Participation in College Activities During Leave.** A voluntary leave of absence provides time for students to focus on the concern that necessitated the leave. As a result, students on a voluntary leave of absence are not permitted to be on campus or College property and may not participate in College-related activities or events during the leave without the prior written permission of the appropriate Class Dean.
  3. **No Advance in Class Standing.** Students may not advance in class standing by taking courses at other institutions while on a voluntary leave of absence, nor may students recover their original class standing once they return to Holy Cross (other than pursuant to the Reinstatement of Service Members Policy set forth below) without the approval of the Dean of Experiential Learning and Student Success (see Petition to Reinstate Original Graduation Term below).
  4. **Extension of an Approved Voluntary Leave of Absence.** A student is required to submit to the appropriate Class Dean a written request for an extension of a voluntary leave of absence prior to the expiration of the leave, together with a statement of his, her or their reason for the leave extension. An approved leave must be extended prior to its expiration; otherwise the student may be withdrawn from the College when the voluntary leave of absence expires.
  5. **Pending Disciplinary Matters.** If a student commences a leave with pending disciplinary matters of any kind, the student will continue to be subject to the applicable College policy, procedure, or code with respect to such matters. A student who is on a voluntary leave of absence while on academic and/or disciplinary probation or suspension status will return on that same status. In addition, student violation(s) of any College policy, rule, code or procedure occurring during a leave may also be addressed.
  6. **Confidentiality.** The College will maintain the confidentiality of all information regarding voluntary leaves of absence in accordance with applicable law. Access to these records is limited in accordance with applicable law. The College reserves the right to notify a parent or guardian if deemed appropriate under the circumstances and as permitted by applicable law.
  7. **Delegation.** Where a College official or employee is listed as the designated point of contact for any role in this policy, he, she or they

may designate another College official or employee to assume the role at issue, as necessary and appropriate.

8. **Petition to Reinstate Original Graduation Term.** Ordinarily, when students take a leave of absence without record, their expected graduation term is delayed for the number of semesters that they were on leave. However, students may petition to reinstate their original graduation term if there are compelling extenuating circumstances that necessitated the leave. Students may not petition solely for financial reasons. Petitions will be considered to waive only one semester of full time study and only for students with a strong academic record. Students must complete all other College requirements for graduation (see Degree Requirements (p. 21)).
- Petitions can be made after the completion of five semesters in residence. Students considering a petition should contact their Class Dean to discuss the process. A final decision in the matter of reinstating the original graduation term will be made by the Dean of Experiential Learning and Student Success.

## Involuntary Leave of Absence

The College values the safety of each member of its community.

The College provides a range of support services to address the needs of students, including health and mental health needs and reasonable accommodations for individuals with disabilities. On occasion, students may experience needs or difficulties requiring a level of care that exceeds what the College can appropriately provide. In such circumstances, students may take a voluntary leave of absence.

In situations in which a student does not wish to take a voluntary leave of absence and the student is determined in accordance with this policy to

1. pose a credible substantial risk of harm to one or more individuals within the College or to the College community as a whole or
2. substantially impede the lawful activities of other members of the College community, the educational process, or proper activities or functions of the College community, the student will be subject to an involuntary leave of absence or other safety intervention.
3. **Interim Involuntary Leave of Absence.** The Associate Dean of Students may immediately implement an interim involuntary leave of absence or interim removal from College housing or premises and/or restriction on academic or other activities or privileges pending final decision on an involuntary leave of absence when a credible substantial threat of immediate harm to an individual or the College community is perceived to exist after considering all reasonably available information. If this action is deemed necessary, the student will receive notice of the decision and the reasons for the leave and will be provided an initial opportunity to respond within two (2) business days from the effective date of the interim involuntary leave. Following the Associate Dean of Students' consideration of student's submission, the Associate Dean of Students may either continue, modify or cancel the interim involuntary leave. The interim involuntary leave may remain in effect until a final decision is made pursuant to the procedure outlined in this policy. If an interim involuntary leave is imposed, the Associate Dean of Students, together with the appropriate Class Dean and other departments, will communicate with the student regarding academic consequences and other effects.
4. **Consideration of Involuntary Leave.** When the College has reason to believe that a student may pose a credible substantial risk of harm to one or more individuals within the College or to the College

community as a whole or substantially impede the lawful activities of other members of the College community, the educational process, or proper activities or functions of the College community, the Associate Dean of Students will make an individualized and objective assessment of the student's circumstances, based upon current available medical information, other specialized knowledge and the best available objective evidence (and not based on mere speculation or stereotypes). The assessment will include consideration of

- a. the nature, duration, and severity of the risk;
- b. the probability that the potential harm will occur;
- c. whether the student substantially impeded lawful activities of other members of the College community, the educational process or functions of other members of the College community; and
- d. whether the student is a qualified individual with a disability and there are reasonable accommodations that would significantly mitigate the risk while maintaining a safe environment for College community members and without fundamentally altering the educational program, lowering academic standards and/or creating undue hardship to the College. The Associate Dean of Students' determination will be made in consultation with appropriate administrators, faculty, the appropriate Class Dean, and professional staff, including, but not limited to, as appropriate and necessary, the director of the Counseling Center, the director of Health Services, the director of Department of Public Safety, and the director of risk management and compliance.

Upon completion of an initial assessment, if involuntary leave is recommended, the Associate Dean of Students will notify the student in writing of the consideration of the involuntary leave of absence, communicate the reasons for its consideration, remind the student of the availability of voluntary leave of absences and reasonable accommodations, provide the student with a copy of this policy, and provide the student an opportunity to address the concerns and provide relevant information.

The student may be required to undergo an evaluation, including a medical or psychological evaluation with the student's consent by an independent and objective health or mental health professional as designated by the College. The College will request that the student sign necessary releases so that the report from the evaluation may be provided to the Associate Dean of Students and other appropriate College personnel for the purposes of determining whether the student should be subject to an involuntary leave of absence or other safety intervention. In addition, the Associate Dean of Students and other appropriate College personnel will consider any medical or other relevant information submitted by the student, including, but not limited to, a medical or psychological evaluation by the student's treating health or mental health professional. If necessary releases are provided, the College's health and/or mental health care professional(s) will carefully consider the opinions and recommendations of the student's treating providers and any available evaluation(s), in each case if available, and provide their own recommendation(s), including with respect to what level of treatment is clinically recommended to meaningfully reduce the identified risks.

The Associate Dean of Students generally will attempt to engage in interactive dialogue with the student to discuss possible methods to mitigate the risk, including suggestions from the student and/or student's treating health or mental health professionals. The Associate Dean of Students also may choose to engage professionals and other College personnel in

formulating a proposed plan. If a proposed plan is approved, it will be memorialized and the College will take necessary steps to implement and monitor the plan.

International students are advised that an involuntary leave of absence will likely affect their student visa status and should consult with the international student advisor for more information.

If an involuntary leave will be imposed, the Associate Dean of Students will communicate the decision to the student in writing, and if the student is placed on leave, the length of the leave, and the conditions for the leave and reinstatement. Conditions of the leave and reinstatement will be established based upon the individualized assessment. The goal of conditions of the leave and reinstatement requirements is to prepare the student for a successful and safe return to the College. Conditions may include, but are not limited to:

- i. participation in a reinstatement meeting with the Associate Dean of Students or other relevant personnel,
- ii. demonstration of readiness to return to College and that the circumstances that led to the placement on leave of absence have been satisfactorily addressed to an acceptable degree,
- iii. with the consent of the student, participation in an assessment interview conducted by an appropriately trained health and/or mental health care professional identified by the College,
- iv. communication with, and relevant current medical/psychological information from, the student's treating health or mental health care provider(s) subject to the student's consent to the release of information,
- v. on-going health or mental health treatment and/or compliance with a medical treatment plan,
- vi. behavioral agreements,
- vii. restrictions on participation in residential housing, other restrictions on activities or privileges, and/or adjustments, and
- viii. other applicable requirements.

The Associate Dean of Students will also inform the appropriate Class Dean, who will notify the Registrar, Public Safety and other personnel who need to know of the leave. An involuntary leave of absence is effective immediately and the student is required to leave the campus immediately, even if the student appeals the action.

5. **Appeal of Involuntary Leave of Absence.** The involuntary leave of absence decision may be appealed to the Vice President of Student Affairs within ten (10) business days of receiving notice of the involuntary leave of absence (or such longer period as may be determined in the sole discretion of the Vice President of Student Affairs). The appeal must be in writing, delineating the reason(s) why the student believes the decision is inappropriate, together with any additional relevant information that the student would like considered that dispute the reasons for the leave. The appeal will be reviewed, together with any additional appropriate information, and a decision concerning the appeal will be provided to the student. The Vice President of Student Affairs will determine whether to
  - a. uphold the involuntary leave;
  - b. reinstate the student; or
  - c. reinstate the student subject to specified conditions which may include, but are not limited to, participation in an ongoing health or mental health treatment, compliance with a medical treatment

plan, a behavioral agreement, and restrictions on participation in residential housing or other activities or privileges.

The decision of the Vice President of Student Affairs as the appeal officer will be final. The involuntary leave will remain in effect during any appeal.

6. **No Participation in College Activities During Leave.** An involuntary leave of absence is intended to provide time for students to focus on the concern(s) that led to the leave. As a result, students on an involuntary leave of absence are not permitted to be on campus or other College property and may not participate in any College-related activities or events during the leave without the prior written permission of the Vice President of Student Affairs. College residential housing must also be vacated immediately.

7. **Return from Involuntary Leave of Absence.** Students who wish to be reinstated to the College must submit a written reinstatement request, together with all materials required for reinstatement, including those items necessary to satisfy all conditions to the leave and restatement, to the Associate Dean of Students at least six weeks prior to the start of the semester (or such shorter period as is approved by the Associate Dean of Students in his, her or their sole discretion). International students must be cleared by the international student advisor.

Students also may present any relevant documentation or information which the student believes will support the student's request for reinstatement and the satisfaction of the conditions for the leave and reinstatement. The Associate Dean of Students will also discuss the availability of reasonable accommodations for students with disabilities through the Office of Disability Services with the student.

The Associate Dean of Students will consult with appropriate College personnel, including but not limited to, the director of the Counseling Center or the director of Health Services, as appropriate, regarding the student's return. This includes the director's consideration of the opinions, recommendations, and evaluation of the student's treating health or mental health professional(s), if applicable and available.

In certain circumstances, the College may also request further information from the student if it determines that the information provided by the student's treatment provider is not sufficient (e.g., if information provided by the treatment provider is incomplete, requires further explanation or clarification, when there is a disconnect between the medical information provided by the treatment provider and other information in the student's files or if there is concern about the provider's credentials) to make the reinstatement determination.

When a student's potential for violence is under review as part of the assessment of a student's readiness to return, the Department of Public Safety and the threat assessment group may undertake a review of the student's behavior while on leave, including, but not limited to, record of convictions, restraining and protective orders, and interviews with individuals in a position to observe the student's behavior.

The Associate Dean of Students will notify the student in writing of the reinstatement decision and any conditions imposed for return. Conditions for return including, but not limited to, meetings with College officials, compliance with a medical treatment plan, regular consultations with health and/or mental health care professionals, behavioral agreements, and/or restrictions on participation in residential housing, activities or privileges or other restrictions. As needed, the Associate Dean of Students will notify the appropriate offices and personnel regarding the decision, and any relevant conditions thereof.

8. **Appeal of Denial of Reinstatement.** If a student's request for reinstatement is denied, a student may appeal the decision by submitting a written appeal to the Vice President of Student Affairs within ten (10) business days after receiving notice of the denial. The student may submit any information that the student believes to be relevant to the appeal. The Vice President of Student Affairs will review the student's submission and make a final determination to
- uphold the involuntary leave,
  - reinstate the student; or
  - reinstate the student subject to specified conditions.
- The decision will be communicated to the student in writing and will be considered final.
9. **No Advance in Class Standing.** Students may not advance in class standing by taking courses at other institutions while on an involuntary leave of absence, nor may students recover their original class standing once they return to Holy Cross without the prior approval of the Dean of Experiential Learning and Student Success, as determined in his, her or their sole discretion. Students should submit requests to their Class Dean and the decision will be made by the Dean of Experiential Learning and Student Success.
10. **Disciplinary Matters.** If a student commences a leave with pending disciplinary matters of any kind, the student will continue to be subject to the applicable College policy, procedure, or code with respect to such matters. A student who is on an involuntary leave of absence while on academic and/or disciplinary probation or suspension status will return on that same status. In addition, student violation(s) of College policies, rules or procedures occurring during a leave may also be addressed.
11. **Confidentiality.** The College will maintain the confidentiality of all information regarding involuntary leaves of absence in accordance with applicable law. Access to these records is limited in accordance with applicable law. The College reserves the right to notify a parent or guardian if deemed appropriate under the circumstances and as permitted by applicable law.
12. **Delegation.** Where a College official or employee is listed as the designated point of contact for any role in this policy, he, she or they may designate another College official or employee to assume the role at issue, as necessary and appropriate.

## Reinstatement of Service Members

The College complies with readmission requirements for Service Members as outlined in the Higher Education Opportunity Act (HEOA) and U.S. Department of Education regulation, 34 C.F.R. §668.18. Those provide that an institution may not deny readmission to a student who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

Students who are readmitted under this policy will be readmitted with the same academic status the student had when they last attended the institution in compliance with federal regulations.

If the College determines that the student is not prepared to resume the program with the same academic status at the point where the student left off, or will not be able to complete the program, the College will make reasonable efforts at no extra cost to the student to help the student become prepared or to enable the student to complete the program including, but not limited to, providing refresher courses at no extra cost

to the student and allowing the student to retake a pretest at no extra cost to the student.

This policy applies to service in the uniformed services, whether voluntary or involuntary, on active duty in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 days under a call or order to active duty of more than 30 days. The College will readmit such a student as long as the following conditions are met:

- The student gives advance notice (written or verbal) of such service to the Registrar who will notify the appropriate Class Dean (or upon seeking readmission, if the giving of such notice is precluded by military necessity, submits a written attestation that such service was performed, requiring their absence).
- The student gives advance notice (written or verbal) of the request for reinstatement to the Registrar who will notify the appropriate Class Dean.
- The cumulative absences from the College does not exceed 5 years.
- The student submits a notification of intent to re-enroll within 3 years after the completion of service or within 2 years after recovery from an illness or injury incurred during the service to the Registrar.
- The separation from service was not dishonorable. In accordance with federal regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for reinstatement under this policy.

## Academic Honors and Awards

### Honor Societies

#### National Honor Societies

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

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

## Disciplinary Honor Societies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Annual Awards

### Fourth-Year Competition

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

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

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

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

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

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

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

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

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

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

**The Economics and Accounting Achievement Award** honors the student who has contributed most significantly in scholarship, enthusiasm and/or service to the Economics department.

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

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

**The Gender, Sexuality, and Women's Studies Award** — First established in 1993 in recognition of academic excellence in Women's Studies, the Gender, Sexuality, and Women's Studies Award today honors a student who has achieved excellence in academic work from the perspective of critical feminist and/or gender theory and who has demonstrated engagement with issues of pressing concern to women and LGBTQIA+ persons.

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

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

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

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

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

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

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

**The Óscar Romero Latin American, Latinx and Caribbean Studies Award** is presented to a fourth-year Latin American and Latino Studies concentrator who has demonstrated academic excellence in the program through the quality and diversity of their coursework at Holy Cross and abroad. The award also recognizes outstanding participation in cultural and other promotional programs on- and off-campus and significant engagement in service to the Latino community.

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

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

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

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

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

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

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

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

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

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

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

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

**The George Vidulich-Andrew Vanhook Award** is given for an excellent research thesis and presentation in chemistry.

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

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

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

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

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

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



## Third- and Fourth-Year Competition

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

### Third-Year Competition

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

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

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

### Second-Year Competition

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

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

### First- and Second-Year Competition

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

### First-Year Competition

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

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

### Competition for All Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## National Scholarships and Fellowships

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

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

In most cases, students submit preliminary applications to the Committee on Graduate Studies, and members of the Committee review dossiers and conduct personal interviews to select candidates for institutional recommendations. For those independent applications that do not require institutional endorsement, the Office of Distinguished

Fellowships and Graduate Studies is happy to provide assistance. Faculty members are encouraged to recommend students to the attention of this Committee.

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

# ACADEMIC PLANS

---

- Asian Studies (p. 42)
  - Asian Studies Major (p. 43)
  - Asian Studies Minor (p. 43)
- Biology (p. 44)
  - Biochemistry Concentration (p. 51)
  - Biology Major (p. 51)
  - Geosciences Minor (p. 52)
- Center for Interdisciplinary Studies (p. 53)
  - Africana Studies Concentration (p. 56)
  - Gender, Sexuality & Womens Studies Concentration (p. 57)
  - Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
  - Peace and Conflict Studies Concentration (p. 59)
  - Student-Designed Majors and Minors (p. 60)
- Chemistry (p. 60)
  - Biochemistry Concentration (p. 66)
  - Chemistry Major (p. 66)
- Classics (p. 67)
  - Classics Major (p. 72)
- Economics and Accounting (p. 73)
  - Accounting Major (p. 80)
  - Economics Major (p. 81)
- Education (p. 82)
  - Education Minor (p. 84)
  - Teacher Education Program (p. 84)
- English (p. 85)
  - Creative Writing Concentration (p. 92)
  - Creative Writing Minor (p. 93)
  - English Major (p. 93)
  - Rhetoric and Composition Minor (p. 94)
- Environmental Studies (p. 94)
  - Environmental Studies Major (p. 95)
  - Environmental Studies Minor (p. 96)
- History (p. 97)
  - History Major (p. 111)
- International Studies (p. 111)
  - International Studies Major (p. 125)
- Mathematics and Computer Science (p. 126)
  - Computer Science Major (p. 136)
  - Computer Science Minor (p. 136)
  - Mathematics Major (p. 137)
  - Statistics Minor (p. 138)
- Music (p. 138)
  - Music Major (p. 145)
- Naval Science (p. 146)
- Philosophy (p. 148)
  - Philosophy Major (p. 155)
  - Philosophy Minor (p. 156)
- Physics (p. 156)
  - Physics Major (p. 159)
  - Physics Minor (p. 160)
- Political Science (p. 160)
  - Political Science Major (p. 170)
- Psychology (p. 170)
  - Psychology Major (p. 176)
- Religious Studies (p. 177)
  - Religious Studies Major (p. 186)
  - Religious Studies Minor (p. 186)
- Sociology and Anthropology (p. 187)
  - Anthropology Major (p. 195)
  - Anthropology Minor (p. 196)
  - Sociology Major (p. 197)
- Spanish (p. 198)
  - Spanish Major (p. 205)
- Theatre and Dance (p. 206)
  - Dance Minor (p. 210)
  - Theatre Major (p. 210)
- Visual Arts (p. 211)
  - Art History Major (p. 217)
  - Art History Minor (p. 218)
  - Studio Art Major (p. 219)
  - Studio Art Minor (p. 220)
- World Languages, Literatures, and Cultures (p. 220)
  - American Sign Language and Deaf Studies: Deaf Studies, Minor (p. 232)
  - Arabic (p. 232)
  - Chinese Studies Major (p. 233)
  - Chinese Studies Minor (p. 233)
  - French and Francophone Studies Major (p. 233)
  - French and Francophone Studies Minor (p. 234)
  - German Studies Major (p. 235)
  - German Studies Minor (p. 235)
  - Italian Studies Major (p. 236)
  - Italian Studies Minor (p. 236)
  - Russian Studies Major (p. 237)
  - Russian Studies Minor (p. 238)
  - Studies in World Literatures Major (p. 239)
- Accounting Major (p. 80)
- Anthropology Major (p. 195)
- Art History Major (p. 217)
- Asian Studies Major (p. 43)
- Biology Major (p. 51)
- Chemistry Major (p. 66)
- Chinese Studies Major (p. 233)
- Classics Major (p. 72)
- Computer Science Major (p. 136)
- Economics Major (p. 81)
- English Major (p. 93)
- Environmental Studies Major (p. 95)
- French and Francophone Studies Major (p. 233)
- German Studies Major (p. 235)
- History Major (p. 111)
- International Studies Major (p. 125)
- Italian Studies Major (p. 236)
- Mathematics Major (p. 137)

- Music Major (p. 145)
  - Philosophy Major (p. 155)
  - Physics Major (p. 159)
  - Political Science Major (p. 170)
  - Psychology Major (p. 176)
  - Religious Studies Major (p. 186)
  - Russian Studies Major (p. 237)
  - Sociology Major (p. 197)
  - Spanish Major (p. 205)
  - Studio Art Major (p. 219)
  - Teacher Education Program (p. 84)
  - Theatre Major (p. 210)
- 
- Anthropology Minor (p. 196)
  - Art History Minor (p. 218)
  - Asian Studies Minor (p. 43)
  - Chinese Studies Minor (p. 233)
  - Computer Science Minor (p. 136)
  - Creative Writing Minor (p. 93)
  - Dance Minor (p. 210)
  - Education Minor (p. 84)
  - Environmental Studies Minor (p. 96)
  - French and Francophone Studies Minor (p. 234)
  - Geosciences Minor (p. 52)
  - German Studies Minor (p. 235)
  - Italian Studies Minor (p. 236)
  - Philosophy Minor (p. 156)
  - Physics Minor (p. 160)
  - Religious Studies Minor (p. 186)
  - Rhetoric and Composition Minor (p. 94)
  - Russian Studies Minor (p. 238)
  - Statistics Minor (p. 138)
  - Studio Art Minor (p. 220)
- 
- Africana Studies Concentration (p. 56)
  - Biochemistry Concentration (p. 66)
  - Creative Writing Concentration (p. 92)
  - Gender, Sexuality & Womens Studies Concentration (p. 57)
  - Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
  - Peace and Conflict Studies Concentration (p. 59)

## Asian Studies

Home to major philosophical, religious, artistic, and political traditions that have shaped global history, Asia remains critically important in understanding the contemporary transnational marketplace and international politics. The Asian Studies Program offers students a variety of courses and a multidisciplinary framework for the exploration and interpretation of the diverse societies, cultures, and politics of Asia and the Asian diaspora. Faculty with research and teaching expertise in Asia from a wide range of departments within the College work together to develop courses and activities that create opportunities for students to understand traditional and contemporary histories, social and political movements, religious foundations and transformations, economic

development, philosophical traditions, and artistic productions within Asia, globally, and in diaspora. Students can receive training in Asian languages at the College or through other programs, such as Study Abroad or the Higher Education Consortium of Central Massachusetts. In addition to serving as a focus of a broad liberal arts education, Asian Studies provides majors and minors the benefit of interdisciplinary training that can lead to careers in international affairs, public policy, law, business, journalism, technology, health development, scholarship, and the arts.

## Study Abroad and Off-Campus Study Opportunities

Students are encouraged to study in Asia for a semester or an academic year. Currently, Holy Cross offers programs in China, Indonesia, Japan, Sri Lanka, and Vietnam.

May Sim, Ph.D., Director, *Professor, Philosophy*

## Academic Plans within Asian Studies

- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)

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

Code	Title
ASTD 110	Asian American Studies
ANTH 170	Contemporary Asia
CHIN 101 & CHIN 102	Elementary Chinese 1 and Elementary Chinese 2
CHIN 103	Introduction to Chinese Culture
CHIN 201 & CHIN 202	Intermediate Chinese 1 and Intermediate Chinese 2
CHIN 250	Traditional Chinese Literature
CHIN 251	China and the Environment
CHIN 255	Chin Cult Through Camera's Eye
CHIN 260	Chinese Linguistics
CHIN 301 & CHIN 302	Third Year Chinese 1 and Third Year Chinese 2
CHIN 401 & CHIN 402	Fourth Year Chinese 1 and Fourth Year Chinese 2
CHIN 409	Introduction to Literary Chinese 1
CHIN 491	Tutorial
CHIN 492	Tutorial
CLAS 188	Alexander the Great and Asia
ECON 221	Econ Development Modern China
ECON 309	Comparative Economic Systems
ENGL 375	Asian-American Literature
HIST 155	World War II in East Asia
HIST 280	Modern India
HIST 281	Imperial China
HIST 286	Modern Japan

MUSC 231 & MUSC 232	Music Of Bali-Gamelan 1 and Music Of Bali-Gamelan 2
MUSC 233	World Music
PHIL 255	Asian Philosophy
POLS 274	China from Mao to Market
POLS 275	International Political Economy
POLS 278	East Asia in World Politics
RELS 106	Buddhism
RELS 107	Islam
RELS 120	Comparative Religions/World View
RELS 165	Ancient and Medieval Hinduism
RELS 216	Readings: Asian Sacred Texts
RELS 255	Ecology & Religion
RELS 260	Comparative Mysticism & Human Ecology
RELS 311	Zen Buddhism
RELS 312	Theravada Buddhism
RELS 340	Gardens & World Religions
THEA 131	Balinese Dance 1 - 2
THEA 232	Balinese Dance 3 - 4

## Asian Studies Major

Asian Studies majors learn to view Asia from a variety of perspectives. Students who elect an Asian Studies Major must meet with the Asian Studies Director to construct an initial plan of study. Students decide how they want to formulate their geographic focus, but they must fulfill the interdisciplinary pattern outlined below. For example, students can decide to focus on China from a variety of disciplines, or consider South and Southeast Asia, or expand their knowledge across the Asian region. Within the interdisciplinary framework, students might also elect to take clusters of courses that permit a focus on a particular theme, such as economic transformation, war and migration, philosophical ideas, or artistic, cultural, and religious practices. All majors, no matter what their direction, must take one year of an Asian language.

## Requirements

Majors must meet the following requirements:

- One introductory survey of Asia ( ANTH 170 Contemporary Asia; PHIL 255 Asian Philosophy; RELS 106 Buddhism; RELS 120 Comparative Religions/World View; or a course approved by the Director).
- One course on the Arts of Asia. This could include offerings in literature, theatre, studio art, art history, or music, with a limit of three courses in the performing arts.
- One course that offers an historical perspective. This course should be taken with a faculty member in the history department who specializes in the area that a student chooses to investigate in East, Southeast, or South Asia.
- One course that provides a methodological or analytical framework for approaching the study of Asia. This course does not necessarily need to be devoted to an Asian theme. In consultation with their Asian Studies advisor, students may choose this course from approved offerings in academic departments.
- One course that focuses on religion in one or more areas of Asia. Normally, this course would be taken from faculty in the Religious

Studies department or in another department with the approval of the Director.

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

## Language Requirement

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

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

## Asian Studies Minor

Students may elect a minor in Asian Studies in conjunction with any major. Students who plan to elect an Asian Studies Minor must meet with the Asian Studies Director to construct an initial plan of study.

### Requirements

The minor consists of six courses according to the following requirements:

- One introductory survey of Asia ( ANTH 170 Contemporary Asia; PHIL 255 Asian Philosophy; RELS 106 Buddhism; RELS 120 Comparative Religions/World View; or a course approved by the Director).
- In addition to the introductory course, students must choose five electives on Asia. In order to fulfill our mission of encouraging an interdisciplinary approach to Asia, a maximum of two courses in any one discipline (i.e., history, anthropology, philosophy, economics, political science, theatre, music, language, linguistics, literature, religious studies, sociology) can be applied toward the minor.

We strongly encourage students pursuing the minor in Asian Studies to elect at least one course in each of two sub-regions of Asia:

1. South and Southeast Asia (India, Sri Lanka, Nepal, Pakistan, Vietnam, Indonesia) and
2. East Asia (China, Japan, Korea).

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

## Biology

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

## Geosciences

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

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

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

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

Karen A. Ober, Ph.D., *Professor and Chair*

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

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

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

Madeline Vargas, Ph.D., *Professor*

Geoffrey David Findlay, Ph.D., *Associate Professor*

Justin S. McAlister, Ph.D., *Associate Professor*

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

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

Julia A. Paxson, Ph.D., *Associate Professor*

Stephanie Crofts, Ph.D., *Assistant Professor*

Alexis S. Hill, Ph.D., *Assistant Professor*

Jodi M. Rymer, Ph.D., *Senior Lecturer*

Kelly Wolfe-Bellin, Ph.D., *Senior Lecturer*

Kirsten A. Hagstrom, Ph.D., *Lecturer*

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

Alimatu Acheampong, Ph.D., *Laboratory Instructor*

James M. Doyle, M.A., *Laboratory Instructor and Manager*

Anna Doyle, M.L.A., *Laboratory Instructor*

Noah P. Hammond, Ph.D., *Visiting Assistant Professor*

Julia Khodor, Ph.D., *Visiting Assistant Professor*

Sean M. Williams, Ph.D., *Visiting Assistant Professor*

Elizabeth M. Burmester, Ph.D., *Visiting Lecturer*

Rami Hanna, M.A., *Visiting Lecturer*

## Academic Plans within Biology

- Biochemistry Concentration (p. 51)
- Biology Major (p. 51)
- Geosciences Minor (p. 52)

## Other Academic Plans Accepting/Requiring Biology Coursework:

- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Neuroscience Student Designed Minor (p. 60)

## Biology (BIOL)

### **BIOL 114 — Biological Principles** Course count: 1

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

GPA units: 1

Common Area: Natural Science

Typically Offered: Fall, Spring

### **BIOL 117 — Environmental Science** Course count: 1

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

GPA units: 1

Common Area: Natural Science

Typically Offered: Fall, Spring

### **BIOL 159 — Biochemical Foundation of Life** Course count: 1

This class provides an in-depth introduction to the chemical foundations of biology. The goal of the course is to explore the amazing world of cell and molecular biology, while solidifying a foundation in biochemistry and developing skills to approach problems in chemistry and biology. The course covers how atoms bond to form molecules and how molecules assemble into the macromolecules responsible for biological processes. These understandings are then used to examine the structure and functions of cells and their organelles and membranes. While no formal lab is associated with this course, we will consider the nature of science as a discipline and how experiments test hypotheses to generate new knowledge. We will have several days in a laboratory setting, dedicated to the active investigation of biochemical principles. Successful completion of BIOL 159 prepares students to continue to BIOL 161, Introduction to Cellular and Molecular Biology and to CHEM 181, Atoms and Molecules.

GPA units: 1

Common Area: Natural Science

### **BIOL 161 — Introduction to Cell & Molecular Biology** Course count: 1

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

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Fall, Spring

### **BIOL 162 — Introduction to Mechanisms of Multicellular Life** Course count: 1

Fundamental principles of mechanistic biology at the organ and system levels. Emphasis on vertebrates with some material on higher plants. Intended for all potential biology majors and pre-health students regardless of major. Includes laboratory.

Prerequisite: BIOL 161 or by permission from the Chair of the department.

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Fall, Spring

### **BIOL 163 — Introduction to Biol Diversity and Ecology** Course count: 1

An introduction to evolution, ecology and the diversity of life: plants, animals, fungi, protists and prokaryotes. Intended for all biology and environmental studies majors.

Prerequisite: BIOL 117 or BIOL 162 or by permission of Instructor.

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Fall, Spring

### **BIOL 201 — Microbiology of a Hurricane** Course count: 1

This course will introduce students to scientific thinking and give a brief introduction to the biology of bacteria, viruses and fungi. Emphasis will then shift to examining the role of microbes within hurricanes and environments affected by hurricanes through review of scientific literature. Topics will include, outbreaks of infectious diseases, spread of antibiotic resistance, bioremediation of contaminated sites and bioenergy.

GPA units: 1

Common Area: Natural Science

### **BIOL 210 — Microbiology for Allied Health** Course count: 1

A comprehensive introduction to microbiology. This course provides an overview of microorganisms, including their structure and function, growth, ecology, genetics, taxonomy, and evolution. Emphasis is placed on prokaryotes and viruses of medical significance. The laboratory emphasizes pure culture methods, diagnostic microbiology, and physiology. Includes laboratory.

Prerequisite: BIOL 161 and CHEM 181 and permission of the Health Professions Advisors.

GPA units: 1.25

Typically Offered: Annually

### **BIOL 211 — Anatomy & Physiology I** Course count: 1

This course studies the functional systems of the human body. It focuses heavily on their integrative nature and maintenance of homeostasis. Topics covered include cell and tissue structure, the nervous, skeletomuscular, endocrine systems. Permission for enrollment is controlled by the Health Professions Advisor and that office may waive the introductory biology requirement in some cases. This course is reserved for students planning to attend physician's assistant, nursing, physical therapy or other allied health programs after graduation. It may not be used as credit toward the biology major.

Prerequisite: BIOL 161 and permission of the Health Professions Advisors.

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Annually

**BIOL 212 – Anatomy and Physiology 2** Course count: 1

This course is a continuation of Anatomy and Physiology 1. It may not be used as credit towards the biology major.

Prerequisite: BIOL 211 and permission of the Health Professions Advisors.

GPA units: 1.25

Typically Offered: Annually

**BIOL 213 – Comparative Vertebrate Morphology** Course count: 1

The structure, function, development and evolution of the skeletal, muscular, nervous, respiratory, circulatory, digestive and urogenital systems of the chordates, with special emphasis on vertebrates. Includes laboratory. Organismal biology.

Prerequisite: BIOL 162

GPA units: 1.25

Typically Offered: Annually

**BIOL 220 – Entomology** Course count: 1

An introduction to insects covering diversity, morphology, physiology, ecology and behavior, as well as considerations of the economic and medical importance of insects. Includes laboratory. Biological Diversity.

Prerequisite: BIOL 161 and BIOL 162 and BIOL 163

GPA units: 1.25

Typically Offered: Alternate Years

**BIOL 223 – Microbiology** Course count: 1

A comprehensive introduction to microbiology. This course provides an overview of microorganisms, including their structure and function, growth, ecology, genetics, taxonomy, and evolution. Emphasis is placed on prokaryotes and viruses. The laboratory emphasizes enrichment and pure culture methods, diagnostic microbiology, and physiology. Includes laboratory. Biological Diversity.

Prerequisite: BIOL 161; Prerequisite or Corequisite CHEM 222

GPA units: 1.25

Typically Offered: Annually

**BIOL 230 – Developmental Biology** Course count: 1

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

Prerequisite: BIOL 161 and BIOL 162. Students who have taken BIOL 232 may not enroll in BIOL 230.

GPA units: 1.25

Typically Offered: Annually

**BIOL 232 – Developmental Biology Lecture** Course count: 1

This course provides a comparative exploration of development from fertilization to adulthood using both organismal and molecular/cellular approaches. We will discuss and compare basic aspects of patterning and morphogenesis using the major model systems of nematodes, fruit flies, frogs, chicks and mice. Throughout the course, we will also examine how developmental processes affect aging, cancer, and regeneration/repair after disease. Organismal biology.

Prerequisite: BIOL 161 and BIOL 162. Students who have taken BIOL 230 may not enroll in BIOL 232.

GPA units: 1

Typically Offered: Annually

**BIOL 233 – Freshwater Ecology** Course count: 1

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

Prerequisite: BIOL 163

GPA units: 1.25

Typically Offered: Annually

**BIOL 235 – Marine Biology** Course count: 1

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

Prerequisite: BIOL 163

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Annually

**BIOL 241 – Virology** Course count: 1

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

Prerequisite: BIOL 131

GPA units: 1

Typically Offered: Annually

**BIOL 250 – Field Botany** Course count: 1

An introduction to the local vascular flora, emphasizing identification of ferns, woody plants and plants flowering in the fall. The course will include training in use of field guides and technical keys and preparation of herbarium specimens. Includes field and laboratory work. Biological Diversity.

Prerequisite: BIOL 163 or by permission.

GPA units: 1

Typically Offered: Alternate Years



**BIOL 255 – Vertebrate History** Course count: 1

A survey of vertebrate history, with emphasis on the anatomical and physiological transformations that occurred at the evolutionary originations of the major vertebrate groups. Structure and function of both extant and extinct taxa are explored, as documented by modern fauna and the fossil record. Includes laboratory. Biological Diversity.

Prerequisite: BIOL 162

GPA units: 1.25

Typically Offered: Alternate Years

**BIOL 257 – Paleontology** Course count: 1

In this class, we will examine classic and emerging problems in paleontology as a gateway to concepts in evolution and the diversification of life over geologic time. The class will focus on the evolution of the vertebrate lineage, with occasional excursions into the evolution of other life forms. Topics that will receive attention in the course include the history and theory of evolutionary biology and paleontology, animal development, morphology and function, biological diversity, extinction and conservation. Ecological and evolutionary biology.

Prerequisite: BIOL 162 or permission of the instructor.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 261 – Genetics** Course count: 1

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

Prerequisite: BIOL 161 and BIOL 162 or BIOL 161 and permission of the instructor. Students who have taken BIOL 262 may not enroll in BIOL 261.

GPA units: 1.25

Typically Offered: Annually

**BIOL 262 – Genetic Analysis** Course count: 1

The mechanisms of heredity and genetic analysis. Topics include Mendelian inheritance, chromosome structure and function, genetic mapping, molecular genetics, mutation, genetic regulation, and population genetics. This course is a nonlaboratory equivalent of Biology 261. Molecular and cellular biology.

Prerequisite: BIOL 161 and BIOL 162 or BIOL 161 and permission of the instructor. Students who have taken BIOL 261 may not enroll in BIOL 262.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 266 – Cell Biology** Course count: 1

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

Prerequisite: BIOL 161 and CHEM 181. CHEM 221 is recommended.

GPA units: 1

Typically Offered: Annually

**BIOL 267 – Neurobiology** Course count: 1

A study of the nervous system at multiple levels, from molecular to the systems level. Major topics include: structure of the nervous system and neurons, generation of electric signals, function of synapses, structure and function of sensory and motor circuits, and a discussion of higher order processing. Includes laboratory. Molecular and cellular biology.

Prerequisite: BIOL 161. BIOL 266 is recommended. Students who have taken BIOL 269 may not enroll in BIOL 267.

GPA units: 1.25

Typically Offered: Annually

**BIOL 268 – Cell Biology Lab** Course count: 0

This laboratory accompanies Biology 266. Students will learn the tools for solving problems in cell and molecular biology, as well as the appropriate approaches, controls, and analysis for experiments. The lab uses three model systems (the yeast *S. cerevisiae*, nematode *C. elegans*, and mammalian cell culture) to introduce students to a range of techniques including microscopy and staining, gel electrophoresis, genome databases and in silico analysis. Students will also design and carry out independent experiments. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation.

Corequisite: BIOL 266 or by permission.

GPA units: 0.5

Typically Offered: Annually

**BIOL 269 – Neurobiology Lecture** Course count: 1

A study of the nervous system at multiple levels, from molecular to the systems level. Major topics include: structure of the nervous system and neurons, generation of electric signals, function of synapses, structure and function of sensory and motor circuits, and a discussion of higher order processing. Molecular and Cellular biology.

Prerequisite: BIOL 161. BIOL 266 is recommended. Students who have taken BIOL 267 may not enroll in BIOL 269.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 275 – Biological Statistics** Course count: 1

An introduction to the handling, analysis, and interpretation of biological data. Topics include descriptive statistics, probability distributions, goodness of fit tests, hypothesis testing, analysis of variance, regression, and correlation.

Prerequisite: BIOL 161 or BIOL 162 or BIOL 163. Students who have taken ECON 249, MATH 220, PSYC 200 or SOCL 226 may not enroll in the class.

GPA units: 1

Typically Offered: Fall, Spring

**BIOL 280 – Ecology** Course count: 1

A broad introduction to the study of relationships between organisms and their environments, with coverage of individual organisms, populations, communities and ecosystems, as well as natural history of New England. Includes laboratory and field work. Ecological and evolutionary biology.

Prerequisite: BIOL 163.

GPA units: 1.25

Typically Offered: Annually

**BIOL 281 – Conservation Biology** Course count: 1

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

Prerequisite: BIOL 163.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 283 – Evolution** Course count: 1

An inquiry-based approach to the study of evolutionary processes, including those that are adaptive and neutral with respect to natural selection. Evolution will be examined at a variety of scales, from molecular to ecological, and from changes in populations over a few generations to patterns over millennia. Most attention will be devoted to empirical work that addresses conceptual issues in evolutionary biology, including natural selection and fitness, speciation, population genetics, phylogenetics, and molecular evolution. Ecological and evolutionary biology.

Prerequisite: BIOL 161, BIOL 162, and BIOL 163. BIOL 261 or BIOL 262 is recommended.

GPA units: 1

Typically Offered: Annually

**BIOL 285 – Invertebrate Biology** Course count: 1

Invertebrate Biology presents a survey of the diversity in animal body designs. The course emphasizes the form, function, behavior, ecology, and evolutionary relationships of major invertebrate taxa. The course will also cover historical and modern interactions between invertebrates and humans, e.g. as food, parasites, model systems for biological and medical research, as well as being general sources of fascination. One Unit.

Prerequisite: BIOL 163.

GPA units: 1.25

**BIOL 287 – Ethology & Behavioral Ecology** Course count: 1

A comparative look at animal behavior and the evolutionary forces that shape it. Topics include the history and approaches to studying animal behavior, behavioral genetics and heritability, development of behavior, communication, foraging, competition and cooperation, mating and parenting systems, and social behavior. The importance of good experimental design and the proper role of modeling in behavioral studies are emphasized. Field projects are included. Ecological and evolutionary biology.

Prerequisite: BIOL 163 or permission of instructor.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 301 – Biochemistry 1** Course count: 1

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

Prerequisite: CHEM 222

GPA units: 1

Typically Offered: Annually

**BIOL 302 – Biochemistry 2** Course count: 1

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

Prerequisite: BIOL 301 or CHEM 301

GPA units: 1

Typically Offered: Annually

**BIOL 303 – Biochemistry 1 Lab** Course count: 0

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

Prerequisite or Corequisite: BIOL 301 or CHEM 301

GPA units: 0.5

Typically Offered: Annually

**BIOL 304 — Biochemistry 2 Lab** Course count: 0

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

Prerequisite or Corequisite: BIOL 302

GPA units: 0.5

Typically Offered: Annually

**BIOL 331 — Ecosystem Ecology** Course count: 1

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

Prerequisite: BIOL 163 and BIOL 233, or BIOL 235 or BIOL 280

GPA units: 1

Typically Offered: Alternate Years

**BIOL 361 — Toxicology** Course count: 1

The study of adverse effects of chemicals on biological systems. Topics include measurements of toxicity; dose-response relationships; the absorption, distribution, metabolism and excretion of toxicants; targets of toxicity; genetic toxicology; carcinogenesis; developmental toxicity; clinical toxicology; environmental toxicology; and regulatory toxicology. Organismal biology.

Prerequisite: BIOL 161 and 162, and CHEM 221

GPA units: 1

Typically Offered: Annually

**BIOL 362 — Topics in Genomics** Course count: 1

This seminar begins with an introduction to methods commonly used for genome sequencing and annotation. It then proceeds to consider selected topics in depth by using current primary literature. Examples of these topics include: the genomics of health and disease, the genomics of gene expression, genome evolution, and genomic conflict. Students also gain experience with various forms of scientific communication, including oral presentations, research proposal preparation, and peer review. Molecular and cellular biology.

Prerequisite: Biol 261 or Biol 262

GPA units: 1

Typically Offered: Alternate Years

**BIOL 383 — Applied Evolution** Course count: 1

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

Prerequisite: BIOL 261 or BIOL 262 or BIOL 283

GPA units: 1

Typically Offered: Alternate Years

**BIOL 390 — Physiology** Course count: 1

The functioning of cells, organs, and organisms with emphasis on mammals. Major themes are homeostasis, control mechanisms, and system integration. Topics include: excitable and contractile cell physiology, energy metabolism and temperature regulation, respiration and circulation, digestion, water balance, and coordination and control of these systems by neuroendocrine mechanisms. Includes laboratory. Organismal biology.

Prerequisite: CHEM 231 and BIOL 162. PHYS 111 or 115 suggested.

GPA units: 1.25

Typically Offered: Annually

**BIOL 391 — Physiology Lecture** Course count: 1

The functioning of cells, organs, and organisms with emphasis on mammals. Major themes are homeostasis, control mechanisms, and system integration. Topics include: excitable and contractile cell physiology, energy metabolism and temperature regulation, respiration and circulation, digestion, water balance, and coordination and control of these systems by neuroendocrine mechanisms. Organismal biology.

Prerequisite: CHEM 231 and BIOL 162. PHYS 111 or 115 suggested.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 392 — Molecular Immunology** Course count: 1

The course emphasizes the molecular aspects of the human immune system. It spans the incredible breadth of the immune defenses ranging from the power of innate immunity, to the sophistication of the development and function of adaptive immunity. Integrative topics such as autoimmunity, immunodeficiency and transplantation are also covered. Molecular and cellular biology.

Prerequisite: BIOL 223 or BIOL 230 or BIOL 241 or BIOL 261 or BIOL 262 or BIOL 266 or BIOL 267 or BIOL 269 or permission of the Instructor.

GPA units: 1

Typically Offered: Alternate Years

**BIOL 393 – Molecular Immunology Lab** Course count: 0

This laboratory sequence focuses on exploring the molecular techniques employed to investigate an immunological question. The semester-long project is designed as two mini projects that explore a well characterized antiviral human protein. Students construct expression plasmids, ectopically express proteins in both bacteria and tissue culture cells and perform functional assays. We will also discuss the primary literature as it relates to the project and explore how the work fits into the broader context of the field. These projects are built as discovery projects where students may actively participate in the direction of the work. This laboratory is taken as a fifth course; while figured into the GPA, it does not count as one of the 32 courses required for graduation.

Prerequisite: BIOL 120 or 261 or 262 or 266

GPA units: 0.5

Typically Offered: Alternate Years

**BIOL 401 – Undergraduate Research** Course count: 1

Individual experimental investigation and associated study of the scientific literature under the direct supervision of a member of the faculty. The number of positions is limited; students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated.

GPA units: 1.25

Typically Offered: Fall, Spring

**BIOL 405 – Directed Readings** Course count: 1

An in-depth literature study of a topic of interest to the student under the tutorial supervision of a member of the faculty.

GPA units: 1

Typically Offered: Fall, Spring

**BIOL 407 – Honors Research** Course count: 1

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

GPA units: 0

Typically Offered: Fall, Spring

**BIOL 408 – Honors Research** Course count: 1

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

GPA units: 2.5

Typically Offered: Fall, Spring

## Geosciences (GEOS)

**GEOS 150 – Introduction to Geology** Course count: 1

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

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Annually

**GEOS 210 – Geomorphology** Course count: 1

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

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Alternate Years

**GEOS 270 – Watershed Hydrology** Course count: 1

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

GPA units: 1.25

Typically Offered: Alternate Years

**GEOS 310 – Paleoclimatology** Course count: 1

This advanced-level lecture and discussion course examines the changes in Earth's climate throughout geologic history from the Precambrian to the Anthropocene. Topics include an overview of Earth's climate system, paleoclimate proxies and archives, distinctive intervals in Earth's climate history, and how modern climate change is interpreted in a geological context. Paleoclimatology is highly interdisciplinary, drawing on methods and principles of geology, chemistry, physics, and biology. Students should have prior natural science coursework and be prepared to read and discuss primary scientific literature.

Prerequisite: GEOS 150 or GEOS 199-Geohazards or GEOS 210 or GEOS 270 or GEOS 350 or CHEM 181 or by permission.

GPA units: 1

Typically Offered: Alternate Years

**GEOS 350 — Oceanography** Course count: 1

This course is an introduction to the inter-disciplinary study of the world's oceans, and provides an overview of the main oceanographic sub-disciplines: biological, chemical, geological, and physical oceanography. The course will cover topics related to the science underlying global climate change, ocean acidification, ocean warming, sea level rise, marine pollution, resource extraction, and meteorology. A solid understanding of how the world ocean works and humanity's association with it is fundamental to the appreciation, preservation, utilization, and protection of oceanic environments worldwide.

Prerequisite: CHEM 231

GPA units: 1

Typically Offered: Alternate Years

**GEOS 401 — Undergraduate Research** Course count: 1

Individual investigation and associated study of the scientific literature under the direct supervision of a member of the faculty. The number of positions is limited; students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated.

GPA units: 1.25

Typically Offered: Fall, Spring

**GEOS 405 — Directed Reading** Course count: 1

An in-depth literature study of a topic of interest to the student under the tutorial supervision of a member of the faculty.

GPA units: 1

Typically Offered: Fall, Spring

**GEOS 407 — Honors Research** Course count: 1

Open only to students in the College Honors Program. Individual investigation and associated study of the scientific literature under the direct supervision of a faculty member. Students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated. Honors thesis credit can be counted toward the Environmental Studies major or minor, and toward the Geosciences minor.

GPA units: 0

Typically Offered: Annually

**GEOS 408 — Honors Research** Course count: 1

Open only to students in the College Honors Program. Individual investigation and associated study of the scientific literature under the direct supervision of a faculty member. Students contemplating research should make inquiries early in the year preceding the term in which research is to be initiated. Honors thesis credit can be counted toward the Environmental Studies major or minor, and toward the Geosciences minor.

GPA units: 2.5

Typically Offered: Annually

## Biochemistry Concentration

The Departments of Biology and Chemistry jointly offer a concentration that focuses on the study of the chemistry underlying biological structure and function. Concentrators must be enrolled as either biology or chemistry majors.

## Requirements

Code	Title
BIOL 161	Introduction to Cell & Molecular Biology
BIOL 301 & BIOL 303	Biochemistry 1 and Biochemistry 1 Lab
BIOL 302 & BIOL 304	Biochemistry 2 and Biochemistry 2 Lab
CHEM 181	Atoms & Molecules
CHEM 221	Organic Chemistry 1
CHEM 222	Organic Chemistry 2
CHEM 231	Equilibrium & Reactivity
CHEM 336	Chemical Thermodynamics (or equivalent)

One additional biology course with an associated biochemistry-oriented laboratory, in addition to the usual courses required of their major.

Concentrators must also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year. Interested students should contact the Concentration Coordinator or the chair of either department.

## Biology Major

### Major Change

The Biology Major changed in Fall 2016. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Department Advanced Placement Policy

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

## Requirements

Code	Title
BIOL 161	Introduction to Cell & Molecular Biology
BIOL 162	Introduction to Mechanisms of Multicellular Life
BIOL 163	Introduction to Biol Diversity and Ecology

Select five of the following, with at least one course from three of the four Course Distribution Areas: <sup>1</sup>

Cellular and Molecular Biology:

BIOL 223	Microbiology
BIOL 241	Virology
BIOL 266	Cell Biology
BIOL 267	Neurobiology
BIOL 301	Biochemistry 1
BIOL 302	Biochemistry 2
BIOL 392	Molecular Immunology

Mechanistic Organismal Biology:

BIOL 213	Comparative Vertebrate Morphology
BIOL 230	Developmental Biology
BIOL 361	Toxicology
BIOL 390	Physiology

Organismal Diversity:

BIOL 220	Entomology
----------	------------

BIOL 250	Field Botany
BIOL 255	Vertebrate History
<b>Ecology and Evolution:</b>	
BIOL 233	Freshwater Ecology
BIOL 235	Marine Biology
BIOL 280	Ecology
BIOL 281	Conservation Biology
BIOL 283	Evolution
BIOL 287	Ethology & Behavioral Ecology
BIOL 331	Ecosystem Ecology
CHEM 181	Atoms & Molecules (with lab)
CHEM 221	Organic Chemistry 1 (with labs)
or CHEM 231	Equilibrium & Reactivity
MATH 135	Calculus 1 (or equivalent)
BIOL 275	Biological Statistics
or STAT 220	Statistics

Select two cognate courses chosen from the approved list maintained by the department:<sup>2</sup>

CHEM 221	Organic Chemistry 1
CHEM 222	Organic Chemistry 2
CHEM 231	Equilibrium & Reactivity
CSCI 131	Techniques of Programming
CSCI 132	Data Structures
CSCI 135	Discrete Structures
GEOS 150	Introduction to Geology
GEOS 210	Geomorphology
GEOS 270	Watershed Hydrology
GEOS 310	Paleoclimatology
MATH 136	Calculus 2
MATH 241	Multivariable Calculus
PHYS 115	Introductory Physics 1: Mechanics, Fluids and Waves
PHYS 116	Introductory Physics 2: Electromagnetism, Optics and Modern Physics
PSYC 221	Physiology and Behavior

<sup>1</sup> Of the five upper division biology courses, at least three must have accompanying labs.

<sup>2</sup> AP or IB may not be used to fulfill this requirement. Students may elect to substitute an upper division biology course (beyond the required five) for one of these cognates.

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

All biology majors must earn an average grade of C or better in introductory biology courses to continue in the major. Additional courses, up to a maximum of 14, may be taken at Holy Cross or, with the chair's permission, in other programs, such as Study Abroad, Study Away, the

Higher Education Consortium of Central Massachusetts or summer school.

In addition to formal courses, the Department offers qualified students an opportunity to conduct research (BIOL 401 Undergraduate Research) in association with faculty members in their research laboratories.

Opportunities also exist for students to pursue individual interests in faculty-directed readings courses based on biological literature (BIOL 405 Directed Readings). Students conducting research for a thesis in the College Honors Program must elect BIOL 407 Honors Research, BIOL 408 Honors Research. Students may receive up to one semester of lab credit towards the major by taking either BIOL 401 Undergraduate Research or BIOL 407 Honors Research. Additional semesters of research count for credit towards graduation from the College but do not count as biology credits. Research credits are subject to the rule of no more than 14 courses in any department.

## Geosciences Minor

The Geosciences minor is a flexible six-course program for students of any major who want to explore this discipline beyond the introductory level. Students considering this minor are advised to complete GEOS 150 Introduction to Geology (Introduction to Geology) no later than fall semester sophomore year, and they are advised to declare the minor no later than the end of spring semester junior year.

## Requirements

**Code Title**

**Required introductory course:**

GEOS 150	Introduction to Geology
----------	-------------------------

**Select five of the following additional Geosciences electives:**<sup>1,2</sup>

GEOS 210	Geomorphology
GEOS 270	Watershed Hydrology
GEOS 350	Oceanography
GEOS 310	Paleoclimatology
GEOS 401	Undergraduate Research
GEOS 405	Directed Reading
BIOL 255	Vertebrate History

Because the Geosciences draw on tools and techniques from many disciplines, students may substitute one Geosciences elective with one of these complimentary courses:<sup>2</sup>

BIOL 233	Freshwater Ecology
BIOL 275	Biological Statistics
CHEM 300	Instrumental Chemistry/Analytical Methods
CSCI 131	Techniques of Programming
ENVS 247	Introduction to Geographic Info Systems
MATH 303	Mathematical Models
PHYS 221	Methods Of Physics
STAT 220	Statistics

<sup>1</sup> Students may count up to two pre-approved geosciences courses taken through the Colleges of Worcester Consortium or a Holy Cross Study Abroad program toward their electives.

<sup>2</sup> At least four of the five electives/complementary courses must be at the 200 or 300 level (or equivalent).

Students ordinarily may not count more than two courses taken for their major toward the Geosciences minor. Students thinking about applying

to graduate school in the Geosciences are further advised to complete at least two semesters each of Chemistry, Physics, and Calculus, as most programs currently require these courses for admission, regardless of major or minor.

## Center for Interdisciplinary Studies

The Center for Interdisciplinary Studies (CIS) promotes interdisciplinary and multidisciplinary teaching at the College. It seeks to be a catalyst for innovation and experimentation through the promotion of interdisciplinary and multidisciplinary courses and broader curricular programs. The Center's programs focus on multidisciplinary academic curricular programs, such as the student-designed multidisciplinary majors and minors program, and the multidisciplinary concentrations, all of which enable students to address important issues with the methods and perspectives of multiple disciplines.

CIS has the mission to bring to the College curriculum innovative courses and courses in support of its programs that are not offered by the disciplinary departments.

Lorelle Semley, Ph.D., *Director*  
 Susan M. Cunningham, Ph.D., *Associate Director*  
 Gary P. DeAngelis, Ph.D., *Associate Director*  
 Nadine Knight, Ph.D., *Director, Africana Studies*  
 Ara Francis, Ph.D., *Director, Gender, Sexuality & Women's Studies*  
 Juan Ramos, Ph.D., *Director, Latin American, Latinx, and Caribbean Studies*  
 Alo Basu, Ph.D., *Advisor, Neuroscience Program*  
 Jeffrey Dixon, Ph.D., *Director, Peace and Conflict Studies*  
 David Karmon, Ph.D., *Advisor, Architectural Studies*  
 John Gavin, S.J., S.T.D., *Advisor, Catholic Studies*  
 Claudia Ross, Ph.D., *Advisor, Deaf Studies Program*  
 Sylvia Schmitz-Burgard, Ph.D., *Advisor, German Studies*  
 Susan Amatangelo, Ph.D., *Advisor, Italian Studies*  
 Daniel DiCenso, Ph.D., *Advisor, Medieval-Renaissance Studies*  
 Sahar Bazzaz, Ph.D., *Advisor, Middle Eastern Studies*

## Academic Plans within the Center for Interdisciplinary Studies

- Africana Studies Concentration (p. 56)
- Gender, Sexuality & Womens Studies Concentration (p. 57)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
- Peace and Conflict Studies Concentration (p. 59)
- Student-Designed Majors and Minors (p. 60)

## Regular CIS Course Offerings

**CISS 110 — Introduction to Neuroscience** Course count: 1  
 Students who have taken PSYC 221 or 235 may not enroll in this course.  
 GPA units: 1  
 Common Area: Natural Science  
 Typically Offered: Fall

**CISS 112 — Capitalism in Context** Course count: 1  
 Capitalism in Context will introduce students to the intellectual foundations and principles of capitalism, detailing how these intersect with ideas about individual liberty, social responsibility and human flourishing. Capitalism itself is a contested term, and we will explore some of the many capitalisms that have arisen, always with an eye to normative questions about which accord best with the demands of morality and justice. Additional topics to be addressed may include, but are not limited to: debates about regulation and the proper relationship between the state and the market; theories of corporate social responsibility and the evolution of corporate governance; the challenges posed by the increasing focus on finance rather than industrial production as the main source of profit making; and the social, political and technological changes that have accompanied this shift.

GPA units: 1

**CISS 150 — Intro to Global Health** Course count: 1  
 It is recognized that poverty plays a central role in many preventable diseases. With the development of nations have come improvements in health. The linkages between health and development can only be understood within the broader context of socio-political and economic factors. In the landscape of globalization and international development there has emerged a vast international health regime. This course focuses on these linkages in the context of this international political economy of health. Key aspects are critically examined including the concepts and architecture of global health, the global burden and epidemiology of disease, health and development of nations, and political-economic determinants of health and development. This foundational course in global health will use a variety of analytical perspectives including political, legal, economic and epidemiological. The course focuses on developing countries. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies

**CISS 200 — Worcester and Its People** Course count: 1  
 Worcester and Its People is a study of the history of Worcester and the people who have lived here from the time of European settlement in the late 17th Century to the present. The course's principal focus is on the nineteenth and twentieth centuries, a period in which Worcester became one of America's leading industrial centers and the magnet for thousands of immigrants. Worcester's history reflects most of the major concerns and issues in the history of the nation, providing a microcosm for their study. One unit.

GPA units: 1

Typically Offered: Fall

**CISS 201 — Legal Reasoning & Rhetoric** Course count: 1  
 A course in reading, writing, and presentation of case law material. Students apply American Trial Association rules of argument and evidence in preparing for mock trial competitions. Working in small groups and working alone on detailed arguments are both required. One unit.

GPA units: 1

Typically Offered: Annually

**CISS 203 – Community Engagement and Social Responsibility** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**CISS 205 – Architectural Studio** Course count: 1

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

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Typically Offered: Spring

**CISS 207 – Mediation: Theory & Practice** Course count: 1

GPA units: 1

Typically Offered: Fall

**CISS 208 – Entrepreneurship** Course count: 1

Entrepreneurship begins with a vision. This course focuses on the foundations of entrepreneurship and is appropriate for students from any major. It is designed to introduce students to the entrepreneurial process so that they may begin to shape their own entrepreneurial vision. Course objectives include an introduction to the challenges of entrepreneurship, an understanding of the ethical environment in which entrepreneurs operate, the skills to think critically and work toward the ability to evaluate opportunities in the business. This is a course that includes project-based entrepreneurial activities where students work to test and validate ideas. Due to the project-based nature of the class, the beginning of the week we will focus on learning the concepts, whereas the lab will be time to do fieldwork, peer-to-peer feedback, and building of venture. In addition to classes, faculty will hold periodic mentor meetings with teams. One unit.

GPA units: 1

**CISS 210 – Neuroethology with Physics** Course count: 1

How does the nervous system of an organism produce natural, adaptive behaviors? A bat emits ultrasonic sounds and then uses the echoes to map objects in the space around it. A toad detects a specific set of stimulus features to identify a fly as prey and executes a swift, precise predatory behavioral pattern. A species of migratory bird uses cues based on the earth's magnetic field to navigate over continental distances. In the natural world, animals exhibit elegant behaviors in response to relevant sensory phenomena. Neuroethology is the study of the neural mechanisms that serve these behaviors. Learning about these mechanisms in turn informs our understanding of how the human nervous system might produce complex behaviors. Students will be introduced to basic functional neuroanatomy of invertebrate and vertebrate systems, neurophysiology, and relevant topics in physics.

Prerequisite: CISS 110 or BIOL 161 and permission of the Instructor.

GPA units: 1.5

Common Area: Natural Science

Typically Offered: Alternate Years

**CISS 255 – Critical Issues/Global Health** Course count: 1

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Spring

**CISS 275 – Create Lab** Course count: 1

CreateLab: CommunityLiberate yourself from traditional assumptions about course structure; in this non-hierarchical environment students will play an active role in identifying learning goals, choosing paths of inquiry, and determining the creative research methods we ultimately engage. This class will help you develop strengths transferable to any other kind of work, academic or professional. One unit.

GPA units: 1

Common Area: Arts, Social Science

Typically Offered: Annually

**CISS 301 – Adv Seminar in Neuroscience** Course count: 1

This seminar will explore important concepts in Neuroscience, beginning with philosophical and historical origins and including readings from contemporary primary literature. Students will be engaged in a series of group projects and an individual final project to delve into controversies and emerging ideas in the field. Course activities will require students to integrate their learning from previous coursework across multiple disciplines and draw upon their unique perspectives. This seminar is intended for 3rd and 4th year students pursuing focused programs of study in Neuroscience.

Prerequisite: 200-level neuroscience course (BIOL 267, BIOL 269, PSYC 220, PSYC221, or PSYC 235).

GPA units: 1



**CISS 310 — Seeking Justice** Course count: 1

The Holy Cross mission statement concludes with the hope that all members of the Holy Cross community will seek justice within and beyond the Holy Cross community. What does it mean to seek justice? How does this ideal connect to the broader mission of Jesuit higher education? How can one discover a personal path to seeking justice that utilizes one's unique gifts and talents? How has Holy Cross provided a foundation for a lifelong pursuit of justice? This course will provide seniors the opportunity to integrate the wide variety of experiences they have had at Holy Cross and reflect upon how these experiences have informed their answers to these questions.

GPA units: 1

**CISS 350 — HIV/AIDS in Global Perspective** Course count: 1

Of the 1.8 million new HIV infections recorded worldwide in 2017, 1.2 million were in sub-Saharan Africa (SSA) alone. Why has this region been hardest hit by the HIV epidemic and why are prevention efforts seemingly not making much of a difference? Furthermore, who is at risk of HIV infection and why are some individuals more at risk than others? Why, for instance, do women in SSA account for 59% of HIV infections in the sub-region, while men account for 63% of HIV infections in the rest of the world. We will use an interdisciplinary approach to examine these questions in depth. We will also explore how notions of risk and vulnerability have changed over time as the epidemic increasingly evolves from a death sentence to being a treatable condition. Throughout the course we will critically evaluate the dominant public health and biomedical approaches that have been used to tackle the epidemic in sub-Saharan Africa. For comparative purposes, we will draw frequently on examples from other parts of the world, such as Cuba, Thailand, the US, Europe and China. Because HIV has not been all doom and gloom, we will also discuss some surprisingly positive effects of the epidemic (e.g., improved health care systems, employment creation etc).

GPA units: 1

Common Area: Cross-Cultural Studies

**CISS 392 — The Holocaust** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**CISS 400 — Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

**CISS 490 — American Studies** Course count: 1

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

GPA units: 1

Typically Offered: Fall

**CISS 496 — Special Project** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

## Africana Studies (AFST)

**AFST 110 — Intro To Africana Studies** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Fall, Spring

**AFST 260 — Black Europe** Course count: 1

Although often considered homogeneously white, Europe's population is and always has been racially diverse. This diversity is the culmination of centuries of colonialist interventions around the globe, particularly in Africa and the West Indies. This course will explore the history and contemporary reality of this population diversity, with a particular focus on the African diaspora in Europe. Beginning with Europe's simultaneous expulsion of Jews and Muslims and "discovery" of Caribbean islands in 1492, the students will trace Europe's colonial history in Africa and the West Indies that ultimately resulted in return migration of current and former African colonial subjects to multiple metropolises in Europe. Students will then focus on the experiences of the African Diaspora in Europe, broadly, and in five countries (Britain, France, The Netherlands, Germany, and Italy) before addressing contemporary debates (the racialization of Muslims as the "new Blacks" in Europe, citizenship laws within and across the EU, and anti-racist movements) and concluding with discussion of the future of race and Africans in Europe.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

**AFST 300 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

**AFST 400 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

## Gender, Sexuality, and Womens Studies (GSWS)

**GSWS 120 — Intro to GSWS** Course count: 1  
Introduces students to the discipline of Women's and Gender Studies by analyzing women's roles and women's contributions to society and culture from the perspective of recent scholarship on women. Special attention focused on the complex interactions between gender and other social divisions such as race, class, and sexual orientation. The following issues are among those considered: the politics of women's work, the representation of women's bodies in the media, violence against women, healthcare and reproductive rights, global feminism, and the history of feminist movements in the U.S. Deliberately includes in its scope broader constructions of gender, such as concepts of masculinity.

GPA units: 1  
Typically Offered: Annually

**GSWS 220 — Global Feminism** Course count: 1  
Interdisciplinary course examines the intersecting regimes of gender, race, and class as they occur in different historical periods and varying cultures. Students learn to analyze international power relations at the level of everyday politics. Encourages students to find evidence for the ways in which varying local conditions interact with women's agency in order to promote their own (personal and collective) well-being and broader social changes.

GPA units: 1  
Common Area: Cross-Cultural Studies, Social Science

**GSWS 400 — Tutorial** Course count: 0  
GPA units: 0  
Typically Offered: Fall, Spring

**GSWS 497 — Capstone: Women&Gender Studies** Course count: 1  
Independent Study (tutorial) completed under the guidance of a selected Women's and Gender Studies faculty member. One unit.

GPA units: 1  
Typically Offered: Annually

## Latin American, Latinx, and Caribbean Studies (LALC)

**LALC 101 — Intro to Latin America** Course count: 1  
Serves as a general interdisciplinary introduction to Latin America. Students will possibly have the opportunity to travel to a Latin American country during spring vacation. Includes a Community-Based Learning component. One unit.

GPA units: 1  
Common Area: Cross-Cultural Studies

**LALC 210 — Latina/os&Law in Massachusetts** Course count: 1  
The law permeates the daily lives of Latino/as through dealings with police, courts and administrative agencies. This course will observe the interaction of the law with Latino/as at diverse points - language, education, crime and punishment, employment - seeking to understand how the law affects them even as they affect the law and how intellectuals of any ethnicity can become active participants in these developments. The course also focuses on developing students' writing, advocacy and analytical skills, giving them along the way some practical information about the legal profession and the work of lawyers, while bearing in mind that the course seeks to develop interest in interdisciplinary approaches, not "legal" ones. One unit.

GPA units: 1

**LALC 298 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

## Peace and Conflict Studies (PCON)

**PCON 298 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

## Africana Studies Concentration

Africana Studies at Holy Cross examines the cultures, identities, histories, politics, and economies of Afro-descendants in Africa, the Americas, the Caribbean, and Europe. The concentration approaches these topics from disciplines in the social sciences, humanities, languages, and arts, and across different time periods and geographies. Students and faculty engage with ethnoracial identity construction, racism, colonialism, and power dynamics impacting Africans and Afro-descendants, immigrant, indigenous, and white populations historically and today. Courses address historical and contemporary intellectual and cultural traditions, social institutions, and political movements of the peoples of Africa and the African Diasporas within the interconnected global system. Coursework is enriched by on- and off-campus speakers, events, and Community-Based Learning opportunities showcasing the diversity of global African experiences.

## Requirements

**Code Title**

**One required foundational course:**

AFST 110	Intro To Africana Studies
AFST 260	Black Europe
ANTH 273	Anthropology of Africa
HIST 198	Modern Africa Since 1800
HIST 277	Afro-Latin America
MUSC 236	From Blues to Rap
POLS 270	African Politics

**Code Title**

**Five elective courses from the list above or below:**

ANTH 251	Informal Economies
AFST 260	Black Europe
ANTH 253	Gender & Development
ANTH 255	Gender & Sexualities

ANTH 260	Medical Anthropology
ANTH 273	Anthropology of Africa
ARAB 101	Elementary Arabic 1
ARAB 102	Elementary Arabic 2
ARAB 201	Intermediate Arabic 1
ARAB 202	Intermediate Arabic 2
ECON 215	African Economies
EDUC 169	Schooling in the United States
EDUC 273	Urban Education
EDUC 340	Multicultural Education
ENGL 368	African-American Literature
ENGL 372	Contemporary African-American Literature and Culture
ENGL 393	Toni Morrison
HIST 137	American Slavery, American Freedom
HIST 197	Early Africa to 1800
HIST 198	Modern Africa Since 1800
HIST 223	Radicalism in America
HIST 225	The Civil Rights Movement
HIST 227	Muslim Africa
HIST 277	Afro-Latin America
HIST 290	Sex and Society in Africa
HIST 296	South Africa & Apartheid
HIST 365	Resistance & Rev in Mod Africa
MUSC 150	American Music
MUSC 218	Jazz/Improvisation 1
MUSC 219	Jazz/ Improvisation 2
MUSC 233	World Music
MUSC 236	From Blues to Rap
PHIL 111	Intro to Africana Philosophy
POLS 262	Latinx Politics
POLS 270	African Politics
POLS 273	Race & Politics in the Americas
POLS 320	Political Violence
POLS 325	Politics of the Undocumented
RELS 107	Islam
RELS 270	The Quran
SOCL 203	Race & Power
SOCL 213	Race, Crime, and Justice
SOCL 269	Education and Society
THEA 141	Jazz Dance 1 - 2
THEA 242	Jazz 3-4
VAHI 201	Introduction to Islamic Art
VAHI 202	Art of Africa and the Americas

Of the five other elective courses are required, the majority of which should be at the 200-level or above. At least two courses should be focused on a region other than the United States. Concentrators should try to take at least one 300 or 400-level course, or a course with an extensive research, performance, or writing component. Including the foundational course, no more than two should come from a single discipline or department.

## Gender, Sexuality & Womens Studies Concentration

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

The program provides the intellectual space for students to pursue critical questions related to women, gender, and sexuality from a range of academic disciplines. Courses in the program engage these questions from a variety of methodological approaches, while offering a firm foundation for critical thinking and social awareness. There are also many opportunities for learning outside the classroom, including community-based learning, guest speakers, and events that encourage students to consider issues from a diverse range of perspectives. In addition, students are encouraged to develop their commitment to social action on issues related to gender and sexuality.

### Requirements

Students fulfill the six-course requirement either with five electives and an optional capstone thesis/project, or with six elective courses. First and second-year students are encouraged to complete GSWS 120 Intro to GSWS. For those who opt for a capstone, it normally consists of a research paper that is completed during an advanced-level seminar or by completing a Directed Reading or Tutorial course under the guidance of a GSWS faculty member.

#### Code Title

##### Six required courses (one of which may be a senior capstone):

ANTH 253	Gender & Development
ANTH 255	Gender & Sexualities
ANTH 269	Fashion & Consumption
BIOL 114	Biological Principles
CLAS 221	Women in Classical Mythology
ECON 212	Gender Economics
EDUC 232	Schools: Surviving & Achieving
ENGL 345	British Women Writers 1770 - 1860
ENGL 368	African-American Literature
ENGL 382	Queer Theory
ENGL 383	Feminist Literary Theory
ENGL 393	Toni Morrison
GSWS 120	Intro to GSWS
FREN 472	Race & Gender in French Cinema
GSWS 220	Global Feminism
GSWS 497	Capstone: Women&Gender Studies
HIST 206	US in 20C II 1945-Present
HIST 290	Sex and Society in Africa
HIST 292	Making of the Mod Mid East II
MUSC 236	From Blues to Rap
MUSC 390	Music & Gay Rights
PHIL 277	Philosophical Perspectives On Women

POLS 300	Law, Politics & Society
POLS 310	Democratization&Women's Rights
POLS 315	Feminist Political Theory
PSYC 228	Psychology of Adolescence
PSYC 229	Psychopathology
PSYC 328	Adolescent Health
PSYC 334	Eating and Its Disorders
PSYC 342	Seminar: Gender-Role Development
PSYC 244	Health Psychology
RELS 221	Women In Early Christianity
RELS 280	Liberation Theology
RELS 284	Sex, Money, Power & the Bible
RELS 294	Sexual Justice:Social Ethics
RELS 300	Ethics of Work & Family
RELS 313	HIV/AIDS and Ethics
SOCL 254	Girls and Violence
SOCL 259	Children & Violence
SOCL 271	Families and Societies
SOCL 274	LGBTQ Studies
SOCL 277	Gender and Society
SOCL 376	Women and Non-Violence
SPAN 461	Contemporary Spanish Female Writers
STWL 221	Coming-of-Age: Writing Women in the 20th Century,Practicum:Writing Women 20th C
STWL 234	Cinema and the Second Sex
THEA 136	Horror Films, Sex & Gender
THEA 145	Gay Theatre & Film
VAHI 136	Narrative In Art & Film

## Latin American, Latinx, and Caribbean Studies Concentration

The Latin American, Latinx, and Caribbean Studies multidisciplinary program promotes the dissemination of knowledge about the histories, cultures and politics of Latin American and Caribbean peoples across the Americas. The program offers a concentration and a major and covers topics such as:

- the diversity of Latin American and Caribbean peoples, cultures, histories, politics, race/ethnicity, languages and religions
- how Latin American, Latinx, and Caribbean identities and experiences shape and are shaped by contact and migration processes
- how the practices and contexts of colonialism, imperialism and globalization have shaped Latin America and the Caribbean
- the role of Latin America and the Caribbean in shaping other areas of the world, particularly Europe and the United States

## Requirements

Concentration requirements include six courses plus the language requirement. Specifically, these include:

Code	Title
<b>One introductory level course:</b> <sup>1</sup>	
HIST 126	Colonial Latin America
HIST 127	Modern Latin America

ANTH 266	Cultures and Politics of Latin America
POLS 251	Latin-American Politics
<b>One additional History course from the list above or below:</b>	
HIST 275	U.S. Mexican Border
HIST 277	Afro-Latin America
HIST 279	America's Colony: Puerto Rico since 1898
<b>Four LALC electives from the introductory course list and/or the list below, with no more than two per discipline:</b> <sup>2</sup>	
AFST 260	Black Europe
EDUC 169	Schooling in the United States
EDUC 273	Urban Education
EDUC 315	English Language Learners
EDUC 340	Multicultural Education
ENGL 379	Confrontations with Christianity
LALC 101	Intro to Latin America
MUSC 155	Musics Of Latin America
POLS 257	Politics Of Development
POLS 273	Race& Politics in the Americas
POLS 259	Nat Res Conflicts in Latin Am
POLS 262	Latinx Politics
POLS 325	Politics of the Undocumented
POLS 326	Citizenship/Contemp Latin Amer
RELS 280	Liberation Theology
RELS 295	Un tal Jesus
RELS 290	Teología Andina
SOCL 203	Race & Power
SOCL 213	Race, Crime, and Justice
SOCL 269	Education and Society
SPAN 202	Intermediate Spanish 2
SPAN 216	Directed Independent Intermediate Spanish 2
SPAN 219	Directed Independent Medical Spanish
SPAN 301	Spanish Composition & Conversation
SPAN 302	Español para Hispanohablantes
SPAN 303	Aspects of Spanish Culture
SPAN 304	Aspects of Spanish-American Culture
SPAN 305	Intro to Textual Analysis
SPAN 308	Readings in Latin American Lit
SPAN 309	Readings in Spanish Literature
SPAN 312	Filmmaking in Spanish
SPAN 314	Spanish for Business
SPAN 366	Creative Writing in Spanish
SPAN 405	Modern Spanish-American Narrative
SPAN 407	Modern Span & Span-Amer Poetry
SPAN 408	García Márquez
SPAN 409	Colonial Span Amer Literature
SPAN 410	Literature of Exile, Immigration & Ethnicity
SPAN 413	Spanish in the U.S.
SPAN 415	Bilingualism in Spanish Speaking World
SPAN 420	Latin American Film
SPAN 450	Latinidades in Literature & Pop Culture
VAHI 202	Art of Africa and the Americas

**Note: Students must demonstrate post-intermediate competency in Spanish, French or another LALC-related language.**<sup>3</sup>

- <sup>1</sup> Or a course with a broad focus on Latin America approved by the LALC Director.
- <sup>2</sup> LALC offers a regular concentration track and a social justice track. For specific course requirements for the social justice track, see the LALC website.
- <sup>3</sup> Typically through completion of SPAN 202 Intermediate Spanish 2 or FREN 202 Intermediate French 2 or above. Information on requirements for the LALC template major are available on the website.

## Peace and Conflict Studies Concentration

The Peace and Conflict Studies concentration is a multidisciplinary program for students who wish to complement their major field of study with courses focused on the causes of war and social conflict, and ways of preventing and ending them. The concentration combines in-depth study of one or more wars with an examination of common causes of conflict such as economic disparities and religious, ethnic, racial, or gender discrimination. It also demands engagement with moral and ethical questions about the circumstances under which the use of violence can be justified.

### Requirements

To complete the concentration, a total of six courses is necessary from the lists below, representing at least three disciplines.

Students must take at least one course in each of three categories listed below:

#### Code Title

##### Ethical and philosophical courses:

PHIL 274	Philosophical Anthropology
POLS 287	Humanitarianism
PSYC 314	Science, Medicine & the Holocaust
RELS 143	Social Ethics
SOCL 361	Leadership and Social Change

##### Contemporary/modern large scale conflict courses:

HIST 204	Civil War and its Aftermath
HIST 256	Europe & Superpowers:1939-1991
POLS 103	Intro To Internat'l Relations
POLS 272	Politics Of The Middle East
POLS 282	American Foreign Policy
POLS 320	Political Violence

##### Structural causes of violence and conflict courses:

ANTH 266	Cultures and Politics of Latin America
ECON 316	Topics in Conflict Economics
EDUC 232	Schools: Surviving & Achieving
HIST 126	Colonial Latin America
POLS 257	Politics Of Development
POLS 269	Power & Protest: A View From Below
SOCL 203	Race & Power
SOCL 205	Social Class & Power

SOCL 254	Girls and Violence
POLS 251	Latin-American Politics

##### Courses to be assigned to categories:

CISS 203	Community Engagement and Social Responsibility
CISS 392	The Holocaust
ENGL 354	Lincoln, Civil War, & Memory
ENGL 368	African-American Literature
HIST 127	Modern Latin America
HIST 198	Modern Africa Since 1800
HIST 202	Amer in the Age of Revolutions
HIST 206	US in 20C II 1945-Present
HIST 223	Radicalism in America
HIST 225	Th Civil Rights Movement
HIST 227	Muslim Africa
HIST 241	French Rebels & Revolutionaries
HIST 243	Britain & Empire since 1901
HIST 245	Imperial Russia/East & West
HIST 253	Soviet Experiment
HIST 254	The Soviet Union After Stalin
HIST 255	Eur.Mass Polit/Tot War 1890-1945
HIST 261	Germany in Age of Nationalism
HIST 262	Germany:Dictatorship/Democracy
HIST 267	Modern Italy
HIST 271	The Indians' New World: Native American History 1
HIST 272	Native American History II
HIST 275	U.S. Mexican Border
HIST 277	Afro-Latin America
HIST 291	Making Modrn MidEast 1882-1952
HIST 292	Making of the Mod Mid East II
HIST 296	South Africa & Apartheid
HIST 317	Pain & Suffering: US History
HIST 322	War and Cinema
HIST 365	Resistance & Rev in Mod Africa
MUSC 197	Music of Peace and Conflict
POLS 274	China from Mao to Market
POLS 278	East Asia in World Politics
POLS 281	Global Governance
POLS 284	Human Rights
POLS 290	National Security Policy
POLS 326	Citizenship/Contemp Latin Amer
POLS 333	Sem: Ethics & Intn'l Relations
RELS 234	Conflicts in the Church
RELS 277	Modern Religious Movements
RELS 279	Religion and Violence
RELS 280	Liberation Theology
RELS 327	Holocaust: Confronting Evil
RUSS 261	20Th/21st Century Russian Literature
SOCL 210	Consumer & Corp Sustainability
SOCL 259	Children & Violence
SOCL 376	Women and Non-Violence

## Student-Designed Majors and Minors

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

### Architectural Studies

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

### Business, Ethics, and Society

Explore the institution of business through an interdisciplinary lens. Building from a foundation in economics, accounting, and values, the minor in Business, Ethics, and Society will guide you through coursework in a broad range of social science and humanities disciplines to address central questions about the role of business in a just and flourishing society.

Business is one of the dominant institutions in contemporary society. Regardless of whether you will participate in business or simply live in a society deeply shaped by it, the interdisciplinary minor in Business, Ethics, and Society will help you gain a deeper understanding of what it is, what it does, and what it could – and should – become.

### Catholic Studies

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

### Italian Studies

Students may broaden their knowledge of Italian culture by taking a variety of courses that focus on the literature, art, history, and politics of Italy. The courses may concentrate on different periods of Italian civilization from antiquity to the present and may be conducted in English or Italian. Students who pursue Italian Studies as a major must have a

foundation in Italian language, which is an essential element of culture, and therefore must complete the Italian language cycle (through ITAL 301 Italian Comp & Conv). Major or minor.

### Medieval and Renaissance Studies

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

### Middle Eastern Studies

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

### Neuroscience

The College has recently established a new interdisciplinary student designed template minor in Neuroscience, drawing on psychology, biology, and related disciplines. Minor only.

### Russian and Eastern European Studies

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

### Chemistry

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

The department has an active undergraduate research program. Qualified students, working in association with faculty members, may have an opportunity to conduct research in a wide range of chemical fields during the academic year through one or more research courses (CHEM 389 Introduction to Research, CHEM 390 Independent Research, CHEM 405 General Research 1/CHEM 406 General Research 2, CHEM 407 General Research 3/CHEM 408 General Research 4 and CHEM 410 Advanced Research). Summer research positions with monetary stipends are usually available on a competitive basis. Involvement in a significant

research project is strongly recommended for those majors interested in attending graduate school for an advanced degree in chemistry.

## Departmental Honors

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

## Teacher Education Program

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

## Other Programs Involving Chemistry

Students interested in health professions typically begin the Discovery Chemistry Core (CHEM 181 Atoms & Molecules, CHEM 221 Organic Chemistry 1, CHEM 222 Organic Chemistry 2, CHEM 231 Equilibrium & Reactivity) in either the first or second year. Since requirements vary for different programs, students should work with the Health Professions Advisory Committee to ensure that their academic program is appropriate for their preparation.

Students interested in Environmental Studies and/or Geosciences take a number of science courses. The chemistry department regularly offers courses that fulfill requirements in these programs, including CHEM 141 Environmental Chemistry, CHEM 181 Atoms & Molecules, CHEM 231 Equilibrium & Reactivity, and CHEM 300 Instrumental Chemistry/Analytical Methods.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Joshua R. Farrell, Ph.D.,

*Thomas E. D'Ambra Professor of Chemistry and Chair*

Richard S. Herrick, Ph.D., *Distinguished Professor of Liberal Arts*

Ronald M. Jarret, Ph.D., *Professor*

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

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

Amber M. Hupp, Ph.D., *Associate Professor*

André K. Isaacs, Ph.D., *Associate Professor*

Elizabeth C. Landis, Ph.D., *Associate Professor*

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

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

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

Frank Vellaccio, Ph.D., *Associate Professor*

Lynna Gabriela Avila-Bront, Ph.D., *Assistant Professor*

Christine L. Hagan, Ph.D., *Assistant Professor*

Antonete de Souza-Goding, Ph.D., *Lab Supervisor*

Robert Kennedy, Ph.D., *Senior Lab Supervisor*

## Academic Plans within Chemistry

- Biochemistry Concentration (p. 66)
- Chemistry Major (p. 66)

## Other Academic Plans Accepting/Requiring Chemistry Coursework

- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Geoscience Minor (p. 52)
- Neuroscience Student Designed Minor (p. 60)

### CHEM 135 — Drugs and Biotechnology Course count: 1

Advances in technology have changed how we can control our health and bodies and the world around us. People use drugs to cure infection, to alter perception, to influence cellular pathways, and to enhance their performance. Scientists can manipulate genomes, stem cells, and reproductive fitness to challenge natural selective pressures. We will explore the fundamental biochemistry and pharmacology of drug design as well as the scientific background and ethical implications of topics in biotechnology including genetic testing, gene therapy, stem cell research, surrogacy and assisted reproduction, and the allocation of health-care spending and resources. The course will follow a seminar format, with active student participation a key component of the class. One Unit.

Prerequisite: Students who are BIOL or CHEM majors are unable to enroll in this course.

GPA units: 1

Common Area: Natural Science

Typically Offered: Every Third Year

**CHEM 141 — Environmental Chemistry** Course count: 1

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

Antirequisite: Students who have taken CHEM 181 may not enroll in this course.

GPA units: 1

Common Area: Natural Science

Typically Offered: Every Third Year

**CHEM 142 — Chemistry of Food** Course count: 1

This course addresses the chemical components of food and the chemical processes involved in cooking. Have you ever wondered why Julia Child whips egg whites in copper bowls? Why certain foods expand during cooking? Or why different cookie recipes require different baking temperatures? We will look into the science that explains these food wisdoms by a combination of lecture, discussions, and food-chemistry experiments. We will also discuss the nutrients in food, how they are enhanced or altered by cooking, and the role this plays in human nutrition. This class is suited for non-science majors. Students may not enroll in this course if they have previously taken Chemistry 181.

Antirequisite: Students who have taken CHEM 181 may not enroll in this course.

GPA units: 1

Common Area: Natural Science

Typically Offered: Every Third Year

**CHEM 181 — Atoms & Molecules** Course count: 1

This introductory general chemistry course leads students to explore in-depth the scientific method through the formulation and testing of hypotheses in the laboratory. Laboratory experiments lead students to discover basic principles, i.e., stoichiometric relationships, electronic configuration and molecular structure. Lectures will explain and expand upon laboratory results. This is first course in the Discovery Chemistry Core sequence for science majors and students interested in health professions. This course includes both lecture and a weekly "Discovery Lab" session.

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Annually Fall

**CHEM 181-OL — Atoms & Molecules** Course count: 1

This introductory general chemistry course leads students to explore in-depth the scientific method through the formulation and testing of hypotheses in the laboratory. Laboratory experiments lead students to discover basic principles, i.e., stoichiometric relationships, electronic configuration and molecular structure. Lectures will explain and expand upon laboratory results. This is first course in the Discovery Chemistry Core sequence for science majors and students interested in health professions. This course includes both lecture and a weekly "Discovery Lab" session.

GPA units: 1.25

Common Area: Natural Science

Typically Offered: Annually

**CHEM 221 — Organic Chemistry 1** Course count: 1

A study of organic compounds organized around functional groups, modern structural theory and reaction mechanisms. The chemistry of aliphatic hydrocarbons, alkenes, alkynes, dienes, alkyl halides, alcohols and ethers is introduced. Substitution, addition and elimination mechanisms are studied in detail. Emphasis is placed on stereochemistry. The lecture portion meets four hours per week. One two-hour discovery laboratory session per week is included. Students learn various techniques of separation, purification, and spectroscopic analysis of organic compounds in the laboratory. There is an emphasis on one-step synthetic conversions that introduce the reactions to be studied in the lecture course.

Prerequisite: CHEM 181

GPA units: 1.5

Common Area: Natural Science

Typically Offered: Spring

**CHEM 222 — Organic Chemistry 2** Course count: 1

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

Prerequisite: CHEM 221

GPA units: 1.5

Typically Offered: Annually Fall

**CHEM 231 — Equilibrium & Reactivity** Course count: 1

Focuses on studying and understanding the role equilibrium, thermodynamics and kinetics play in chemical systems. Specific topics include phase and chemical equilibria, colligative properties of solutions, acid/base equilibria, chemical kinetics, electrochemistry, thermodynamics including enthalpy, entropy and free energy, and gas laws. Laboratory focused, this general chemistry course also introduces students to modern analytical instrumentation while developing critical wet chemical analytical techniques. One four-hour discovery laboratory session per week is included.

Prerequisite: CHEM 181 and one semester of Calculus.

GPA units: 1.5

Typically Offered: Spring

**CHEM 289 — Advanced Organic Chemistry** Course count: 1

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

Prerequisite: CHEM 222

GPA units: 1

Typically Offered: Spring



**CHEM 300 — Instrumental Chemistry/Analytical Methods** Course count: 1

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

Prerequisite: CHEM 231 and Prerequisite or Corequisite: CHEM 222 and PHYS 111 or PHYS 115.

GPA units: 1.5

Typically Offered: Annually

**CHEM 301 — Biochemistry** Course count: 1

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

Prerequisite: CHEM 222 and CHEM 231

GPA units: 1

Typically Offered: Fall

**CHEM 304 — Synthetic Organic Chemistry** Course count: 1

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

Prerequisite: CHEM 289

GPA units: 1

Typically Offered: Every Third Year

**CHEM 305 — Mechanistic Organic Chemistry** Course count: 1

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

Prerequisite: CHEM 289

GPA units: 1

Typically Offered: Every Third Year

**CHEM 306 — Chemistry of Materials** Course count: 1

This class focuses on the connections between the chemical structures of materials, their physical properties, and their applications. By studying materials at the atomic level we will be able to understand electronic, optical, and mechanical properties. Topics will include inorganic, organic, and nanoscale materials, as well as instrumental characterization methods. Applications will include solar cells, transistors, and batteries.

Prerequisite: CHEM 300.

GPA units: 1

Typically Offered: Every Third Year

**CHEM 309 — Spectroscopy** Course count: 1

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

Prerequisite: CHEM 222

GPA units: 1

Typically Offered: Every Third Year

**CHEM 317 — Nanotechnology** Course count: 1

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

Prerequisite: CHEM 222 and CHEM 231.

GPA units: 1

Typically Offered: Every Third Year

**CHEM 322 — Chemistry of Materials** Course count: 1

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

Prerequisite: CHEM 300

GPA units: 1

Common Area: Natural Science

Typically Offered: Every Third Year

**CHEM 335 — Quantum Mechanics & Spectroscopy** Course count: 1

The course is a study of the basic concepts, principles and methods of modern physical chemistry. Physical chemistry asks "how?" and/or "why?" things happen as they do. Here, the emphasis will be on developing a deeper understanding of the quantum mechanical properties that govern chemical phenomena. The topics covered may include quantum mechanics, statistical mechanics, spectroscopy, group theory, kinetics and computational chemistry. One four hour laboratory session per week is included. In the lab you will learn techniques and analyses related to physical chemistry and will develop your scientific writing skills.

Prerequisite: CHEM 231 and MATH 134 or MATH 136 or equivalent.

Prerequisite or Corequisite: PHYS 111 or PHYS 115 and CHEM 222.

GPA units: 1.5

Typically Offered: Annually

**CHEM 336 — Chemical Thermodynamics** Course count: 1

This course is a study of the basic concepts, principles and methods of classical physical chemistry. Physical chemistry asks how? and/or why? things happen as they do. Here, the emphasis will be on developing a deeper understanding of the macroscopic properties that govern chemical phenomena. The topics covered may include thermodynamics, chemical and phase equilibria, kinetics, reaction dynamics, complex solution behavior and surface thermodynamics.

Prerequisite: CHEM 231 and MATH 134 or MATH 136 or MATH 241 and

Prerequisite or Corequisite: CHEM 222 and PHYS 111 or PHYS 115

GPA units: 1

Typically Offered: Annually

**CHEM 351 — Inorganic Chemistry** Course count: 1

Group theory and modern theories of bonding are used to discuss structural and dynamic features of in-organic compounds. The structure and bonding of transition metal coordination compounds are related to various reaction mechanisms. The principal structural and mechanistic features of transition metal organo-metallic chemistry are studied with emphasis on catalysis of organic reactions. The role of inorganic chemistry in biological systems is also explored.

Prerequisite: CHEM 222 and CHEM 231

GPA units: 1

Typically Offered: Spring

**CHEM 352 — Inorganic Chem Lab** Course count: 0

This advanced laboratory course is designed to introduce students to the synthetic and characterization methods of modern inorganic chemistry. Students synthesize and purify compounds by a variety of techniques. Compounds are characterized using modern instrumentation. The course emphasizes synthetic techniques and analysis of compounds using various spectroscopic techniques; learning is reinforced by report writing.

Prerequisite or Corequisite: CHEM 351

GPA units: 0.25

Typically Offered: Spring

**CHEM 364 — Advanced Biochemistry** Course count: 1

This course will examine current topics of interest in the field of biochemistry. It will be run in a seminar format, with extensive student participation expected. Students will facilitate and participate in discussions of the current literature, provide a seminar on a topic of their choice, and practice other tools of scientific communication. Topics may include protein folding, misfolding and disease; enzyme mechanism and drug design; post-transcriptional and post-translational control mechanisms; and the utility of omic data (proteomics, genomics, metabolomics).

Prerequisite: CHEM 301 or BIOL 301

GPA units: 1

Typically Offered: Every Third Year

**CHEM 373 — Polymer Chemistry** Course count: 1

Organic polymers fill a inescapable role in modern life. All polymers share a common beginning, from smaller monomeric substrates ultimately assembling into large macromolecules. Polymerization relies on a collection of fundamental organic reactions, that allow the structure grow as reactions continue to propagate. The characteristics of the polymer depend on the functional groups included in the polymer, as well as how they can be assembled. Of interest will be the local structure and reactivity of these macromolecules, as well as the methods to study their properties.

Prerequisite: CHEM 255 and CHEM 256

GPA units: 1

Typically Offered: Every Third Year

**CHEM 381 — Bioinorganic Chemistry** Course count: 1

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

Prerequisite or Corequisite CHEM 351

GPA units: 1

Typically Offered: Every Third Year

**CHEM 389 — Introduction to Research** Course count: 0

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

Prerequisite: CHEM 221 or CHEM 231

GPA units: 0

Typically Offered: Fall, Spring

**CHEM 390 — Independent Research** Course count: 1

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

Prerequisite: CHEM 222 and CHEM 231

GPA units: 1

Typically Offered: Fall, Spring

**CHEM 392 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

**CHEM 405 — General Research 1** Course count: 0

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

Prerequisite: CHEM 222 and CHEM 231

GPA units: 0

Typically Offered: Fall, Spring

**CHEM 406 — General Research 2** Course count: 1

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

Prerequisite: CHEM 405

GPA units: 1.5

Typically Offered: Fall, Spring

**CHEM 407 — General Research 3** Course count: 0

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

Prerequisite: CHEM 405 406

GPA units: 0

Typically Offered: Fall, Spring

**CHEM 408 — General Research 4** Course count: 1

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

Prerequisite: CHEM 407

GPA units: 1.5

Typically Offered: Fall, Spring

**CHEM 410 — Advanced Research** Course count: 1

This program builds on the experiences gained in prior research courses, providing the opportunity for further in-depth investigations. The culmination of all research projects will be a written report and a presentation to the chemistry faculty. Students will be required to attend the weekly departmental seminars program. This course is by permission only. Interested students normally apply to the department before the relevant registration period. The candidates academic record to date, with particular attention give to performance in prior research courses, will be reviewed to determine if the student could reasonably benefit form such a program.

Prerequisite: CHEM 390 or CHEM 406

GPA units: 1.25

Typically Offered: Fall, Spring

## Biochemistry Concentration

The Departments of Biology and Chemistry jointly offer a concentration that focuses on the study of the chemistry underlying biological structure and function. Concentrators must be enrolled as either biology or chemistry majors.

### Requirements

Code	Title
BIOL 161	Introduction to Cell & Molecular Biology
BIOL 301 & BIOL 303	Biochemistry 1 and Biochemistry 1 Lab
BIOL 302 & BIOL 304	Biochemistry 2 and Biochemistry 2 Lab
CHEM 181	Atoms & Molecules
CHEM 221	Organic Chemistry 1
CHEM 222	Organic Chemistry 2
CHEM 231	Equilibrium & Reactivity
CHEM 336	Chemical Thermodynamics (or equivalent)

One additional biology course with an associated biochemistry-oriented laboratory, in addition to the usual courses required of their major.

Concentrators must also complete a two-semester thesis project in their fourth year involving research on some aspect of biochemistry. Admission to the concentration is competitive and occurs in the second semester of the second year. Interested students should contact the Concentration Coordinator or the chair of either department.

## Chemistry Major

### Department Advanced Placement Policy

Knowledge and experience gained in high school AP courses provide an excellent background for our Discovery Chemistry Core. Beginning with the class of 2018, students who have received a score of 4 or 5 on the AP Chemistry exam will earn credit for CHEM 181 Atoms & Molecules and can start the Discovery Chemistry sequence with CHEM 221 Organic Chemistry 1. Students will forfeit their AP credit if they opt to take CHEM 181 Atoms & Molecules. Students are invited to contact the department chair to discuss this option.

### Requirements

**Code**                      **Title**

**Required courses:**

CHEM 181	Atoms & Molecules (with integrated lab)
CHEM 221	Organic Chemistry 1 (with integrated lab)
CHEM 222	Organic Chemistry 2 (with integrated lab)
CHEM 231	Equilibrium & Reactivity (with integrated lab)
CHEM 300	Instrumental Chemistry/Analytical Methods (with integrated lab)
CHEM 335	Quantum Mechanics & Spectroscopy (with integrated lab)

**Select two of the following:**

CHEM/ BIOLPARENT::/ INDEX.HTML301	Biochemistry
CHEM 336	Chemical Thermodynamics
CHEM 351	Inorganic Chemistry

**One non-research 300 or above chemistry elective**

**Required Physics course:**

PHYS 115	Introductory Physics 1: Mechanics, Fluids and Waves
----------	-----------------------------------------------------

**Select one of the following Calculus options:**

MATH 133 & MATH 134	Calculus 1 with Fundamentals and Calculus 2 with Fundamentals
MATH 135 & MATH 136	Calculus 1 and Calculus 2
MATH 136	Calculus 2

Chemistry majors are required to successfully complete nine chemistry courses with six required labs as described below. Chemistry majors also must take the first semester of physics with lab (PHYS 115 Introductory Physics 1: Mechanics, Fluids and Waves) and Calculus through MATH 134 Calculus 2 with Fundamentals or MATH 136 Calculus 2, normally by the end of the second year.

All chemistry majors must begin with the Discovery Chemistry Core, which includes CHEM 181 Atoms & Molecules, CHEM 221 Organic Chemistry 1, CHEM 222 Organic Chemistry 2, and CHEM 231 Equilibrium

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

## American Chemical Society (ACS) Certification

Students wishing to receive ACS certification for their degree must complete:

Code	Title
CHEM 181	Atoms & Molecules
CHEM 221	Organic Chemistry 1
CHEM 222	Organic Chemistry 2
CHEM 231	Equilibrium & Reactivity
CHEM 300	Instrumental Chemistry/Analytical Methods
CHEM/ BIOLPARENT:./ INDEX.HTML301	Biochemistry
CHEM 335	Quantum Mechanics & Spectroscopy
CHEM 336	Chemical Thermodynamics
CHEM 351	Inorganic Chemistry
One non-research CHEM elective at the 300-level.	
Select one lab from the following:	
BIOL 303	Biochemistry 1 Lab
BIOL 304	Biochemistry 2 Lab
CHEM 352	Inorganic Chem Lab
Two semesters of 400-level research along with a comprehensive research report.	
Two introductory Physics courses:	
PHYS 115 & PHYS 116	Introductory Physics 1: Mechanics, Fluids and Waves and Introductory Physics 2: Electromagnetism, Optics and Modern Physics

## Classics

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

The department offers a wide selection of courses, seminars, and occasional tutorials that provide a comprehensive view of the ancient civilizations of Greece and Rome. The program for majors is designed to

develop a command of the Classical languages, to introduce the student to the techniques of textual and historical analysis, and to survey the Greek and Roman worlds through literary, historical, and archaeological evidence. The Classics major thus acquires a familiarity with the subtleties and intricacies of inflected languages, an appreciation for creative expression through the accurate translation of prose and poetry, and a critical knowledge of the texts, material culture and institutions that form the foundations of Western Civilization. In addition, the classroom experience can be enhanced by participation in first-rate study abroad programs in Rome and Athens.

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

Department of Classics  
College of the Holy Cross  
Worcester, MA 01610

The application deadline is Jan. 15.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

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

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

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

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

D. Neel Smith, Ph.D., *Professor and Chair*

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

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

Aaron M. Seider, Ph.D., *Associate Professor*

Katherine Lu Hsu, Ph.D., *Assistant Professor*

Dominic Machado, Ph.D., *Assistant Professor*

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

Daniel Libatique, Ph.D., *Visiting Assistant Professor*

## Academic Plans within Classics

- Classics Major (p. 72)

### Other Academic Plans Accepting/Requiring Classics Coursework:

- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)

## Latin (LATN)

**LATN 101 — Introduction To Latin 1** Course count: 1

A grammar course introducing the student to the Latin language and its literature.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**LATN 102 — Introduction To Latin 2** Course count: 1

A grammar course introducing the student to the Latin language and its literature.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**LATN 213 — Intermediate Latin 1** Course count: 1

For students who have completed LATN 101 and 102 or two years of pre-college Latin. This course includes selected readings from Latin authors and an extensive grammar review.

Prerequisite: LATN 102 or equivalent. Students who have taken a higher level LATN course may not register for LATN 213.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**LATN 214 — Intermediate Latin 2** Course count: 1

For students who have completed LATN 101 and 102 or two years of pre-college Latin. This course includes selected readings from Latin authors and an extensive grammar review.

Prerequisite: LATN 213 or LATN 199-1st Readings in College Latin. Students who have taken a higher level Latin course may not enroll in LATN 214. Students without the prerequisite should consult the Department.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**LATN 275 — Advanced Latin Workshop** Course count: 1

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

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall

**LATN 320 — Sallust & Livy** Course count: 1

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

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Every Third Year

**LATN 321 — Tacitus** Course count: 1

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

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Every Third Year

**LATN 322 — Cicero's Speeches** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 323 — Roman Letter Writers** Course count: 1

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

Prerequisite: LATN 214 or LATN 315 or equivalent. Students without the prerequisite should consult the Department.

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 324 — Juvenal** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 343 — Horace: Odes** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 344 – Catullus** Course count: 1

A literary study and analysis of the poems of Catullus.

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 350 – Early Christian Literature** Course count: 1

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

GPA units: 1

Common Area: Literature, Studies in Religion

Typically Offered: Every Third Year

**LATN 358 – Vergil: Aeneid** Course count: 1

A study of Vergil's epic with emphasis on its literary artistry.

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 359 – Vergil, Eclogues & Georgics** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 363 – Roman Comedy** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 365 – Latin Elegy** Course count: 1

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

Prerequisite: LATN 214 or LATN 315 or equivalent. Students without the prerequisite should consult the Department.

GPA units: 1

Common Area: Language Studies, Literature

**LATN 366 – Ovid's Metamorphoses** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**LATN 370 – Josephus** Course count: 1

Study of the ancient Latin translation of Josephus with comparison to the original Greek text.

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**LATN 401 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**LATN 402 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Annually

## Greek (GREK)

**GREK 101 – Introduction To Greek 1** Course count: 1

A first course in Greek language involving a systematic introduction to Attic or Homeric Greek through an intensive study of grammar, syntax, and vocabulary.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**GREK 102 – Introduction To Greek 2** Course count: 1

A first course in Greek language involving a systematic introduction to Attic or Homeric Greek through an intensive study of grammar, syntax, and vocabulary.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**GREK 213 – Intermediate Greek 1** Course count: 1

Translation and analysis of Greek prose and poetry, with close attention to grammar and syntax. Students without the prerequisite should consult the department.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**GREK 214 – Intermediate Greek 2** Course count: 1

Translation and analysis of Greek prose and poetry, with close attention to grammar and syntax. Students without the prerequisite should consult the department.

Prerequisite: GREK 213 or equivalent. Students who have taken any higher level GREK course may not enroll in GREK 214.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**GREK 330 – Greek Lyric Poetry** Course count: 1

A close reading in Greek of a variety of lyric poets such as Alcaeus, Pindar, and Sappho.

Prerequisite: GREK 214 or equivalent. Students without the prerequisite should consult the Department.

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**GREK 332 — Homer** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**GREK 338 — Plutarch** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**GREK 340 — Herodotus** Course count: 1

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

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Every Third Year

**GREK 341 — Thucydides** Course count: 1

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

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Every Third Year

**GREK 351 — Attic Orators: Demosthenes** Course count: 1

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

Prerequisite: GREK 213

GPA units: 1

Common Area: Language Studies, Literature

**GREK 360 — Aeschylus** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**GREK 362 — Euripides** Course count: 1

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

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Every Third Year

**GREK 401 — Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**GREK 402 — Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Annually

## Classics (CLAS)

**CLAS 101 — Women & Men in Greek Lit & Soc** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**CLAS 102 — Women & Men in Roman Lit & Soc** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**CLAS 103 — Greek & Roman Epic** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**CLAS 106 — Classical Drama** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**CLAS 109 — Classical and Biblical Sources of European and English Literature** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years



**CLAS 112 – Greek Myths In Literature** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**CLAS 114 – Discerning God & Discovering Self** Course count: 1

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

Students who have taken MONT 109D (Model Christian Discerners) may not enroll in this course.

GPA units: 1

Common Area: Literature, Studies in Religion

Typically Offered: Alternate Years

**CLAS 120 – Mythology** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

**CLAS 121 – Ancient Science** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**CLAS 141 – Anc Greece: Freedom & Slavery** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**CLAS 143 – Athenian Democracy** Course count: 1

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

GPA units: 1

Common Area: Literature, Social Science

Typically Offered: Every Third Year

**CLAS 145 – The Classics & Conflict in the US** Course count: 1

This course will look at uses of ancient Greece and Rome in American civic life and culture, with a focus on the reception of Classical ideas and models during periods of conflict in the US. This will include American engagement with the Classics in the revolutionary and constitutional periods, in the abolitionist movements of the nineteenth century and the civil rights era of the twentieth century, and in discussions about race, gender, and class identity in the twenty-first century.

GPA units: 1

Common Area: Historical Studies, Literature

**CLAS 151 – History Of Ancient Rome** Course count: 1

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

Students who have taken HIST 110 - Rome: Republic Empire may not enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Spring

**CLAS 152 – History of Rome 2: Empire** Course count: 1

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

Students who have taken HIST 110 - Rome: Republic Empire may not enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**CLAS 160 – Intro To Classical Archaeology** Course count: 1

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

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

**CLAS 188 – Alexander the Great and Asia** Course count: 1

Considers the political, religious, and cultural encounters between the ancient Greek world and Asia generated by the expedition of Alexander the Great and the interpretations of the story of Alexander found in different cultural traditions from antiquity to the present day, from religious texts to heavy metal music.

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Alternate Years

**CLAS 221 – Women in Classical Mythology** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**CLAS 222 – Pompeii and Herculaneum** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year

**CLAS 223 – Ideological Destruction of Art** Course count: 1

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**CLAS 225 – Power, Persuasion, & Law** Course count: 1

A study of Greek and Roman oratory based on the reading and rhetorical analysis of speeches delivered in the law courts and assemblies of 5th and 4th century Athens, and the late period of the Roman Republic (80-45 BC) where the focus will be on the law court speeches of Cicero. The course involves both an introduction to the legal procedures of the Athenian and Roman courts and assemblies, and careful analysis of the literary style and forms of legal argument in selected speeches.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**CLAS 233 – Nature in the Classical World** Course count: 1

In this course, we will explore how the ancient Greeks and Romans engaged with the natural world surrounding them. Our course will consider several themes, including the relationship between city and country; philosophical treatments of the natural world; the role of the environment in literature; and the conceptualization of the universe and its origins. We will base our discussion of these themes on our analysis of evidence from antiquity, which will span both material remains like Greek temples and Roman villas as well as literary and philosophical works central to western civilization. Looking back at ancient philosophy, pastoral poems, and early epics, we will read selections from authors such as the pre-Socratic philosophers, Homer, Hesiod, Plato, Aristotle, Lucretius, and Seneca. Alongside our study of the ancient world, we will glance ahead to consider the reception of the Greeks and Romans' treatment of nature, with our contemporary readings including selections from Pope Francis' encyclical *Laudato Si'*.

GPA units: 1

Common Area: Literature, Philosophical Studies

Typically Offered: Alternate Years

**CLAS 264 – Ancient Sanctuaries & Religion** Course count: 1

A detailed study of the archaeological remains from ancient sanctuaries. The buildings and monuments are studied in connection with other evidence for religious behavior in the different ancient cultures. Emphasis is on the cults and shrines of Ancient Greece and Rome but in different years, the ancient Near East and Egypt also are considered. Counts toward fulfillment of the Visual Arts major.

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**CLAS 267 – Archaeology and Time** Course count: 1

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

GPA units: 1

Typically Offered: Every Third Year

**CLAS 401 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**CLAS 402 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

## Classics Major

### Department Advanced Placement Policy

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

## Requirements

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

**Code**                      **Title**  
Language courses in both Greek and Latin. Select one of the following:

LATN 213 & LATN 214	Intermediate Latin 1 and Intermediate Latin 2 <sup>1</sup>
GREK 213 & GREK 214	Intermediate Greek 1 and Intermediate Greek 2 <sup>1</sup>

LATN or GREK author courses numbered in the 300s. <sup>2</sup>

Additional courses in the department to reach a minimum of 10 courses. <sup>3</sup>

- <sup>1</sup> Must complete language study through the intermediate level in one language (either Latin or Greek)
- <sup>2</sup> Must complete language study at least through one semester of advance courses in the second language.
- <sup>3</sup> Courses labeled LATN, GREK or CLAS.

## Economics and Accounting

The Department of Economics and Accounting offers majors in two distinct subject areas: economics and accounting, as well as a select honors program. Students are not permitted to double major in the two subject areas. Members of the department are dedicated teachers who value the opportunity at Holy Cross to interact closely with their students. They are also productive scholars, whose research has been published in leading economics and accounting periodicals.

## Department Honors Program

This program is limited to a small number of third- and fourth-year economics and accounting majors. Students apply for the program in the fall semester of the third year. Economics majors normally need to complete ECON 249 Statistics, ECON 255 Microeconomics and ECON 256 Macroeconomics by the end of that semester to be eligible for the program. Accounting majors normally need to complete accounting courses through ACCT 278 Intermediate Accounting 2, ECON 110 Principles of Economics, and ECON 249 Statistics and MATH 135 Calculus 1 (or equivalent) by the fall of the junior year. During the second semester of both the third and fourth years, honors students participate in a methodology seminar; during the first semester of the fourth year the thesis is written under the direction of a faculty advisor. The honors course sequence is: ECON 460 Research Methods 1 during spring of the third year; ECON 462 Economics Honors Directed Research during fall of the fourth year; and ECON 461 Research Methods 2 during spring of the fourth year.

ECON 460 Research Methods 1 is a one-unit course that counts as the equivalent of a 200-level economics elective. ECON 461 Research Methods 2 is a half-unit overload which may be taken pass/no pass. ECON 462 Economics Honors Directed Research counts as the equivalent of a 300-level economics elective. Students must meet the standards

of the program in each course to receive the honors designation at graduation.

## Non-Majors

Introductory courses in economics and accounting are available to non-majors. Students with an interest in economics should consider enrolling in ECON 110 Principles of Economics. This course is open only to first and second year students. Some courses are offered for third and fourth year students who are not economics majors.

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

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Charles H. Anderton, Ph.D.,  
*Distinguished Professor of Ethics and Society*

Nancy R. Baldiga, M.S., *Professor*

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

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

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

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

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

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

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

Melissa A. Boyle, Ph.D., *Associate Professor and Chair*

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

Joshua M. Congdon-Hohman, Ph.D., *Associate Professor*

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

Scott Sandstrom, J.D., *Associate Professor*

Justin C. Svec, Ph.D., *Associate Professor*

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

Conor Carney, Ph.D., *Assistant Professor*

Monica Harber Carney, Ph.D., *Assistant Professor*

Steven M. DeSimone, Ph.D., *Assistant Professor*

Ashley Miller, Ph.D., *Assistant Professor*

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

Olena Mykhaylova Staveley-O'Carroll, Ph.D., *Assistant Professor*

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

Allison Lynn Richardson, M.B.A., *Professor of Practice*

James Stormes, S.J., Ph.D., *Visiting Lecturer*

## Academic Plans within Economics and Accounting

- Accounting Major (p. 80)
- Economics Major (p. 81)

### Other Academic Plans Accepting/Requiring Economics and Accounting Coursework:

- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Chinese Major (p. 95)
- Chinese Minor (p. 96)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- International Studies Major (p. 125)
- Peace and Conflict Studies Concentration (p. 59)

## Economics (ECON)

**ECON 110 – Principles of Economics** Course count: 1

Economics is the study of the allocation of scarce resources among competing uses. This course is an introduction to economic issues and the tools that economists use to study those issues: supply and demand, decision making by consumers and firms, market failures, economic output and growth, fiscal and monetary policy in relation to unemployment and inflation, interest rates, technological progress, and international economics. Topics include both the study of markets and the need for public policy/government action to address market failures. Course is intended for students who are considering all majors or concentrations which require an introductory economics course. Course makes use of graphing and algebra, and meets for four hours per week.

Antirequisite: Students who have taken either ECON 111 or ECON 112 may not enroll in this course.

GPA units: 1.25

Common Area: Social Science

Typically Offered: Fall, Spring

**ECON 149 – Statistical Analysis** Course count: 1

This course introduces probability and statistics. After covering the basic summary statistics, the course transitions into the construction and the rules of probability, such as the permutations and combinations, addition law, multiplication law, conditional probabilities, and Bayes's Theorem. This knowledge is necessary for the study of random variables, which is the focus of the remainder of the course. Within random variables, topics include discrete random variables, continuous random variables, probability distribution functions, cumulative probability distribution functions, expected values, variances, sampling, confidence intervals, hypothesis testing, and the Central Limit Theorem. The course concludes with an introduction of least squares estimation that focuses on interpretation of the estimates and goodness-of-fit.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Alternate Years

**ECON 200 – Tutorial** Course count: 1

Individual research on selected topics or projects. Permission of the instructor and the department chair is required.

GPA units: 1

Typically Offered: Fall, Spring

**ECON 210 – Economics of European Union** Course count: 1

Applies economic theory (e.g., market equilibrium, externalities, optimal exchange rate arrangements, and welfare effects of free trade) to understand multiple facets of the process of the EU integration. Discusses the history of European integration (with the emphasis on political motivations of different national and political leaders); free mobility of goods, services, capital, and labor; regional income inequality; trade and environmental issues related to Common Agricultural and Common Fisheries Policies; the Euro; labor market policies and unemployment; sustainability of the government-provided pension systems; and the EU as a political player on the world stage.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**ECON 212 – Gender Economics** Course count: 1

This course addresses issues of gender in the economy from a theoretical and empirical perspective. It considers gender gaps and inequalities in a variety of settings, including the labor market and the household. Students study the role that differences by gender in occupation and industry choice, care provision, discrimination, and other factors play in perpetuating gaps. Finally, the course explores the implications of gender inequalities and evaluates the appropriate role of public policy in addressing them.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Common Area: Social Science

**ECON 215 – African Economies** Course count: 1

This course will survey the major dynamics of economic growth in specific African countries as well as the dynamics of the continent as an integrated whole. The place of Africa's economies in the international economy will be a particular focus. Students will follow a particular country or region throughout the course.

Prerequisite: ECON 111 and ECON 112

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**ECON 216 – Economics of War & Peace** Course count: 1

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

Prerequisite: ECON 111 and ECON 112. Also, students who have taken Econ 316 may not enroll in this class.

GPA units: 1

Typically Offered: Alternate Years

**ECON 220 – Economics of Inequality** Course count: 1

In this course students will read, discuss, and critique current economic analyses of inequality, including causes, consequences, historical comparisons, and policy options. In addition to active class participation, two mid-term examinations and a final paper with a short presentation are required.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Common Area: Social Science

**ECON 221 – Econ Development Modern China** Course count: 1

Aims to provide the student with a sophisticated understanding of economic development in China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Typically Offered: Alternate Years

**ECON 224 – Environmental Economics** Course count: 1

Shows how natural resource usage and environmental issues can be analyzed from an economic perspective. Presents the basic concepts of environmental economics and develops the analytical and policy tools used in environmental economics. Considers the problems of air pollution, water pollution and solid and hazardous waste management, their causes and how they can be reduced. Other topics such as global warming, amendments to the Clean Air Act and international environmental issues will be discussed.

Prerequisite: ECON 110 or ECON 111 and ECON 112 or ENVS major and ECON 112.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**ECON 229 – Economics of Sports** Course count: 1

Applies economic tools to study the field of professional and collegiate sports. Topics include the organization of sports leagues, profit maximization by teams, the application of antitrust to sports, competitive balance, labor relations, gender and racial discrimination, the tension between academics and athletics at universities and the economic impact of sports on local economies. Special emphasis is placed on the relationship between law and economics in sports and the regulation of leagues and athletes.

Prerequisite: ECON 110 or ECON 111 and ECON 112.

GPA units: 1

Typically Offered: Alternate Years

**ECON 230 – Financial Markets and Institutions** Course count: 1

A basic introduction to the main features of financial institutions and markets in the United States. First part covers interest rates, including rate of return calculations, how markets determine the overall level of interest rates and why different securities pay different interest rates. Second part covers financial markets and the assets that are traded on those markets, including the money, bond, stock and derivatives markets. Last section details workings of some financial institutions, including banks, mutual funds and investment banks. When discussing these institutions, particular attention is paid to conflicts of interest.

Prerequisite: ECON 111 and ECON 112. Students who have taken ACCT 275 may not enroll in this course.

GPA units: 1

Typically Offered: Alternate Years

**ECON 249 – Statistics** Course count: 1

An introduction to statistical methods emphasizing the statistical tools most frequently used in economic analysis. Topics include descriptive statistics, probability theory, random variables and their probability distributions, estimation, hypothesis testing and linear regression analysis. Students may take MATH 376 in place of this course but may not take both courses.

Prerequisite: ECON 110 or ECON 111 or ECON 112. Students who have taken BIOL 275, MATH 220, MATH 376, PSYC 200 or SOCL 226 may not enroll in this class.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Fall, Spring

**ECON 255 – Microeconomics** Course count: 1

Analyzes the economic behavior of households and firms and their interrelations within the market. Price and resource allocations in the following market structures are considered: pure competition, monopolistic competition, oligopoly, monopoly and monopsony. Concludes with a discussion of general equilibrium and its welfare implications.

Prerequisite: ECON 110 and (MATH 134 or MATH 136), or ECON 111 and ECON 112 and (MATH 134 or MATH 136).

GPA units: 1

Typically Offered: Fall, Spring

**ECON 256 – Macroeconomics** Course count: 1

Studies aggregate economic behavior as determined by interactions among the product, financial and labor markets. Variables focused upon are the general levels of prices, of national income and of employment. Applications of the theory are made and policy inferences are drawn with respect to employment and price stability, growth and development, trade and the global economy.

Prerequisite: ECON 110 and (MATH 134 or MATH 136), or ECON 111 and ECON 112 and (MATH 134 or MATH 136).

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**ECON 265 – Quantitative Microeconomics** Course count: 1

This course introduces students to the mathematical modeling techniques commonly used by microeconomists. With the help of statistical software packages (Excel, Stata, etc.) students will learn applications such as demand and supply estimation, calculating elasticities, and empirically measuring income and substitution effects. Students will also learn about common pitfalls in data analysis and will critically evaluate various empirical models by critiquing studies from the economics literature.

Prerequisite: ECON 255 and ECON 249 or PSYC 200 or MATH 376 or STAT 376. Students who have taken ECON 314 or MATH 231 are unable to enroll in this course.

GPA units: 1

**ECON 266 – Quantitative Macroeconomics** Course count: 1

This course reinforces theoretical concepts from ECON 256 (Macroeconomics) using numerical examples. This course exposes students to economic data and several software applications that are commonly used to manipulate economic data. Students will gather economic data from online sources and learn to manipulate it using software application such as Excel, Stata, and MatLab. The goal of the course is bring the theoretical concepts from ECON 256 to life while evaluating policy outcomes using real world examples

Prerequisite: ECON 256 and ECON 249 or PSYC 200 or MATH 376 or STAT 376.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**ECON 302 – Industrial Organization and Public Policy** Course count: 1

Studies the theoretical and empirical relationships among market structure, conduct and performance in American industry. The knowledge gained is used to evaluate U.S. antitrust policy. A number of industry case studies and landmark court decisions are read.

Prerequisite: ECON 255

GPA units: 1

Typically Offered: Every Third Year

**ECON 303 – Labor Economics** Course count: 1

Analyzes the labor market and the allocation of human resources. Topics include theories of unemployment and job search, wages, unions, income inequality and poverty, education, discrimination, immigration, household economics, and major issues of public policy.

Prerequisite: ECON 249 and ECON 255

GPA units: 1

Typically Offered: Alternate Years

**ECON 304 – Law & Economics** Course count: 1

Examines the relative efficiency of alternative legal arrangements using microeconomics as the basic investigative tool. Core of the course consists of a thorough analysis of the common law. Special emphasis is given to the areas of property, contract, liability and criminal law.

Prerequisite: ECON 255

GPA units: 1

Typically Offered: Alternate Years

**ECON 307 – Theory Of International Trade** Course count: 1

Examines the causes and consequences of the trade of goods and services among nations. Attention is given to the principle of comparative advantage, the Ricardian model of trade, the factor endowments theory of trade, the specific factors model, new theories of trade, the causes and consequences of trade restrictions, economic growth and trade, international factor movements, immigration, and economic integration. Policy implications are emphasized.

Prerequisite: ECON 255 and ECON 256

GPA units: 1

Typically Offered: Alternate Years

**ECON 309 – Comparative Economic Systems** Course count: 1

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

Prerequisite: ECON 255 and ECON 256

GPA units: 1

Typically Offered: Alternate Years

**ECON 312 – Monetary Theory** Course count: 1

This course builds a model of the financial sector of the economy, uses it to gain an understanding of the workings of the financial system, and makes predictions of the effects of events on the financial system and economy as a whole. Particular emphasis is placed on understanding the workings of the Federal Reserve System and monetary policy. Thus, this course provides an understanding of the role and measurement of money; the theories of money demand and money supply; the workings of the banking system; interest rate determination; how prices of stocks, bonds and other assets are determined; and the role the financial system plays in the macroeconomy.

Prerequisite: ECON 255 and ECON 256

GPA units: 1

Typically Offered: Alternate Years

**ECON 314 – Econometrics** Course count: 1

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

Prerequisite: ECON 249 and ECON 255

GPA units: 1

Typically Offered: Annually

**ECON 315 – Political Economy** Course count: 1

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

Prerequisite: ECON 255 and ECON 256

GPA units: 1

Typically Offered: Alternate Years

**ECON 316 – Topics in Conflict Economics** Course count: 1

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

Prerequisite: ECON 249 and 255

GPA units: 1

Typically Offered: Alternate Years

**ECON 318 – Game Theory** Course count: 1

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

Prerequisite: ECON 255 and ECON 249 or PSYC 200 or MATH 376.

GPA units: 1

Typically Offered: Alternate Years

**ECON 319 – Urban Economics** Course count: 1

Prerequisite: ECON 255 and (ECON 249 or PSYC 200 or STAT 376).

GPA units: 1

Typically Offered: Every Third Year

**ECON 320 – History of Economic Thought** Course count: 1

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

Prerequisite: ECON 255 and ECON 256

GPA units: 1

Typically Offered: Alternate Years

**ECON 325 – Public Economics** Course count: 1

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

Prerequisite: ECON 255 and ECON 249 or PSYC 200 or MATH 376.

GPA units: 1

Typically Offered: Alternate Years

**ECON 326 – Economics of the Arts** Course count: 1

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

Prerequisite: ECON 249 and ECON 255.

GPA units: 1

Typically Offered: Alternate Years

**ECON 330 – International Finance** Course count: 1

Studies large-scale economic interactions among interdependent economies using advanced theoretical and empirical tools from economics. Addresses topics such as the role of financial traders in exchange rate determination, the impact of monetary and fiscal policies on the international asset position of a country, the role of the International Monetary Fund in promoting economic development and stability around the globe, and the effects of macroeconomic policies of advanced nations on third world and emerging market economies.

Prerequisite: ECON 256 ECON 249 or PSYC 200 or MATH 376.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**ECON 332 – Financial Economics** Course count: 1

This course serves as an introduction to the data and mathematical models of modern financial economics. Topics covered include present value models for the pricing of fixed income securities, the dividend discount model and the Capital Asset Pricing Model for equity evaluation, optimal portfolio choice theory and binomial and Black-Scholes models for options pricing. Students will also collect and analyze data on asset prices.

Prerequisite: ECON 256 and (ECON 249 or PSYC 200 or STAT 376).

GPA units: 1

Typically Offered: Alternate Years

**ECON 400 – Directed Readings & Research** Course count: 1

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

Course open to Economics majors only.

GPA units: 1

Typically Offered: Fall, Spring

**ECON 460 – Research Methods 1** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**ECON 461 – Research Methods 2** Course count: 0

This is a continuation of Economics 460 and 462. Fourth-year honors students participate for a second time in the seminar by presenting their completed research projects and by serving as resource persons for other honors students.

GPA units: 0.5

Typically Offered: Annually

**ECON 462 – Economics Honors Directed Research** Course count: 1

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis. Counts toward the major as the equivalent of a 300 level economics elective.

Prerequisite: ECON 460

GPA units: 1

Typically Offered: Annually

## Accounting (ACCT)

**ACCT 175 – Excel Finance Lab** Course count: 0

This course introduces students to the Excel tools and finance concepts used by professionals in the field. We will explore the valuation of securities, evaluate financial decisions using present value techniques, and create reports and models that are useful for decision-making. Overload. One-quarter unit.

Students who have taken ACCT 275, ECON 230, ECON 330 or ECON 332 are unable to enroll in this Lab.

GPA units: 0.25

**ACCT 181 – Financial Accounting** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

**ACCT 185 – Excel Accounting Lab** Course count: 0

Offers an opportunity to use Excel spreadsheet tools to explore financial statements, build financial models, value transactions and evaluate economic opportunities. Provides additional development of the quantitative reasoning and technical skills introduced in the financial accounting coursework. Overload. One-quarter unit.

Corequisite: ACCT 277. Students must enroll in the class if they are also enrolled in ACCT 277. The lab must be taken concurrently with the course. 0.25 Course Credit, taken as Lab with ACCT 181.

GPA units: 0.25

Typically Offered: Annually

**ACCT 226 – Operations Research** Course count: 1

Acquaints students with decision-making and application of mathematical and statistical techniques to economic problems. Emphasizes optimization of an objective, subject to constraints upon available action. Linear optimization models are treated in depth.

Prerequisite: ECON 111 and ECON 112 or ECON 110 or ACCT 277.

GPA units: 1

Typically Offered: Alternate Years

**ACCT 270 – Governmental & Nonprofit Acctg** Course count: 1

Studies accounting and management issues pertinent to state and local government, voluntary health and welfare organizations, other nonprofit organizations, colleges and universities, and private nonprofit hospitals.

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Alternate Years



**ACCT 275 – Corporation Finance** Course count: 1

Provides an overview of two important questions posed to corporate financial managers: 1) what long-term investments should the company make? and 2) how will the company finance those investments? Topics include: stock and bond valuation, financial markets, risk and return, project analysis, capital, dividends and leverage.

Prerequisite: ACCT 277 or ACCT 181 and ECON 111 and ECON 112 or ECON 199-Principles of Economics.

GPA units: 1

Typically Offered: Annually

**ACCT 277 – Intermediate Accounting 1** Course count: 1

Offers a thorough study of the proper valuation of assets, liabilities and stockholders' equity and the related problems of the proper matching of revenues and expenses. Emphasis is given to the preparation, analysis and interpretation of financial statements.

Prerequisite: ACCT 181

GPA units: 1

Typically Offered: Annually

**ACCT 278 – Intermediate Accounting 2** Course count: 1

Offers a thorough study of the proper valuation of assets, liabilities and stockholders' equity and the related problems of the proper matching of revenues and expenses. Emphasis is given to the preparation, analysis and interpretation of financial statements.

Prerequisite: ACCT 277

GPA units: 1.25

Typically Offered: Annually

**ACCT 282 – Auditing** Course count: 1

Considers the theory and practice of auditing, including professional ethics, professional standards and procedures and the legal environment in which the auditor functions. Emphasis is placed on the audit process as students gain an understanding of how to plan, design and execute an audit. Other topics include internal control, the nature of evidential matter and the auditors reporting responsibilities.

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Annually

**ACCT 285 – Accounting Information Systems** Course count: 1

Introduces students to the theory and terminology of information systems, investigates internal controls, security, privacy and ethics in the design, development and usage of information systems and provides students with tools to document and assess existing information systems. Also provides practical experience using database software.

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Annually

**ACCT 286 – Data Analytics** Course count: 1

This course introduces students to understanding when and how data analytics can address specific organizational questions. In addition, it provides the foundation to understand the impact of data quality, the need for data manipulation and analysis and the reporting of results to key decision makers using industry standard data visualization tools.

Prerequisite: ACCT 278

GPA units: 1

Typically Offered: Annually

**ACCT 292 – Federal Income Taxation** Course count: 1

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

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Annually

**ACCT 360 – Ethics, Acctg & Organizations** Course count: 1

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

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Annually

**ACCT 362 – Taxation of Entities** Course count: 1

A study of the federal tax laws as they apply to C Corporations, S Corporations, Partnerships, Trusts and Estates, both planning for and executing business transactions and decisions.

Prerequisite: ACCT 278

GPA units: 1

Typically Offered: Alternate Years

**ACCT 387 – Business Law 1** Course count: 1

(Based on the Uniform Commercial Code) Includes contracts, agency, sales, negotiable instruments, the legal aspect of business associations, insurance and property, both real and personal.

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Annually

**ACCT 388 – Business Law 2** Course count: 1

(Based on the Uniform Commercial Code) Includes contracts, agency, sales, negotiable instruments, the legal aspect of business associations, insurance and property, both real and personal.

Prerequisite: ACCT 387. Enrollment limited to 4th year ACCT majors only.

GPA units: 1

Typically Offered: Spring

**ACCT 389 — Cost Accounting** Course count: 1

This course covers the use of accounting information for organizational decision making. It focuses on the use of managerial accounting, with discussions of costing methods, cost control and analysis, and budgeting.

Prerequisite: ACCT 277

GPA units: 1

Typically Offered: Annually

**ACCT 390 — Advanced Accounting** Course count: 1

Covers advanced problems relating to partnership formation, operation and liquidation; a study of corporate business combinations and consolidated financial statements under the acquisition method; and other accounting topics such as accounting for derivatives and foreign currency transactions, consolidation of foreign subsidiaries, segment reporting and governmental and not-for-profit accounting.

Prerequisite: ACCT 278. Enrollment limited to 3rd and 4th year ACCT majors.

GPA units: 1

**ACCT 400 — Directed Reading** Course count: 1

A program in reading and research in a specific topic open to majors with a minimum GPA of 3.25.

GPA units: 1

Typically Offered: Annually

**ACCT 401 — Directed Readings Lab** Course count: 0

GPA units: 0.25

Typically Offered: Annually

## Accounting Major

Accounting is defined broadly as the process of identifying, measuring and communicating economic information. Because sound decisions based on reliable information are essential for the efficient allocation of resources, accounting plays an important role in our economic system. Each year the largest accounting firms visit Holy Cross to recruit majors for employment opportunities in public accounting. Although most majors choose to start their careers in public accounting, the curriculum is sufficiently broad to permit careers in business, government and nonprofit institutions.

The accounting major is designed to offer students the benefits of a liberal arts education while providing a core accounting curriculum for students interested in becoming certified public accountants. Educational requirements for professional certification vary by state, with many states requiring additional courses beyond the four-year bachelor's degree. Faculty advisors will help students develop a program to meet these requirements.

## Major Change

The Accounting Major changed in 2017. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Department Advanced Placement Policy

For students starting with the class of 2021, those with AP credit in both Macroeconomics and Microeconomics will place out of ECON 110 Principles of Economics. Students with an AP credit in either

Macroeconomics or Microeconomics should enroll in ECON 110 Principles of Economics.

Students with AP credit in Statistics will forfeit that credit if they enroll in ECON 249 Statistics and students with AP credit in Calculus will forfeit that credit if they enroll in MATH 133 Calculus 1 with Fundamentals or MATH 135 Calculus 1. Accounting majors with advanced placement credit in calculus, economics or statistics are not required to replace those credits with additional electives.

## Requirements

Majors must take a minimum of 14 courses for the major (as well as completing Calculus 1) as follows:

Code	Title
MATH 135	Calculus 1 (or equivalent)
or MATH 133	Calculus 1 with Fundamentals
ECON 110	Principles of Economics
ECON 249	Statistics
ACCT 181	Financial Accounting <sup>1</sup>
ACCT 277	Intermediate Accounting 1
& ACCT 185	and Excel Accounting Lab <sup>1</sup>
ACCT 278	Intermediate Accounting 2
ACCT 282	Auditing
ACCT 292	Federal Income Taxation
ACCT 360	Ethics, Acctg & Organizations
ACCT 387	Business Law 1
ACCT 388	Business Law 2
ACCT 389	Cost Accounting
ACCT 390	Advanced Accounting
Two Accounting or Economics elective courses.	

<sup>1</sup> ACCT 181 Financial Accounting must be taken in the fall of the first or second year and a student must earn a grade of C- or better in ACCT 181 Financial Accounting and ACCT 277 Intermediate Accounting 1 to continue in the accounting major.

## Electives

Code	Title
ACCT 226	Operations Research
ACCT 270	Governmental & Nonprofit Acctg
ACCT 275	Corporation Finance
ACCT 362	Taxation of Entities
ACCT 285	Accounting Information Systems

The minimum number of courses outside the department which must be taken by an accounting major is 16. The maximum number of accounting and economics courses that accounting majors may take for credit at an institution other than Holy Cross is three.

**Advising notes:** Students with an interest in accounting should complete ACCT 181 (Financial Accounting) in the fall of the first or second year.

## Admissions Process

Prospective majors are required to complete ACCT 181 Financial Accounting during the fall of their first or second year. They may then request permission to take the spring offering of ACCT 277 Intermediate Accounting 1. Students enrolled in ACCT 277 Intermediate Accounting 1

will be invited to apply to the accounting major. Applicants earning a C- or better in ACCT 277 Intermediate Accounting 1 will be offered admission to the major.

## Economics Major

Economics can be defined as the study of how people allocate scarce resources among competing ends. It can also be understood as a particular way of thinking distinguished by its axioms, concepts and organizing principles. In terms of both subject matter and methods, economics provides important and powerful insights into the human experience. Completion of the major can serve as preparation for graduate study, or it can provide a strong background for any one of a large number of careers, including those in business, finance, law, health care and government.

The economics major is designed to provide students with the theory and methods required to analyze a wide range of economic issues. The minimum requirement for the major is nine semester courses in economics. These include theory courses as well as electives that apply and/or extend the previous learning to an array of more specialized topics, including, for example, sports economics, monetary theory, international trade and economics of peace and conflict. The principles and statistics requirements can be satisfied by advanced placement, but majors must still complete at least nine college economics courses. The maximum number of courses in the department which may be taken by an economics major is 14. The maximum number of courses that count towards the major that can be taken outside of the department (either in another department or at another institution) is two with the exception of the London School of Economics through the College's Study Abroad Program, where the maximum is three.

## Major Change

The Economics Major changed in 2017. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Department Advanced Placement Policy

For students starting with the class of 2021, those with AP credit in both Macroeconomics and Microeconomics will place out of ECON 110 Principles of Economics. They still must complete a minimum of nine courses in the major.

## Calculus Advising Note

Because mathematics plays an important role in economics, majors are required to take one year of college calculus or its equivalent. The calculus requirement can be fulfilled by completing MATH 135 Calculus 1 and MATH 136 Calculus 2 or MATH 133 Calculus 1 with Fundamentals and MATH 134 Calculus 2 with Fundamentals, or by advanced placement (a score of 4 or 5 on the BC exam), or by the successful completion of a semester course (e.g., MATH 136 Calculus 2 or MATH 134 Calculus 2 with Fundamentals) having as a prerequisite one semester of calculus or its equivalent. Students are strongly encouraged to complete the calculus requirement in their first year.

## Requirements

Majors must take a minimum of nine economics courses for the major (as well as completing Calculus 2) as follows:

Code	Title
<b>Required Courses</b>	
ECON 110	Principles of Economics
ECON 255	Microeconomics
ECON 256	Macroeconomics
ECON 249	Statistics
<b>Select one of the following Math sequences:</b>	
MATH 133 & MATH 134	Calculus 1 with Fundamentals and Calculus 2 with Fundamentals (or equivalent)
MATH 135 & MATH 136	Calculus 1 and Calculus 2 (or equivalent)
<b>Four total electives (three must be at the 300 level).</b>	
<b>Students must take 1 Quantitative course at the 200 level.</b>	

## Electives

Code	Title
ECON 210	Economics of European Union
ECON 215	African Economies
ECON 216	Economics of War & Peace
ECON 221	Econ Development Modern China
ECON 224	Environmental Economics
ECON 229	Economics of Sports
ECON 230	Financial Markets and Institutions
ECON 302	Industrial Organization and Public Policy
ECON 303	Labor Economics
ECON 304	Law & Economics
ECON 307	Theory Of International Trade
ECON 309	Comparative Economic Systems
ECON 312	Monetary Theory
ECON 314	Econometrics
ECON 315	Political Economy
ECON 318	Game Theory
ECON 320	History of Economic Thought
ECON 326	Economics of the Arts
ECON 330	International Finance
ECON 332	Financial Economics

All students must take 18 courses outside of the major. The maximum number of economics courses that economics majors may take for credit outside of the department is two (with the exception of the London School of Economics through the College's Study Abroad Program, where the maximum is three), and ECON 255 Microeconomics, ECON 256 Macroeconomics, and the 200 level Quantitative course must be taken in the department.

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

## Admissions Process

Students can be signed into the major by the department chair after showing evidence that they have completed or are enrolled in an economics class at the College. First year students cannot be signed in until their second semester at the College. Students must be signed in by the fall of their third year. All students who wish to major in economics must have completed ECON 110 Principles of Economics and Calculus 1 by the end of their second year.

## Education

The Department of Education offers courses that support two functions – allowing students to explore issues of education within the context of their liberal arts studies, and preparing students for teaching licensure in the Commonwealth of Massachusetts. Courses in the department focus on the process of education from a number of different levels, from the individual (for example, the characteristics of learners and effective teachers) to the social and cultural (for example, education as social institution). A particular emphasis of the department curriculum is on issues that pertain to urban education.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

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

Lauren B. Capotosto, Ed.D., *Assistant Professor and Joseph H. Maguire Faculty Fellow in Education*

Danielle Poché, Ed.D., *Visiting Assistant Professor*

## Academic Plans within Education

- Education Minor (p. 84)
- Teacher Education Program (p. 84)

## Other Academic Plans Accepting/Requiring Education Coursework

- Africana Studies Concentration (p. 56)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
- Peace and Conflict Studies Concentration (p. 59)

### EDUC 167 – Educational Psychology Course count: 1

Topics such as child and adolescent development, learning, readiness to learn, teaching, motivation, measurement of learning, mental abilities, children with special needs, and other topics are discussed as well as current issues in education.

Enrollment limited to 1st and 2nd year students only

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

### EDUC 169 – Schooling in the United States Course count: 1

This course is an introduction to the problems and possibilities of public schooling in the United States. In it, students will consider big questions about the purpose of school, about who should be educated, about what should be taught, and about the factors that constrain decision-making. In order to get a range of perspectives on those questions, the course will utilize a number of disciplinary lenses: history, sociology, psychology, anthropology, economics, etc.

Enrollment limited to 1st, 2nd and 3rd year students only

GPA units: 1

Typically Offered: Fall, Spring

### EDUC 223 – Catholic Mission in Education Course count: 1

GPA units: 1

### EDUC 231 – Adolescent Literacy Course count: 1

Prerequisite: EDUC 167 or PSYC 100. Enrollment limited to 2nd, 3rd and 4th year students.

GPA units: 1

Typically Offered: Annually

### EDUC 232 – Schools: Surviving & Achieving Course count: 1

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

Prerequisite: EDUC 167 or PSYC 225 or PSYC 228.

GPA units: 1

Typically Offered: Annually

### EDUC 234 – Family, Students, & Schools Course count: 1

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

GPA units: 1

Typically Offered: Annually

**EDUC 235 – Neuroeducation and Linguistics** Course count: 1

This course defines the neurobiological and neurolinguistic processes of learning. Emphasis will be on how educators can utilize knowledge about language acquisition, culture, and the self for higher order thinking and the better literacy of all students. Participants will be given ample opportunities to practice strategies and to explore case studies.

Prerequisite: EDUC 167 or PSYC 223 or PSYC 225 or PSYC 228 or PSYC 232 or PSYC 236 or PSYC 326.

GPA units: 1

Typically Offered: Annually

**EDUC 273 – Urban Education** Course count: 1

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

Prerequisite: One previous education course or SOCL 203, or SOCL 269. Enrollment limited to 2nd, 3rd and 4th year students.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**EDUC 301 – Methods Of Teaching** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**EDUC 310 – Pre-Practicum - Teaching** Course count: 0

A 30-hour, on-site period of observation and work in the public schools.

GPA units: 0

Typically Offered: Annually

**EDUC 315 – English Language Learners** Course count: 1

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

Prerequisite: EDUC 167 or EDUC 169.

GPA units: 1

Typically Offered: Annually

**EDUC 320 – Practicum: Middle and Sec School Teaching** Course count: 3

A full-time practicum experience of supervised teaching in the high school or middle school. Open only to TEP students.

Registration required for EDUC 330. Enrollment is limited to students in the Teacher Education Program.

GPA units: 3

Typically Offered: Annually

**EDUC 330 – Seminar in Teaching** Course count: 1

A seminar to accompany the Education 320 Practicum. Addresses issues arising in the practicum experience, as well as current topics in education in order to meet the professional standards for teachers. Open only to TEP students.

GPA units: 1

Typically Offered: Annually

**EDUC 340 – Multicultural Education** Course count: 1

Focuses on various socio-historical perspectives for the study of race, gender, and culture in the increasingly diverse U.S. educational system. Includes a community-based learning component.

Prerequisite: EDUC 167 or EDUC 169. Enrollment is limited to 3rd and 4th year students.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Annually

**EDUC 360 – Research in Education** Course count: 1

Seminar focuses on qualitative research techniques in education. Students explore a range of techniques including case study, phenomenology, and narrative approaches.

Prerequisite: Two previous Education Courses. Enrollment is limited to 3rd and 4th year students.

GPA units: 1

Typically Offered: Annually

**EDUC 380 – Capstone Seminar** Course count: 1

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

Prerequisite: Two previous Education courses.

GPA units: 1

Typically Offered: Annually

**EDUC 390 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

**EDUC 394 – Directed Research** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

## Education Minor

The Education Minor is a six-course program open to students of all majors. The minor allows students to study the field of education as a liberal arts discipline and is separate from the Teacher Education Program.

## Requirements

Code	Title
EDUC 167	Educational Psychology
or EDUC 169	Schooling in the United States
EDUC 273	Urban Education
or EDUC 340	Multicultural Education

Three additional electives in Education or two electives in Education and one appropriate outside course.<sup>1</sup>

Capstone Experience related to teaching and learning.

<sup>1</sup> Other than EDUC 273 Urban Education or EDUC 340 Multicultural Education.

## Education Electives

Code	Title
EDUC 231	Adolescent Literacy
EDUC 232	Schools: Surviving & Achieving
EDUC 301	Methods Of Teaching
EDUC 315	English Language Learners
EDUC 330	Seminar in Teaching
EDUC 360	Research in Education

## Capstone Courses

Code	Title
EDUC 360	Research in Education
EDUC 380	Capstone Seminar
EDUC 390	Tutorial
EDUC 394	Directed Research
DCSP 382	Washington Internship

## Elective Courses from an Allied Field

Code	Title
PSYC 223	Animal Learning
PSYC 225	Developmental Psychology
PSYC 228	Psychology of Adolescence
PSYC 236	Cognition & Memory
SOCL 269	Education and Society

## Teacher Education Program

The Holy Cross Teacher Education Program (TEP) is an undergraduate licensure program that leads to a Massachusetts state initial teaching license as a secondary or middle school teacher in one of the following

subject areas: Biology (grades 8-12), Chemistry (grades 8-12), Chinese (grades 5-12), English (grades 5-12), French (grades 5-12), History (grades 5-12), Latin and Classical Humanities (grades 5-12), Mathematics (grades 5-8 or 8-12), Physics (grades 8-12), and Spanish (grades 5-12). A program for the teaching of Religion at the middle or secondary levels is available for Religious Studies majors, although this program does not lead to Massachusetts state licensure.

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

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

## Requirements

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

Code	Title
EDUC 167	Educational Psychology <sup>1</sup>
EDUC 169	Schooling in the United States <sup>1</sup>
One approved course that emphasizes urban education.	
One approved course that emphasizes human development.	
EDUC 301	Methods Of Teaching
EDUC 310	Pre-Practicum - Teaching <sup>2</sup>

<sup>1</sup> Required before acceptance into the program and should be taken in the first or second year.

<sup>2</sup> Overload course

The practicum semester is completed during the fourth year.

Code	Title
EDUC 315	English Language Learners <sup>1</sup>
EDUC 320	Practicum: Middle and Sec School Teaching
EDUC 330	Seminar in Teaching

<sup>1</sup> Can be taken during practicing semester.

## Ninth Semester Option

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

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

## English

Language and literature lie at the heart of a liberal education. The study of English attends to the use of language as a means of communication as well as to literary works of the imagination – poems, plays, stories, novels, and creative non-fiction. Students explore how literary forms manifest meaning, how they develop across time and cultural bounds, and how they engage a society's fears and aspirations. As students grow adept at analyzing literary techniques, they hone their skill at shaping language to their own ends, developing into powerful writers and speakers. Courses in the English Department offer the added benefit of preparing students for graduate study in law, medicine, business, and education, and for careers in all professional fields that value effective communication.

Each semester the English Department offers approximately 25 upper-division courses as well as numerous courses for non-majors at the introductory and intermediate levels. Literature courses are organized by historical period (Age of Elizabeth, Contemporary African-American Literature and Culture); by literary genre or theme (Medieval Romance, Solving Sinister Mysteries, Reality Hunger); and by author (Milton, Poe's Haunted World, T.S. Eliot). Other English Department courses deal with aesthetics and criticism (Feminist Literary Theory, Queer Theory). A third type of course focuses on the craft of speaking and writing (Rhetoric; Intermediate Academic Writing; Introduction to Creative Writing – Narrative). Tutorials, seminars, and courses on special topics are also offered. Many of the Department's courses are cross-listed with the College's concentrations in Africana Studies; Gender, Sexuality, and Women's Studies; and Latin American, Latinx, and Caribbean Studies; as well as with interdisciplinary majors and minors including Asian Studies and Environmental Studies.

## Honors

**The English Department Honors Program** is designed for selected members of the senior class who have demonstrated excellence in the discipline and an aptitude for independent work. Candidates for honors in English must take a course in literary theory and a seminar, in addition to writing a two-semester English honors thesis in their fourth year. Only one semester of this thesis may count as a course toward the major. Admission to honors is by invited application to the English Honors Committee in the student's third year. Students may be members of both the College Honors Program and the English Honors Program. Such students need write only one English thesis for both programs.

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

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General

Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Sarah Luria, Ph.D.,  
*Professor*

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

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

Lee Oser, Ph.D., *Professor*

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

Paige Reynolds, Ph.D., *Professor*

Sarah Stanbury, Ph.D., *Distinguished Professor of Arts and Humanities*

Susan Elizabeth Sweeney, Ph.D., *The Monsignor Murray Professor in Arts and Humanities*

Christine A. Coch, Ph.D., *Associate Professor*

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

Nadine M. Knight, Ph.D., *Associate Professor*

Oliver de la Paz, M.F.A., *Associate Professor*

KJ Rawson, Ph.D., *Associate Professor*

Stephanie J. Reents, M.F.A., *Associate Professor and Chair*

Jorge Santos, Ph.D., *Associate Professor*

Kyle C. Frisina, Ph.D., *Assistant Professor*

Madigan Haley, Ph.D., *Assistant Professor*

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

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

Leah Hager Cohen, M.S., *James N. and Sarah L. O'Reilly Barrett Professor in Creative Writing*

Gregory Chase, Ph.D., *Visiting Assistant Professor*

Jennifer Reed, Ph.D., *Visiting Assistant Professor*

Hayley C. Stefan, Ph.D., *Visiting Assistant Professor*

Stella Wang, Cand., Ph.D., *Visiting Instructor*

## Academic Plans within English

- Creative Writing Concentration (p. 92)
- Creative Writing Minor (p. 93)
- English Major (p. 93)
- Rhetoric and Composition Minor (p. 94)

## Other Programs Accepting/Requiring English Coursework

- Africana Studies Concentration (p. 56)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- Peace and Conflict Studies Concentration (p. 59)

### ENGL 100 — Intro to Literary Study Course count: 1

How does literature matter? What use is figurative language? What truth can literature offer? This course teaches students how literary texts produce meaning through genre and form. Through frequent analytical writing assignments based on the readings, the course helps students learn to present complex arguments with clarity, logic, and persuasive style.

Anti-requisite: Students who have taken a CRAW course cannot enroll in ENGL 100.

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

### ENGL 110 — Introduction to Academic Writing Course count: 1

Devoted to improving the student's writing through frequent revisions. Intensive work during the semester concentrates on the student's own writing, which is examined in class and in conference with the instructor. Class size limited to 12 students.

Enrollment limited to 1st year students only

GPA units: 1

Typically Offered: Fall, Spring

### ENGL 130 — Poetry and Poetics Course count: 1

The study of poetry is central to the study of literature, since it is in poetry that the power of language-play is at its most intense. This course investigates how poetry produces emotional and intellectual effects through language, sound, and form. Examining poems from a broad range of writers and periods, students will hone close reading skills as they engage with the devices poets use to prompt imaginative work in their readers. All sections will be writing-intensive, using the drafting process to develop and refine literary analysis and ultimately to present it in the form of persuasive critical arguments. The course is required for English majors, who are encouraged to take it as early as possible to prepare for more advanced literary study.

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

### ENGL 141 — Introduction to Creative Writing: Poetry Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

### ENGL 142 — Introduction to Creative Writing: Narrative Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

### ENGL 200 — Masterpieces of British Literature Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Annually

### ENGL 201 — Masterpieces of American Literature Course count: 1

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

Prerequisite: Students who are English majors are unable to enroll in this course.

GPA units: 1

Common Area: Literature

Typically Offered: Annually

### ENGL 210 — Intermediate Academic Writing Course count: 1

Intensive reading and writing of expository essays to develop the student's authorial voice and style. Students for whom English is a second language or who come from a diverse or multicultural background will receive special help in some sections; consult the instructor. Permission of instructor required. Class size limited to 12.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Typically Offered: Every Third Year

### ENGL 211 — Opposites Attract: Science Writing Course count: 1

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

GPA units: 1

Typically Offered: Every Third Year



**ENGL 212 – Introduction to Screenwriting** Course count: 1

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

Prerequisite: ENGL 141 or 142 or 143

GPA units: 1

Typically Offered: Every Third Year

**ENGL 230 – Touchstones 1: Early Brit Lit** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

**ENGL 231 – Touchstones 2A: American Lit** Course count: 1

This course examines the development of American literature from its beginnings to the present, presenting at least six common texts while developing the close reading skills initiated at the introductory level of the major. Authors include Poe, Douglass, Dickinson, Whitman, Faulkner, Morrison, and Alvarez. One of two courses that can fulfill the English major Touchstones 2 requirement. Should be taken after Poetry & Poetics and before any 300-level course.

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

**ENGL 232 – Touchstones 2B: Brit&Anglo Lit** Course count: 1

This course examines the development of British literature from 1720 to the present, presenting at least six common texts while developing the close reading skills initiated at the introductory level of the major. Authors include Wordsworth, Coleridge, Dickens, T.S. Eliot, Woolf, Beckett and Ishiguro. One of two courses that fulfill the Touchstones 2 requirement. Should be taken after Poetry & Poetics and before any 300-level course.

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

**ENGL 240 – Ekphrasis** Course count: 1

From the Greeks onward, ekphrasis, or the practice of writing vivid description about art, has provided an excellent foundation for the development of imaginative writing in all genres. In this unique creative writing course, students will work in a museum setting to produce ekphrastic responses to artworks in several genres. They will try their hand at poetry, fiction and creative nonfiction, engaging their creativity as they learn the basic craft issues specific to each genre. No experience in creative writing or knowledge of visual art is required – all students are welcome. This course will challenge your creativity and enlarge your understanding of both creative writing and visual art, but it will be rigorously playful, taking advantage of the creative environment of the Worcester Art Museum. Open to English majors and non-majors; no previous creative writing knowledge required; class size limited to 12.

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**ENGL 241 – Intermediate Poetry Workshop** Course count: 1

For students who have taken any introductory creative writing course. A more advanced course on the reading and writing of poems with emphasis on prosody, writing in closed and open forms, and writing various types of poems. Lecture and workshop format with more attention to student writing. Class size limited to 12.

Prerequisite: ENGL 141 or 142.

GPA units: 1

Typically Offered: Fall

**ENGL 242 – Intermediate Fiction Workshop** Course count: 1

For students who have taken any introductory creative writing course. A more advanced course on the reading and writing of the short story with emphasis on refining the skills learned in the introductory course. Workshop format with lectures and readings. Class size limited to 12.

Prerequisite: ENGL 141 or 142

GPA units: 1

Typically Offered: Fall, Spring

**ENGL 243 – Intermediate Creative Nonfiction Workshop** Course count: 1

For students who have taken any introductory creative writing course. A more advanced course on the reading and writing of essays with emphasis on the structural composition of longer, more investigative pieces. Class size limited to 12.

Prerequisite: ENGL 141 or 142

GPA units: 1

Typically Offered: Spring

**ENGL 312 – Medieval Romance** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 314 – Chaucer** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Annually

**ENGL 315 – Sex & Gender in Middle Ages** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 320 – Age of Elizabeth** Course count: 1

A study of the golden age of English Renaissance literature. The course explores how imaginative texts helped create the Virgin Queen, courtly culture, the cosmopolitan city of London, the English nation, and the New World. Readings include works by Sidney, Shakespeare, Spenser, Donne, Harriot, Nashe, and Elizabeth Tudor herself.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 324 – Milton** Course count: 1

A study of Milton's early poems, *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*, and selections from the prose.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 325 – Georgic and Pastoral** Course count: 1

As we continue to move into the twenty-first century, how will we ensure that everyone can enjoy nature in peaceful, safe, and healthy ways? This course aims to broaden students' understanding of the literary history informing these questions. "Georgic and Pastoral" asks students to consider poetry that explores the relationship between the human being and the natural world. As pastoral and georgic modes move through the late antique, medieval, early modern, and modern periods, they differ from one another in fairly consistent ways: pastoral poetry usually focuses on the lives of shepherds and rural deities living in a peaceful, natural space. Georgic poetry, on the other hand, takes up the subject of work, and tends to retain its didactic tone. Both modes, however, use these fundamental premises to engage with larger questions about human life and culture: who has the right to access land? Who has the right to evict someone else? What are the dangers of all-consuming love? What can the process of cultivation help us understand about creativity, humility, and perseverance?

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 329 – Shakespeare** Course count: 1

A one-semester survey of the major works of Shakespeare, focusing on individual texts as representative of the stages in his dramatic development, with some discussion of Shakespearean stage techniques.

GPA units: 1

Common Area: Literature

Typically Offered: Fall, Spring

**ENGL 330 – Shakespeare & Religion** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 336 – 18th-Century Novel** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 337 – 18th-Century Poetry** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 338 – 18th-Century Satire** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 339 – Restoration & 18th-Century Drama** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 344 – The Romantic Revolution** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 345 – British Women Writers 1770 - 1860** Course count: 1

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

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 346 – Victorian Poetry** Course count: 1

A study of the British poetry and poetic theory composed during Queen Victoria's reign (1837 - 1901). Authors treated may include Alfred Lord Tennyson, Elizabeth Barrett Browning, Robert Browning, D. G. Rossetti, Christina Rossetti, Matthew Arnold, and Gerard Manly Hopkins.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 347 – 19th-Century British Novel** Course count: 1

A close examination of the British novel in the 19th century, including novels by Thackeray, Dickens, the Brontes, George Eliot, and Hardy.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 348 – Reality Hunger** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 350 – Early American Colonialism** Course count: 1

A study of the development of cultural contact between Native Americans and Europeans, the Puritan experiment, and the founding of the nation from 1600 - 1830.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 351 – Thoreau: Then and Now** Course count: 1

We will study Thoreau's works and their legacy today. The first half of the semester will focus on Thoreau's most influential texts from the more literary (his wonderful Journals, Walden, and Civil Disobedience), to the more scientific (Dispersion of Seeds and his land and river surveys). The second half of the course will explore how people use Thoreau's ideas today including the Tiny House movement, and the writings of Wendell Berry, Annie Dillard, Barbara Kingsolver, and more recent examples. To contrast Thoreau's own non-survivalist approach to nature, we will read Christopher MacCandless's experiment in Alaska as reported by Jon Krakauer in *Into the Wild*. To inscribe Thoreau more deeply in our own experience, we will make several field trips to Thoreau sites (up to 3 required, beyond that the trips are optional). We will read from Walden at Walden Pond, from his *Week on the Concord and Merrimack Rivers* while we canoe the Concord River, and perhaps hike Mt. Wachusett after reading Thoreau's *A Walk to Wachusett*.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 352 – American Realism** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 353 – American Women Write the World** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 354 – Lincoln, Civil War, & Memory** Course count: 1

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

Prerequisite: ENGL 251 or ENGL 293. ENGL 283 is recommended.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 355 — Poe's Haunted Poetry** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 356 — American Immigrant Narratives** Course count: 1

American Immigrant Narratives traces the development of the genre across the 20th century. While outlining and theorizing the tropes, settings, and expectations of this genre, we will keep an eye towards how particular authors make use of the genre to respond to or explore U.S. racial and social discourses concerning immigration in play at the time. We will focus on authors from various literary traditions, such as Mary Antin, Cristina García, and Gish Jen, while blending in work from popular culture, such as Mark Waid's *Superman: Birthright*, Lin Manuel-Miranda's *Hamilton*, and James Mangold's 2017 film *Logan*.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 357 — The United States of Poetry** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 358 — Tales of American Experiences** Course count: 1

A study of the emergence of Modernism and other currents in the American novel from 1900 to the contemporary period.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 362 — T.S. Eliot** Course count: 1

A close study of Eliot's poetry, criticism, and drama, including unpublished and lesser-known writings.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 363 — Joyce** Course count: 1

A close study of Joyce's modernist epic novel *Ulysses* as an experimental narrative; preceded by a close reading of *A Portrait of the Artist as a Young Man* or *Dubliners*.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 364 — Contemporary Irish Literature** Course count: 1

A study of the prose, poetry, and drama produced in Northern Ireland and the Republic from the last quarter of the 20th century to the present. Writers studied include Boland, Doyle, Friel, Heaney, and Ni Dhomhnaill as well as those less familiar to American readers, and readings are explored in light of relevant contemporary cultural concerns such as sectarianism, gender, the Celtic Tiger, and post-colonial identity.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 366 — Modern British Novel** Course count: 1

A study of developments in the British novel from 1900 - 1950, with an emphasis on Modernist texts, through an examination of works by novelists such as Forster, Joyce, Woolf, Lawrence, Rhys, Greene, and Waugh.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 367 — Latinx Literature** Course count: 1

This class will consider a variety of Latino/a texts both for their narrative content and their historical context. The term "Latino" (often used interchangeably with "Hispanic") has come to connote a particular American experience for peoples descended from Spanish speaking countries and territories (and sometimes Brazil, depending on who you ask). As you can imagine, this makes the category itself quite broad, with its borders fuzzy and fluctuating. Focusing on work published in the last 50 years, we will examine how each author struggles with their own sense of cultural identity while locating themselves in a fraught U.S. racial landscape. We will closely examine the narrative content of each text, as well as consider how the role of genre shapes each story. Furthermore, we will also consider the role of the specific national histories and their incumbent relationships to gender, race, class, religion, war, and diaspora for each individual text. In doing so, we will keep an eye out for how these texts overlap and diverge along these vectors, always considering what, exactly, is Latino/a literature.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 368 — African-American Literature** Course count: 1

This course will examine works in the African-American literary tradition from its beginnings in antebellum poetry and the slave narrative, through the flourishing of the New Negro Movement, to the Black Arts Movement and its influence on the late twentieth century. These works struggle with declarations of personhood, the battle for equality, and most of all, the creation of an African-American voice. We will read a wide range of influential African-American texts in a variety of genres and situate them in their literary, historical, and/or political contexts.

GPA units: 1

Common Area: Literature

Typically Offered: Annually

**ENGL 369 — Modern Drama** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 370 — Being Modern** Course count: 1

Being Modern: The Literature and Thought of Modernity It seems obvious enough that we live in a modern world. But what does the adjective modern actually mean? Is being modern a choice or an inescapable condition? And what are the specific historical conditions that make life appear modern in the first place? This course will explore these big questions by engaging in depth with the literature of modernism: the experimental, searching movement that transformed writing in English during the first half of the 20th century and continues to shape world literature today. Our specific aim will be to examine literary modernism as a profound and illuminating response to the problem of modernity. Our inquiry will take us from Dublin to Harlem, from England to India and beyond, as we read dazzling works by writers such as James Joyce, Virginia Woolf, T.S. Eliot, Claude McKay, Nella Larsen, and many others.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 372 — Contemporary African-American Literature and Culture** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**ENGL 374 — Contemp. African Amer. Drama** Course count: 1

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Typically Offered: Every Third Year

**ENGL 375 — Asian-American Literature** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

Typically Offered: Every Third Year

**ENGL 377 — Environmental Poetics** Course count: 1

Rather than provide a survey of environmental literature, this course will explore how various literary texts imagine a relation (or non-relation) between the human being and the non-human world. We will consider works from multiple genres and time periods alongside longstanding and recent theoretical approaches to the question of nature. How do imaginative writers represent the place of the human being in the larger, "natural" world? Do their texts have an ethical or political valence? What kind of local and global environments do they represent, or attempt to bring into being? What place does human labor, or human indolence, have in shaping the world? What role does the animal take in human imagining? Assignments are designed to help students frame these and other questions for themselves while attending closely to questions of literary form.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 378 — 21st-Century Literature** Course count: 1

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

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 379 — Confrontations with Christianity** Course count: 1

Course explores a variety of American ethnic authors' engagement with religion in the context of racial strife, uplift, and hierarchy in the United States. As we shall see, many of these authors will be drawn to the power of Christianity for a variety of reasons, not all of them spiritual. Some will seek the potential for cross-ethnic communities brought together by mutual circumstance as a strategy for assimilating into the larger body politic, or simply as a way to sculpt their own racial identities. Still others confront Christianity as a way to confront a U.S. racialized society as a whole and critique their place within it. There will be, of course, even other fraught relationships between the individual, Christianity, and related hegemonic forces. Our task will be to examine these confrontations and how they intersect with related issues concerning sexuality, gender, class, revolution, and many others. The questions we will consistently pursue throughout the class will address what value these authors find in Christianity and what cultural adversities challenge their faith, as well as what these narratives offer us as a community of faith.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**ENGL 381 — Rhetoric** Course count: 1

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

GPA units: 1

Typically Offered: Annually

**ENGL 382 — Queer Theory** Course count: 1

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

GPA units: 1

Typically Offered: Every Third Year

**ENGL 383 — Feminist Literary Theory** Course count: 1

An examination of major directions in 20th-century feminist literary theory, with study of works by writers such as Charlotte Bronte, Chopin, Gilman, Woolf, Atwood, and Morrison. Theory may address such issues as gendered reading and writing, representation of the body and sexuality, gender/race/class, feminism and ideology.

GPA units: 1

Typically Offered: Every Third Year

**ENGL 387 — Composition Theory & Pedagogy** Course count: 1

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

GPA units: 1

Typically Offered: Fall

**ENGL 388 — Adv Creative Writing Workshop** Course count: 1

An advanced multi-genre workshop. Only those who have completed at least one introductory-level and one intermediate-level creative writing course will be considered. Specialization in one genre and completion of the creative writing concentration are both recommended. Permission of the instructor required.

GPA units: 1

Typically Offered: Every Third Year

**ENGL 391 — Topics in Rhetoric** Course count: 1

GPA units: 1

Typically Offered: Annually

**ENGL 392 — Topics in Composition** Course count: 1

GPA units: 1

Typically Offered: Every Third Year

**ENGL 393 — Toni Morrison** Course count: 1

This course examines the trajectories of Toni Morrison's literary career, including books from her early, middle and late stages, as well as some of her own literary and cultural criticism. This course is an opportunity to engage in depth with a single author and to gain a deeper understanding of Morrison's style, form, and representations of American communities and histories.

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

Typically Offered: Every Third Year

**ENGL 400 — Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

**ENGL 401 — Seminar** Course count: 1

Advanced seminars offer students an opportunity to pursue an ambitious independent project and to take more responsibility for class experience. Recent seminars have included: Tolkien, Dickens, Catholicism in Irish Literature, Transgender Memoir, American Historical Romance, Global Modernism, Graphic Novel, Jane Austen, Shakespeare's Christian Humanism, and Medieval Otherworlds. One unit each semester.

GPA units: 1

Typically Offered: Fall, Spring

**ENGL 407 — English Honors Thesis** Course count: 1

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

GPA units: 0

Typically Offered: Fall

**ENGL 408 — English Honors Thesis** Course count: 1

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

GPA units: 2

Typically Offered: Spring

**ENGL 409 — English Honors Colloquium** Course count: 0

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

GPA units: 0.5

Typically Offered: Fall, Spring

## Creative Writing Concentration

Students have the opportunity to pursue a creative writing concentration within the English major. The creative writing concentration is open only to English majors.

## Requirements

Code	Title
ENGL 141	Introduction to Creative Writing: Poetry
or ENGL 142	Introduction to Creative Writing: Narrative
Select two of the following courses:	
ENGL 241	Intermediate Poetry Workshop
ENGL 242	Intermediate Fiction Workshop
ENGL 243	Intermediate Creative Nonfiction Workshop

Majors who complete the three-course sequence will be certified as having completed the concentration on their transcripts. Note that the limit of counting two creative writing courses towards the English major means that creative writing concentrators will take a minimum of 12 courses in English rather than 11. Beyond the three required courses, the department offers creative writing electives such as screenwriting and

science writing so that students can deepen their practice as writers. Students may also complete an English Honors thesis in creative writing.

## Creative Writing Minor

The creative writing minor enables students who are not English majors to focus on the practice of creative writing, providing them with a solid grounding in literary reading as well as opportunities for interdisciplinary coursework.

### Requirements

Code	Title
ENGL 141	Introduction to Creative Writing: Poetry
or ENGL 142	Introduction to Creative Writing: Narrative

Select two of the following courses:

ENGL 241	Intermediate Poetry Workshop
ENGL 242	Intermediate Fiction Workshop
ENGL 243	Intermediate Creative Nonfiction Workshop

Two literature courses, one of which must be at the 300 level or above.

One elective, which could be another English course or (in consultation with the Creative Writing Coordinator) could come from outside the English Department.

In consultation with their advisors, students take literature courses that amplify their creative interests and suit their abilities. For example, if a student is working primarily in fiction, she could enroll in a course in the novel genre. To fulfill a non-300-level course possibility, students can take a relevant introductory or intermediate English course (e.g. Poetry and Poetics, Masterpieces of American Literature.), a Creative Writing elective (e.g. Introduction to Screenwriting), a writing course (e.g. Intermediate Academic Writing), or a relevant non-English course (e.g. Creative Writing in Spanish, Studio Art, or a relevant computer coding course). The point of these substitutions is to tailor the minor to the student's interests. For example, a Computer Science coding course might serve a student interested in narrative video game development, while a course in Photography or Film production might serve a student interested in multimedia creative composition.

## English Major

### Department Advanced Placement Policy

Students with AP credit in English are not awarded credit in the major or advanced placement in the English curriculum.

### Requirements

Code	Title
<b>Required courses</b>	
ENGL 130	Poetry and Poetics
ENGL 230	Touchstones 1: Early Brit Lit
ENGL 231	Touchstones 2A: American Lit
or ENGL 232	Touchstones 2B: Brit&Anglo Lit

Select eight advanced courses, including requirements in the following categories: <sup>1, 2</sup>

Group A (Pre-1800):

Two courses, each from a different period among medieval, Renaissance, 18th-century, and Early American historical periods.

Medieval period

ENGL 312	Medieval Romance
ENGL 314	Chaucer
ENGL 315	Sex & Gender in Middle Ages

Renaissance period

ENGL 320	Age of Elizabeth
ENGL 324	Milton
ENGL 329	Shakespeare
ENGL 330	Shakespeare & Religion

18th century period

ENGL 324	Milton
ENGL 325	Georgic and Pastoral
ENGL 336	18th-Century Novel
ENGL 337	18th-Century Poetry
ENGL 338	18th-Century Satire
ENGL 339	Restoration & 18th-Century Drama
ENGL 345	British Women Writers 1770 - 1860 (Early American Period)

Early American Period

ENGL 350	Early American Colonialism
----------	----------------------------

**Group B (19th Century):**

One course from the 19th-century British or 19th-century American historical periods.

ENGL 344	The Romantic Revolution
ENGL 345	British Women Writers 1770 - 1860
ENGL 346	Victorian Poetry
ENGL 347	19th-Century British Novel
ENGL 348	Reality Hunger
ENGL 351	Thoreau: Then and Now
ENGL 352	American Realism
ENGL 353	American Women Write the World
ENGL 354	Lincoln, Civil War, & Memory
ENGL 355	Poe's Haunted Poetry
ENGL 368	African-American Literature
ENGL 377	Environmental Poetics

**Group C (Marginalized Voices):**

One course. Includes all courses focusing on traditionally marginalized groups.

ENGL 368	African-American Literature
ENGL 345	British Women Writers 1770 - 1860
ENGL 353	American Women Write the World
ENGL 356	American Immigrant Narratives
ENGL 367	Latinx Literature
ENGL 372	Contemporary African-American Literature and Culture
ENGL 375	Asian-American Literature
ENGL 378	21st-Century Literature
ENGL 379	Confrontations with Christianity
ENGL 382	Queer Theory
ENGL 383	Feminist Literary Theory
ENGL 393	Toni Morrison

**Group D (Theories and Methodologies):**

One course. Includes all seminars **and** all courses that offer a sustained methodological or theoretical consideration of the study of literature or language.

ENGL 240	Ekphrasis
ENGL 357	The United States of Poetry
ENGL 377	Environmental Poetics
ENGL 381	Rhetoric
ENGL 382	Queer Theory
ENGL 383	Feminist Literary Theory
ENGL 387	Composition Theory & Pedagogy
ENGL 401	Seminar

**Additional advanced courses:**

ENGL 141	Introduction to Creative Writing: Poetry
ENGL 142	Introduction to Creative Writing: Narrative
ENGL 210	Intermediate Academic Writing
ENGL 241	Intermediate Poetry Workshop
ENGL 242	Intermediate Fiction Workshop
ENGL 243	Intermediate Creative Nonfiction Workshop
ENGL 358	Tales of American Experiences
ENGL 362	T.S. Eliot
ENGL 363	Joyce
ENGL 364	Contemporary Irish Literature
ENGL 366	Modern British Novel
ENGL 369	Modern Drama
ENGL 388	Adv Creative Writing Workshop

<sup>1</sup> Advanced courses can fulfill multiple category requirements simultaneously.

<sup>2</sup> Six of the eight courses must be at the 300 level or above. Up to two courses in Creative Writing can count toward the eight advanced courses.

Advanced courses can simultaneously fulfill any of these four groups. That is, “double-dipping” or “triple-dipping” is allowed (e.g. a seminar on “Gender in the Renaissance” could conceivably fulfill Groups A, C, and D at the same time). The remaining courses required for the major may include any 300- or 400-level English Department literature courses, courses approved for Study Abroad, and tutorials and honors theses devoted to British, American, or world Anglophone literature.

If the student is in the Teacher Certification Program, which requires a full semester during senior year, it is necessary to take all of the requirements for the major by the end of the first term of the senior year.

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

## Rhetoric and Composition Minor

The English Department offers a number of courses that serve the interdisciplinary Rhetoric and Composition Minor, housed in the Center for Interdisciplinary Studies. See the Center’s section of the catalog for a complete description of the minor.

## Environmental Studies

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

Students interested in environmental studies have the opportunity to pursue a minor or major. Both programs are designed to give students a multi-disciplinary experience that reflects the breadth and depth of the field. Both the major and minor programs are “student-centered,” allowing each student to design the curriculum that best suits his/her interests. The minor involves seven courses and the major requires fourteen courses. Students are encouraged to enrich their curriculum through a study abroad experience, research project, or academic internship.

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

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Sarah Luria, Ph.D., *Professor of English and Director*



## Academic Plans within Environmental Studies

- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)

### ENVS 118 – Environmental Perspectives Course count: 1

This course introduces students to the interdisciplinary field of environmental studies, which examines the diverse relationships between humans and the natural and constructed worlds in which they live. This course will examine the complex ways that we think about what constitutes nature and environment and how humans do and should relate to these categories. It will then provide an overview of the emergence of environmental challenges as a topic of concern in the United States and globally as well as encourage students to engage with contemporary environmental challenges. We will place special emphasis on questions of how axes of difference (class, race, ethnicity, nationality, etc.) intersect with environmental change, using social justice as a core lens through which we will define, describe, and analyze impacts of and solutions to environmental challenges. Integrating approaches from the social sciences and humanities, the course will provide students with essential background for engaging in subsequent Environmental Studies courses and for living in a rapidly changing world.

GPA units: 1

Common Area: Social Science

### ENVS 200 – Environmental Law Course count: 1

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

GPA units: 1

Typically Offered: Annually

### ENVS 247 – Introduction to Geographic Info Systems Course count: 1

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

Prerequisite: Enrollment is limited to ENVS majors or minors only.

GPA units: 1

Typically Offered: Annually

### ENVS 400 – Tutorial Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

### ENVS 401 – Directed Readings Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

### ENVS 402 – Undergraduate Research Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

## Environmental Studies Major Program Advanced Placement Policy

AP credits may be used for advanced placement in the Environmental Studies major but do not reduce the number of courses required. Students scoring a 5 on the AP Environmental Science exam will normally skip BIOL 117 Environmental Science and take an additional Environmental Studies science elective. Students scoring a 4 or 5 on the AP Chemistry exam may opt to skip CHEM 181 Atoms & Molecules and take CHEM 231 Equilibrium & Reactivity instead. Students will forfeit their AP Chemistry credit if they choose to take CHEM 181 instead. Students are invited to contact the program director with questions.

## Major Change

The Environmental Studies Major changed in 2019. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Requirements

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

### Code Title

#### Two required courses:

BIOL 117	Environmental Science
ENVS 118	Environmental Perspectives

Students must also take Environmental Perspectives and a Capstone Seminar.

#### Two introductory science courses:

BIOL 163	Introduction to Biol Diversity and Ecology (with lab)
CHEM 141	Environmental Chemistry (with lab)
CHEM 181	Atoms & Molecules
GEOS 150	Introduction to Geology (with lab)

#### Two environmental humanities courses:

CHIN 251	China and the Environment
CLAS 233	Nature in the Classical World
ENGL 325	Georgic and Pastoral
ENGL 344	The Romantic Revolution
ENGL 351	Thoreau: Then and Now
ENGL 377	Environmental Poetics
HIST 140	Nature and Society in American History
HIST 230	Environmental History
PHIL 247	Environmental Political Philosophy
PHIL 249	Environmental Ethics

RELS 255	Ecology & Religion
RELS 260	Comparative Mysticism & Human Ecology
RELS 340	Gardens & World Religions
RUSS 253	Fire & Ice: Siberia In Fiction
VAHI 250	Making the Modern City
VAST 206	Drawn to Nature

**One environmental economics course:**

ECON 224	Environmental Economics <sup>2</sup>
----------	--------------------------------------

**One additional environmental social science course:**

POLS 257	Politics Of Development
POLS 259	Nat Res Conflicts in Latin Am
POLS 285	Global Environmental Politics
SOCL 210	Consumer & Corp Sustainability
SOCL 236	Environmental Sociology
SOCL 238	Cities and Environment

**Two additional environmental science courses (one must include a lab):**

BIOL 163	Introduction to Biol Diversity and Ecology
BIOL 233	Freshwater Ecology
BIOL 235	Marine Biology
BIOL 250	Field Botany
BIOL 280	Ecology
BIOL 281	Conservation Biology
BIOL 331	Ecosystem Ecology
CHEM 141	Environmental Chemistry
CHEM 181	Atoms & Molecules
CHEM 231	Equilibrium & Reactivity
CHEM 300	Instrumental Chemistry/Analytical Methods
GEOS 150	Introduction to Geology
GEOS 210	Geomorphology
GEOS 270	Watershed Hydrology
GEOS 310	Paleoclimatology
GEOS 350	Oceanography

**One quantitative or spatial analysis course:**

BIOL 275	Biological Statistics
ENVS 247	Introduction to Geographic Info Systems
STAT 220	Statistics

**Two additional upper level environmental electives in any area above. <sup>2</sup>**

<sup>1</sup> ECON 110 Principles of Economics is a prerequisite for ECON 224 Environmental Economics.

<sup>2</sup> One of the upper level course requirements can be fulfilled by undergraduate research, an honors thesis, or academic internship for academic credit with prior permission of the ENVS Director.

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

Students may also use certain study abroad courses to fulfill major requirements with prior permission from the Environmental Studies Study Abroad Advisor

## Environmental Studies Minor

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

## Program Advanced Placement Policy

AP credits cannot be applied toward the Environmental Studies minor.

## Major Change

The Environmental Studies Minor changed in 2019. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Requirements

### Code Title

**Two required courses:**

BIOL 117	Environmental Science
----------	-----------------------

Students must also take Environmental Perspectives.

**One environmental humanities course:**

CHIN 251	China and the Environment
CLAS 233	Nature in the Classical World
ENGL 325	Georgic and Pastoral
ENGL 344	The Romantic Revolution
ENGL 351	Thoreau: Then and Now
ENGL 377	Environmental Poetics
HIST 140	Nature and Society in American History
HIST 230	Environmental History
PHIL 247	Environmental Political Philosophy
PHIL 249	Environmental Ethics
RELS 255	Ecology & Religion
RELS 260	Comparative Mysticism & Human Ecology
RELS 340	Gardens & World Religions
RUSS 253	Fire & Ice: Siberia In Fiction
VAHI 250	Making the Modern City
VAST 206	Drawn to Nature

**One environmental social science course:**

ECON 224	Environmental Economics
POLS 257	Politics Of Development
POLS 259	Nat Res Conflicts in Latin Am
POLS 285	Global Environmental Politics
SOCL 210	Consumer & Corp Sustainability
SOCL 236	Environmental Sociology
SOCL 238	Cities and Environment

**Two additional environmental science courses:**

BIOL 163	Introduction to Biol Diversity and Ecology
BIOL 233	Freshwater Ecology
BIOL 235	Marine Biology
BIOL 250	Field Botany
BIOL 275	Biological Statistics
BIOL 280	Ecology

BIOL 281	Conservation Biology
BIOL 331	Ecosystem Ecology
CHEM 141	Environmental Chemistry (with lab)
CHEM 181	Atoms & Molecules
ENVS 247	Introduction to Geographic Info Systems
GEOS 150	Introduction to Geology
GEOS 210	Geomorphology
GEOS 270	Watershed Hydrology
GEOS 310	Paleoclimatology
GEOS 350	Oceanography

**One additional elective from any area above.**

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

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

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

## History

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

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

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

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

theory and methodology. Writing assignments are fewer in number but of greater length and complexity than those at the introductory level.

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

## Honors Program

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

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

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

Sahar Bazzaz, Ph.D., *Professor*

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

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

Lorelle D. Semley, Ph.D., *Professor*

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

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

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

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

Munyaradzi Bryn Munochiveyi, Ph.D., *Associate Professor*

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

Justin Poché, Ph.D., *Associate Professor*

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

Ke Ren, Ph.D., *Assistant Professor*

Sanjog Rupakheti, Ph.D., *Assistant Professor*

Liat N. Spiro, Ph.D., *Assistant Professor and Alexander F. Carson Faculty Fellow in the History of the United States*

Kate Bush, Ph.D., *Visiting Assistant Professor*

Erina Therese Megowan, Ph.D., *Visiting Assistant Professor*

Noa Shaindinger, Ph.D., *Visiting Assistant Professor*

## Academic Plans within History

- History Major (p. 111)

## Other Academic Plans Accepting/Requiring History Coursework

- Africana Studies Concentration (p. 56)
- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- German Major (p. 235)
- German Minor (p. 235)
- International Studies Major (p. 125)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
- Peace and Conflict Studies Concentration (p. 59)
- Russian Major (p. 237)
- Russian Minor (p. 238)

### HIST 101 — Themes Course count: 1

An introduction to history as a mode of intellectual inquiry, this is an intensive reading, writing, and discussion course. Seeks to develop a critical awareness of history through an in-depth study of selected topics and themes. Emphasis is on student participation and the development of critical thinking. Readings involve some textual analysis and there are frequent short papers. Enrollment preference is given to first-year students. Only one Themes course may be applied toward the minimum of 10 courses needed for the major. One unit.

Enrollment limited to 1st year students only

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall, Spring

### HIST 105 — Asia in Western Fiction and Film Course count: 1

Examines and compares descriptions of Asia and portrayals of Asian societies found in Western novels, short stories and films produced since the mid-19th century, and relates them to colonial and post-colonial historical encounters between Asia and the West. Fulfills non-Western requirement for the major. One unit.

4th year HIST majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

### HIST 109 — Ancient Near East and Greece Course count: 1

Beginning with an examination of prehistoric humans in Africa and Europe, we will study the ancient civilizations of Sumeria, Assyria, Israel, and the Persians, then turn to Greek history. Political systems, social and economic organization, and cultural achievements will be discussed. Emphasis will be given to the analysis of evidence by which we know the past, and the archaeological discoveries of the ancient world during the past two centuries.

4th year HIST majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Spring

### HIST 110 — Rome: Republic and Empire Course count: 1

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

4th-year History majors are not eligible to enroll in this course. Students who have taken CLAS 151 or 152 cannot enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Fall

**HIST 111 — The Rise of the Christian West to A.D. 1000** Course count: 1  
Western history from the later Roman period to the formation of Europe in the 11th century. Covers political, religious, economic, social, artistic and legal developments in the fusion of Roman and Christian civilization, the disintegration of the Western Roman empire in the face of barbarian invasions, relations with the Byzantine Eastern Empire, the impact of Islam, rural and urban life, the Carolingian revival, and the impact of new peoples on the European scene. Fulfills one pre-modern/pre-industrial requirement for the major.

4th year HIST majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Fall

**HIST 112 — Emerging Europe 1000-1500** Course count: 1  
The emergence of Europe in the 11th century to the era of the Renaissance. Covers political, religious, economic, social, artistic and legal developments in the formation of European states and territorial monarchy, European frontier expansion, urban growth, the evolution of Romanesque and Gothic styles, and the conflict of church and state. Fulfills one pre-modern/pre-industrial requirement for the major.

4th year HIST majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Spring

**HIST 113 — Renaissance to Napoleon** Course count: 1  
Social, cultural, religious, economic, and political developments in Europe from the Renaissance to the fall of Napoleon. Special emphasis on the Protestant and Catholic Reformations, the evolution of monarchical power, the rise of European overseas empires, the scientific revolution, the Enlightenment, the French Revolution, and the rise and fall of Napoleon Bonaparte. Fulfills one of pre-modern/pre-industrial requirements for the major.

4th year HIST majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Annually

**HIST 114 — Napoleon to the European Union** Course count: 1  
European history from the end of the French Revolution to the aftermath of the collapse of communism in Europe: industrialization, the rise of liberalism and nationalism, the revolutions of 1848, the creation of national states in Italy and Germany, evolution of a consumer culture, European imperialism in Asia and Africa, art and culture of the 19th and 20th centuries, World War I, the rise of Bolshevism, fascism and Nazism, world War II, the history of the cold War, Western European integration, the collapse of communism in eastern Europe, the breakup of the Soviet Union, and the formation and growth of the European Union.

4th year History majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Annually

**HIST 122 — Food, Power, & Environment** Course count: 1  
The story of the American food system is fundamentally an environmental one. Over the past several centuries food production has evolved from a process that was bound by seasonal, regional, and other ecological limitations, to a highly industrialized and astoundingly productive system that defies these earlier limitations. For most Americans, food exists in the abstract. We find it at restaurants and in grocery stores with little sense of how it came from the earth and to our tables. Indeed, we expect to eat whatever we might desire regardless of what time of the year, which is an astoundingly new reality in the grand scope of human history!

GPA units: 1  
Common Area: Historical Studies

**HIST 124 — Religion and Society in American History** Course count: 1  
This survey of religious belief and practice in American history introduces students to the development of religious institutions, communities, and theological traditions throughout its history. It also asks them to examine the ways religious belief and practice have shaped and been shaped by the major social, economic, and political forces of American history. Through lecture, debate, and discussion, students examine the broad range of religious expressions, casting an analytical eye toward the religious conflicts of the post-9/11 world.

Fourth year History majors are not permitted to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Alternate Years, Spring

**HIST 126 — Colonial Latin America** Course count: 1  
Provides an introduction to Latin American history from pre-Columbian to the late 18th century, emphasizing native cultures, the conquest of the New World, the creation of colonial societies in the Americas, race, gender and class relations, the functioning of the imperial system, the formation of peasant communities, and the wars of independence. Fulfills one non-Western and one pre-modern/pre-industrial requirement for the major.

4th year HIST majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Cross-Cultural Studies, Historical Studies  
Typically Offered: Fall

**HIST 127 — Modern Latin America** Course count: 1  
Surveys the history of 19th- and 20th-century Latin America, focusing on six countries. Topics include the formation of nation-states, the role of the military, the challenges of development and modernization, the Catholic church and liberation theology, social and political movements for reform or revolution, slavery, race relations, the social history of workers and peasants, and inter-American relations. Fulfills one non-Western requirement for the major.

4th year History majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Cross-Cultural Studies, Historical Studies  
Typically Offered: Spring

**HIST 137 – American Slavery, American Freedom** Course count: 1  
Examines the intertwined origins and development of American slavery and American freedom, racial ideology and democracy, and the combustible interaction that created the central contradiction of antebellum America: a republican nation professing equality that was also an enormous slave holding society. Also examines the ways in which historians work and make arguments, and students will be asked to critically examine both primary and secondary documents.

GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Annually

**HIST 140 – Nature and Society in American History** Course count: 1  
This course combines a survey of traditional environmental history, exploring the changing relationships between people and the natural environment in the United States, from early agrarianism to the emergence of industry and market economics, urbanization, suburbanization, and modern debates over sustainability as both an individual and communal ethic. In addition to this broad survey of policy, students will develop particular themes: competing visions of nature and natural resources as raw materials for human development; how technological development shaped these attitudes explore the varied ways that nature and its resources became critical means of defining and asserting competing political, economic, cultural, and even religious identities over others; the historical origins of environmentalism and its limitations in addressing the needs and voices of marginalized communities.

4th year History majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Alternate Years, Spring

**HIST 145 – History of Medicine** Course count: 1  
This course will examine the history of health and disease through a careful study of patient expectations of experiences of therapeutics from Colonial America to present-day U.S. practice. We will explore how religion, war, industrialization, race, gender, and class shape patient expectations and medical practice over time. Concentration on specific events such as the invention of anesthesia; the Civil War; the advent of the germ theory; the emergency of bioethics; and the rise of breast cancer awareness as a brand affected the medical treatment patients received and demanded. One unit.

4th year History majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies

**HIST 155 – World War II in East Asia** Course count: 1  
This course provides a comprehensive examination of the Sino-Japanese War (1937-1945) and Asia-Pacific War (1941-1945). Students will also gain a working familiarity with the history of early and late twentieth-century China and Japan as they study the political and cultural contexts of prewar and postwar East Asia and East Asia-U.S. relations through engagement with a wide variety of primary sources. By exploring a number of issues such as nationalism, popular memory, morality, identity, race, gender, and refugees, students will be exposed to a number of recent and classic debates in the historiography on modern China and Japan.

4th year HIST majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Alternate Years

**HIST 195 – Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

**HIST 196 – African Colonial Lives** Course count: 1  
This course analyzes the colonial experience of African people in sub-Saharan Africa, from the late 19th century and throughout the twentieth century. European colonialism in Africa transformed customs, traditions, and social organizations, introduced new boundaries between peoples and erased others through the institutionalization of racism and the creation of new ethnicities. The history, theory, and practice of colonialism (and neocolonialism) are presented in this course through historical documents, scholarly writing, literature, and film. The course also explores the long-term economic, psychological, and cultural effects and legacies of colonialism on the colonized.

4th year History majors are not eligible to enroll in this course.  
GPA units: 1  
Common Area: Cross-Cultural Studies, Historical Studies  
Typically Offered: Spring

**HIST 197 – Early Africa to 1800** Course count: 1

Early African farmers and hunters, men and women, kings and queens, commoners and slaves long stood at the center - not the margins - of global change. From the rise of agriculture to the culmination of the slave trades, Africans actively borrowed ideas, technologies, and foods, guns, and other goods from Asian and European(strangers). But they profoundly influenced these strangers as well, contributing their innovative ideas, technologies, cultural expressions, and wealth. Through close study of oral traditions, epics, archaeological data, food, autobiography, and film, we will investigate early Africans' global connections. Environment plays an important role in our study; we explore the ways that Africans creatively adapted to, manipulated, and altered the continent's diverse environments, and how choices shaped the kinds of societies in which they lived. By immersing ourselves in Africa's early history, we will also begin to understand and to critique how and why contemporary western media has come to portray Africans as (marginal) to global change. This course begins its study of global connections when the climatic changes that contributed to the rise of agriculture (after 20000 BCE), and it concludes in the late-eighteenth century, following the period of Africa's most intensive exports of slaves.

4th year History majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Spring

**HIST 198 – Modern Africa Since 1800** Course count: 1

A survey of Africa's complex colonial past, examining dominant ideas about colonial Africa and Africans' experiences during colonialism, including important historical debates on Africa's colonial past and the legacy of colonialism; pre-colonial Africa's place in the global world; resistance and response to the imposition and entrenchment of colonialism; and the nature of colonial rule as revealed in economic (under) development, ethnicity and conflict, and the environment.

Anti-requisite: Students who previously enrolled in HIST 196 and MONT 100C "Encountering Difference - Africa and the Other" CANNOT enroll in this course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Fall

**HIST 200 – The Historian's Craft** Course count: 1

An introduction to historical methods and to historiography—that is, how history is written and interpreted, and how the discipline or a topic within it has evolved. Students examine how historians formulate questions or lines of inquiry, how to locate and read primary sources, how to use secondary sources, how to develop research topics that are incisive and focused, and how to organize and present one's research in oral and written form. Required of all history majors. One unit.

Enrollment is limited to 2nd year HIST Majors only.

GPA units: 1

Typically Offered: Fall, Spring

**HIST 201 – Colonial America** Course count: 1

The exploration, settlement, and development of North America from the late-16th to the mid-18th century. Special emphasis: comparative analysis of the backgrounds, goals, and accomplishments of the original colonists; social structure, economic development, and religious life; immigration and white servitude; slavery; Indian-white relations; and development of the British imperial system. Fulfills one pre-modern/ pre-industrial requirement for the major.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years, Fall

**HIST 202 – Amer in the Age of Revolutions** Course count: 1

The American Revolution and independence in the context of Anglo-American ideas and institutions. Special emphasis: imperial reorganization after the Seven Years' War; colonial resistance and loyalty; revolutionary ideology; social and political consequences of the Revolution; Confederation and Constitution; political parties under Washington, Adams, and Jefferson; and impact of the French Revolution and Napoleonic Wars on the U.S. Fulfills one pre-modern/pre-industrial requirement for the major. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 203 – Slavery, Industry, Empire 1815-60** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 204 – Civil War and its Aftermath** Course count: 1

American life and politics from the Civil War to the end of Reconstruction. Emphasizes Lincoln's leadership and vision, the proximate causes and military progress of the civil War, "Reconstruction" of the former Confederate states, and the evolution of the 14th and 15th Amendments as protectors of civil rights. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 205 – United States in the 20th Century 1** Course count: 1

Examines the major political, economic, social and cultural forces that contributed to the modernizing of America. Special emphasis on: industrialization and Empire; the impact of racial, gender, class and ethnic struggles for justice with a democratic republic; "Americanism"; the expanding role of the government in the lives of its citizens; labor and capitalism; popular and consumer culture; war and homefront.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 206 – US in 20C II 1945-Present** Course count: 1

Examines the major political, economic, social and cultural forces of the post-WWII era. Special topics include: Reorganizing the post-war world; McCarthyism; consumer and youth culture; the Civil Rights Movement; the New Left and the Vietnam War; the women's movements; Watergate and the resurgent Right; and post-Cold War America.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

Typically Offered: Spring

**HIST 208 – The US & the World since 1890** Course count: 1

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

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 209 – Hamilton's America** Course count: 1

From the growth of a globally connected system of trade and the entrenchment of plantation slavery, to the inklings of revolution and the genesis of a wholly new form of government, Alexander Hamilton's America was a contested time and place. It was certainly much messier than John Trumbull's iconic painting that hangs in the Capitol rotunda, The Declaration of Independence, would have us believe. In this class, we will explore songs from the smash hit musical, Hamilton, as a way to help understand the tumultuous emergence of the United States and consider the role of the arts in representing history.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 210 – Early American Lives** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Fall

**HIST 212 – Hist of Capitalism: US & World** Course count: 1

This course will explore the history of capitalism from the Atlantic plantation economy of the early modern period to the global supply chains, distribution networks, and financial circuits of today. With an eye toward the shifting sources of power for groups and individuals in the United States, we will focus on regimes of free and unfree labor; developments in banking, insurance, and finance; shifting legal interpretations of contract and corporation; the concentration of capital and mass production; the rise and fall of organized labor; transformations in modes of consumption and retail; the making and unmaking of the welfare state; and the dynamics of race and space in American capitalism. We will examine the works of major economic thinkers alongside fundamental changes within the local, state, regional, national, and transnational institutions shaping American capitalism.

GPA units: 1

Common Area: Historical Studies

**HIST 223 – Radicalism in America** Course count: 1

Americans recognize that we live in a profoundly different nation than that which was created out of the American Revolution. Citizenship, itself, has changed. Civil society has been expanded such that we feel quite confident in our belief that the United States today is a fairer and more just nation in relation to the status of women, African Americans, and working people. We might account for these changes in various ways—the genius of the Founding Fathers, the general prosperity of the nation, even the feeling that "things" just always get better over time. This course is based on the idea that these changes have been the result of human effort, and that the efforts of American radicals have been essential to the rise of the American democracy. It examines the thought and action of radicals of various stripe and means, from Tom Paine to Martin King, from the brutal war on American slavery attempted by Nat Turner and John Brown, to the more genteel fight against patriarchy waged by Elizabeth Cady Stanton and Susan B. Anthony, and look closely at the various efforts of Wobblies, Syndicalists, and Reds to advance the cause of industrial democracy.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 224 – Catholicism In The United States** Course count: 1

A historical examination of the development of the Catholic Church and its people in the U.S. Particular attention devoted to issues of church and society as they have developed since the 19th century.

GPA units: 1

Common Area: Historical Studies, Studies in Religion

Typically Offered: Annually



**HIST 225 — Th Civil Rights Movement** Course count: 1

Provides an in-depth study of the civil rights movement from its origins in Jim Crow America to its stirrings in the 1950s, through to the heights of its successes in the mid-1960s and its dissolution thereafter. Assesses its legacy and consequence in the 1970s and afterward. Special attention is paid to the way in which the movement worked within and challenged consensus notions about progress and "the Negro's place" in America and also to the movement as an ideological problem for Americans and activists like Martin Luther King, Malcolm X and others. Also examines the ways in which historians work and make arguments, and students are asked to critically examine both primary and secondary documents. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 226 — Irish American Experience** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 227 — Muslim Africa** Course count: 1

Much of the discussion of the recent Arab Spring makes little of the fact that these critical events began in North Africa. How should we understand North Africa and Africa, in general, as part of a larger Muslim world? This lecture/discussion course examines the historical, religious, and cultural aspects of the expansion of Muslim Africa. Trade networks extending from north of the Sahara were an undeniable part of the diffusion of Muslim religious practices. However, this course also examines other factors that facilitated and hindered the spread of Islam in Africa including indigenous religion, gender ideologies, the expansion of Christianity, local politics, European colonialism, and the more recent development of Islamist political movements. In order to examine Muslim Africa from all of these perspectives, this course uses primary sources, scholarly articles, novels, and films covering all regions of the continent. This course is useful for students looking for an overview of African history.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 230 — Environmental History** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 231 — Medieval England To 1216** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years, Fall

**HIST 232 — Medieval Lives** Course count: 1

Course explores personal expressions of the intersection of faith and action. These works deal with the most basic questions of morality and ethics, and expand our understanding of the variety of rhetorical methods by which to communicate such issues. The readings include works of writers from many walks of life: saints such as Augustine and Joan; sinners like Abelard and Heloise, a king of Reconquest Spain; and a variety of folk in between: a Frankish noblewoman worried about her son, an Arab gentleman observing the crusaders' conquest of his country, a monk recalling his childhood, a young woman escaping an arranged marriage for a life of contemplation and prayer.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Fall

**HIST 233 — War & Chivalry in Medieval France** Course count: 1

Examines the political, social, and cultural developments in France from Roman Gaul to the reign of Louis XI. Emphasizes the institutional development of the state, the vital role of Christianity in the religious, political and intellectual life of France, the evolution of social life and social classes, and the rich artistic and architectural heritage of this era in French history. Fulfills one pre-modern/pre-industrial requirement for the major.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Spring

**HIST 234 – Medieval Spain** Course count: 1

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

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 236 – Renaissance Europe** Course count: 1

Surveys the significant intellectual, cultural, social, and political developments across Europe, beginning with the social and economic structures of family life during the early Italian Renaissance, continuing with the political and artistic expressions of the Italian city-states, and tracing the spread of Renaissance influences to northern Europe through the early 16th century. Fulfills one pre-modern/pre-industrial requirement for the major.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Fall

**HIST 241 – French Rebels & Revolutionaries** Course count: 1

From the Revolution of 1789, which gave birth to the nation, to human rights and to citizenship, to the creation of the European Union in the 1990s, France has been at the center of European culture. Paris was rebuilt in the late 19th century as "the capital of Europe," a center of artistic modernism as well as an expanding global empire. During three wars with Germany between 1870 and 1945, the French suffered the devastating effects of total war on their own soil. France played a crucial role in the creation of the European Union but was forced to adapt to becoming a diminishing power in the world since World War II. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 242 – British Soc & Empire 1763-1901** Course count: 1

By the end of the Seven Years War (1756-1763), Britain had emerged as a genuine world power, with holdings larger and richer than any other in the Western world. During the next 150 years, Britain would eclipse its European rivals in industry, trade, and sea power. At the height of its power in the late 19th century, Britain controlled one quarter of the world's population and one-fifth of its land surface. This course surveys the history of Britain and its empire from the late 18th century to the turn of the 20th century. This course rethinks certain familiar topics in British history by considering the intersections between home and empire and by highlighting how imperial considerations influenced Britain's social formation. Topics include the slave trade and slavery, rise of capitalism, industrialization and consumer culture, political reform movements (e.g., anti-slavery, Chartism, and Irish Home Rule), imperialism, religion, and British identity.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 243 – Britain & Empire since 1901** Course count: 1

In this course, we will focus our attention on the social, economic, cultural and political transformations within Britain and its empire over the course of the twentieth century. This course recognizes that the experience of empire is not merely about the impact of the British overseas, but rather also about the relationship, often unequal and hierarchical, between Britain and its colonies. This course rethinks certain familiar topics in British history by considering the intersections between home and empire and by highlighting how imperial considerations influenced Britain's social formation. The aim in this course will be to foreground the ways in which imperialism was constitutive of much of the domestic history of Britain from 1901 to 2019, even after Britain lost most of its colonies. During the course we will focus on Britain's declining role as a world and imperial power and interrogate the meaning of Britain's national and imperial identities, particularly in the wake of Brexit referendum and Brexit. A good deal of attention will be devoted to a discussion of the two World Wars with analysis of their economic, social, and ideological repercussions within Britain and its empire.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 245 – Imperial Russia/East & West** Course count: 1

At its height, the empire of tsarist Russia stretched across one-sixth of the globe, running from Germany to the Pacific Ocean and bordering regions as disparate as Sweden, China, and Iran. Ever preoccupied with their country's amorphous position between Europe and Asia, Russians have struggled for centuries to define how their vast homeland should modernize and what models of development it should follow. This course examines debates about Russian identity and the relationship of Imperial Russia to "East" and "West" that raged from the time of Peter the Great in 1682 to the outbreak of World War One in 1914. Important issues over the course of the semester include serfdom and emancipation; terrorism and the ethics of resistance against authoritarian power; conflicts over the relative merits of capitalism, liberalism, and socialism; strategies for managing a multi-ethnic empire; and theories of revolutionary vs. evolutionary change. Readings draw on works of Russian literature as well as a variety of other political and cultural sources.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Spring

**HIST 253 – Soviet Experiment** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 254 – The Soviet Union After Stalin** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 255 – Eur:Mass Polit/Tot War 1890-1945** Course count: 1

From the high point of European global power and cultural influence, Europe moved into an era of world war, popular millenarian ideologies, dictatorships, and unprecedented mass murder. This course examines the origins, evolution, and impact of the modern European ideological dictatorships, from the cultural ferment and socioeconomic change that characterized the pre-1914 "belle époque" through the two world wars. Topics include: modern art; liberalism and its discontents; the origins and nature of World War I; the Russian revolutions; the Versailles peace settlement; the struggling interwar democracies; the economic crises; communism and fascism; the Italian, German, and Soviet dictatorships; the Spanish Civil War; and the origins of World War II.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year

**HIST 256 – Europe & Superpowers:1939-1991** Course count: 1

Postwar Europe was shaped in part by four major influences: the clash between Western liberalism and Soviet communism; the withdrawal from overseas empires; the effort to come to terms with the legacy of world war; and the creation of integrative European institutions. Concentrating on Europe, this course examines reciprocal influences between the Europeans and the two peripheral superpowers (USA and USSR) of the Atlantic community. Topics include: World War II, the Holocaust, science and government, the Cold War, the division of Europe, the revival and reinforcement of western European democracy, de-Nazification, Christian democracy, the economic miracle, European integration, the strains of decolonization, the rise of Khrushchev, the Berlin crises, De Gaulle and his vision, protest and social change in the sixties, the Prague Spring, Ostpolitik and détente, the oil shocks, the Cold War refreeze, the Eastern European dissidents, the environmental movement, Gorbachev's reforms, and the collapse of communism. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 261 – Germany in Age of Nationalism** Course count: 1

Late to unify, late to industrialize, and late to acquire democratic institutions, Germany had to cope with all three processes at once, with tragic consequences for human rights and international order. This course analyzes the development of German nation-building from the time of Metternich, through the age of Bismarck and the Kaisers, to the Weimar Republic and the rise of Hitler. We explore the trends and circumstances in German and European history that came together to produce Nazism. But we also explore the presence of diversity, the alternative pathways, and the democratic potential in pre-Nazi German history. Topics include religious tension and prejudice (Catholics, Protestants, and Jews), Prusso-Austrian duality, the German confederation, the revolution of 1848, German national liberalism, Bismarck's unification and its legacy, imperial Germany under the Kaisers, German socialism, World War I, the revolution of 1918, the Weimar Republic, and the Nazis.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 262 – Germany: Dictatorship/Democracy** Course count: 1

In Western Germany after World War II, a people that once had followed Hitler now produced perhaps the most stable democracy in Europe. At the same time, eastern Germans lived under a communist dictatorship that lasted more than three times as long as Hitler's. What is the place of the two postwar Germanies in the broader context of German and European history? To what degree were the two German states a product of their shared past, and to what degree were they products of the Cold War? What are the implications for reunified Germany? This course explores these questions by examining the history of democracy, dictatorship, political ideology, and social change in modern Germany. Topics include: Marx as a German; liberalism, socialism, communism, and political Catholicism in pre-Nazi Germany; popular attitudes toward Nazism; the legacy of Nazism and the Holocaust; the Allied occupation; de-Nazification, the Cold War, and the partition of Germany; Christian Democracy and Social Democracy; the Adenauer era, the Berlin crises, and the economic miracle; German-German relations and the Ostpolitik of Chancellor Willy Brandt; protest politics, Euromissiles, and the Green movement; the development and collapse of East Germany; and Germany since reunification.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 267 – Modern Italy** Course count: 1

Italy has a long and distinguished history, but its political unification occurred only in 1861. This course analyzes the process of unification, the social and cultural life of 19th-century Italy, the deep divisions between the north and the south, Italy's role in both world wars, fascism and resistance to fascism, the postwar economic miracle, the role of the Mafia in Italian politics, and Italy's role in the formation of the European Union.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 271 – The Indians' New World: Native American History 1** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Annually

**HIST 272 – Native American History II** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Annually

**HIST 275 – U.S. Mexican Border** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 277 – Afro-Latin America** Course count: 1

This course examines the African Diaspora in Latin America from the aftermath of slavery to the present. We will study the struggles of Afro-Latin America in establishing citizenship and a dignified existence, emphasizing topics such as: liberation movements; gender and racial politics; art; African religions in the Americas; national policies of whitening; and Afro-centric ideologies of the Caribbean. The course extensively uses music as both art and historical text.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 278 – Raza e Identidad** Course count: 1

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

Prerequisite: One 300 level Spanish course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Every Third Year, Spring

**HIST 279 — America's Colony: Puerto Rico since 1898** Course count: 1

This course analyzes the history of Puerto Ricans from the moment their island became a US territory in 1898 to the present. It analyzes the political status of the island and the cultural, economic and social world of Puerto Ricans both in the island and the mainland United States. The course also highlights how Puerto Ricans have shaped and/or undermined US colonialism.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 280 — Modern India** Course count: 1

This course takes us on an intellectual journey through India's past and present. The course begins with important vignettes of Indian society, culture, and politics prior to the arrival of the British. We will examine how and why various facets of Indian society, namely: economic, legal, religious, and gender relations underwent radical transformation during the British rule. In the second segment of the course, we will study the causes and consequences of the Indian struggle for Independence that ended the British rule, but also led to a violent partition of India in 1947. The third segment of the course will look at some key individuals who sought to implement differing visions of India in the post-colonial era. By following the stories of the historical actors, events, and ideas we will seek to understand how colonial legacy, caste and gender relations, political corruption, and religious fundamentalism have shaped the contemporary Indian society.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 281 — Imperial China** Course count: 1

Surveys Chinese political history from the formative era of the imperial system in the fourth century B.C. through the Communist revolution in 1949. Themes demonstrate how the tradition has shaped and is reconstructed to suit contemporary forces in China. Films, biographies, historical and philosophical writings, and western interpretations of events and personalities offer a variety of perspectives. Fulfills non-Western requirement and one pre-modern/pre-industrial requirement for the major.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 282 — Modern China** Course count: 1

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

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 286 — Modern Japan** Course count: 1

This course begins by surveying political, social, economic and cultural developments during the so-called "early modern" period of Japanese history (1600-1850), when the country was governed by the samurai military class. The focus then shifts to the period between the 1850 and 1930, when Japan undertook a thoroughgoing "modern" revolution that transformed it into a major military, industrial and colonial power that rivaled Europe and the United States. While modernization resolved some of the challenges facing the country in the 19th-century, it also posed a new set of challenges for Japanese -that culminated in the Pacific War.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 290 — Sex and Society in Africa** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 291 – Making Modern Middle East 1882-1952** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 292 – Making of the Modern Middle East II** Course count: 1

This course examines the cultural and political history of the Middle East (Egypt, the Levant, Palestine/Israel, Iraq, Iran, Turkey and the Gulf States) from World War II until the recent Arab Uprisings. Through literature and film, the course highlights the major trends and themes in the history of the region including the effects of European imperialism and the Cold War, the Iranian Revolution, the birth of the oil economy, the rise of political Islam, the Arab-Israeli conflict, and the U.S. led invasions of Iraq, and most recently, the Arab Uprisings and the rise of ISIS.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 293 – Ottoman Empire 1/1300-1600** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Fall

**HIST 296 – South Africa & Apartheid** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 305 – America's First Global Age** Course count: 1

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

Prerequisite: HIST 200 or permission of the Instructor. Students who have taken MONT 102G in Fall 2016, or MONT 103G in Spring 2017 are unable to enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 314 – Music/Sport/Cultural Encounter** Course count: 1

From aristocratic flute recitals to playoff games and rock festivals, human cultural expression takes place in social and political settings. Audiences are an intrinsic part of culture: Jackie Robinson integrated the stands, not just the playing field; some of George Harrison's fans learned Eastern Zen practice; Soviet teenagers sang "Jesus Christ Superstar." Inherently sensual, music and sports lend themselves viscerally to political, racial, ethnic, economic, and gendered contestation. We will explore case studies in this history: Bach, religion, and enlightened despotism; Robert and Clara Schumann's struggles with gendered expectations of artistry and family; ballet, "The Rite of Spring," bourgeois morals, and the modern audience as spectacle; the Olympics as proving grounds for liberal democracy and totalitarianism; Hispanics and racial categorization in North American baseball; the transatlantic musical invasions (rock/jazz in Europe, the Beatles in America); the Cold War as culture war; Korean hip-hop; and gender in rock and sport. As historic sites of participatory spectatorship and cross-cultural encounter, what can music halls and sports arenas teach us?

Prerequisite: HIST 200 or permission of the instructor.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 317 – Pain & Suffering: US History** Course count: 1

This is a course in American religious and social thought from the late-18th century to the present. Through reading, discussion, and written assignments, students will explore the development of competing assumptions rooted in various religious, political, and moral traditions about the meaning of suffering in society in terms of causes, consequences, and obligations it creates within in the larger community. It begins with the development of humanitarianism in the context of American antislavery debates. It continues through the late-19th and early-20th centuries when the emergence of total war, systemic poverty, industrialization, and public health crises provoked widespread moral concern and political response through new media technologies that brought images of suffering to wider audiences. In studying the post-WWII era, the course revisits ongoing debates over the causes and consequences of poverty in an age of affluence, explores the role of suffering in nonviolent direct action movements of the civil rights and Vietnam era, and examines the sources of modern discourses on just war, humanitarian interventionism, torture, and human rights in the present. Students will have options to explore one or more of these themes in-depth through research projects.

Prerequisite: History majors must have HIST 200. Other majors must have taken one History course or permission.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year

**HIST 319 – Joan of Arc & Medieval Warfare** Course count: 1

Joan of Arc has fascinated for centuries, yet continually eluded easy description. She is one of the most famous and best documented of all medieval individuals, yet she participated in public events for only two years, and died while still in her teens. This course explores Joan's history and legacy, through sources generated during her lifetime, and those, including film, created in later centuries. It also examines the 115-year-long conflict between England and France and their allies, known as the Hundred Years' War (1340-1455), in the context of medieval warfare in general. One unit.

Prerequisite: HIST 200.

GPA units: 1

Common Area: Historical Studies

**HIST 320 – Crafted by War:Med Eng to 1485** Course count: 1

Examines the political, social and economic developments in England and the Celtic fringe from 1216 through the accession of Henry VII in 1485. The course covers the growth of English common law and Parliament; agriculture and society, particularly during the years of demographic expansion in the 13th century and contraction after the Black Death; disturbances of the Hundred Years' War; the Wars of the Roses; and the role of crime and violence. The course focuses not just on the chronological development of British culture, but also upon the historiography in the field. Thus, we will pay attention to how historians - both medieval and modern - have written about and analyzed these topics. Students are required to develop sensitivity to historical interpretations and to the identification of methods and approaches within the field of medieval history.

Prerequisite: HIST 200 or HIST 231 or permission of the instructor.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years, Spring

**HIST 322 – War and Cinema** Course count: 1

Course examines the depiction of war in American and British cinema, contrasting filmed versions to historical events, and studying reception by audiences. Readings will include both analysis of the historical events and background to the filmed versions, and will stress historiography. Emphasis will be given to the nature of film as a primary source reflecting the perspectives of the society generating it. After a brief look at films made during and about World War One ("Big Parade," "J'Accuse," "Regeneration," "Paths of Glory"), we will be guided by Mark Harris's *Five Came Back: A Story of Hollywood and the Second World War* (2014), to study the effect of war on the work of five major directors (Ford, Stevens, Huston, Wyler, Capra), among others. Films studied will include "December 7th," "Mrs. Miniver," "Since You Went Away," "Cry Havoc!" "So Proudly We Hail," "Open City," "The Third Man," "The Best Years of Our Lives," "They Were Expendable." Other readings include: Greene, *The Third Man*; Henriksen, *Dr. Strangelove's America*; Basinger, *WW2 Combat Film*; Christensen, *Reel Politics*; Terkel, "The Good War"; Rollins, *Hollywood as Historian*; Rosenstone, *Visions of the Past*.

Prerequisite: HIST 200

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Fall

**HIST 327 – Cultures of Cold War** Course count: 1

The superpower struggle that shaped the world post-1945 involved a competition not only for military might, but also for moral supremacy. During this time, the United States and the Soviet Union came to define themselves in opposition to each other, both seeking to demonstrate the superiority of their respective social and political systems and advertise the alleged degeneracy of those of their arch-rivals. This course looks at how each country portrayed its own society and imagined that of its major global foe, and the way these representations often differed from reality. Because the major emphasis is on the shaping and re-shaping of values and identities, it draws heavily on cultural sources such as novels, short stories, films, cartoons, and music lyrics, as well as other more traditional primary and secondary historical texts. One unit.

Prerequisite: HIST 200 or one 200-level course in 20th C U.S., European or Soviet history.

GPA units: 1

**HIST 329 – Collapse of Communism** Course count: 1

What led to the surprise collapse of the Soviet Union in 1991? Why did the country fail in numerous attempts, the first begun immediately after the death of Josef Stalin, to reform its political and economic system? What did Soviet citizens think about the world in which they lived, and the relationship of their world to that of "the West"? What about that of China and "the East"? What has replaced the Soviet system - how is Russia today different from the Russia under Communist rule? Finally, what do we hope to learn from our study of the collapse? What kind of lessons about power, ideology, and freedom are to be found in the fate of the former Soviet superpower? This course will explore the final decades of the Soviet regime, the country's troubled transition from Communism to capitalism, and the evolution of Communist and post-Communist identities and values. Above all, it will examine the different and conflicting studies of these topics that have been undertaken by different groups with different agendas at different times and assess their historical and political significance.

GPA units: 1

Typically Offered: Alternate Years

**HIST 352 — Rebels & Radical Thinkers** Course count: 1

Prerequisite: History majors must have HIST 200. Other majors must have taken one History course or permission.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 361 — Germans, Jews and Memory** Course count: 1

Explores the place of Jews in German life before, during, and after the Nazi period. Commences with an examination of the centuries-old issue of assimilation. Explores the 20th-century "German world" of Einstein and Freud, everyday Jewish life in Nazi Germany, the Holocaust, survivors and their problems, the place of Jews in divided Germany after 1945, the growing Jewish community in contemporary reunified Germany, and the changing relationships among the children and grandchildren of the Holocaust's perpetrators, victims, and bystanders. Special attention is given to memory issues in postwar Germany. These issues too have a history. How have Germans dealt with their past? How has the passing of generations affected this issue? Are Jews and non-Jews in today's Germany comfortable with each other?

Prerequisite: HIST 200 or HIST 255 or HIST 256 or HIST 261 or 262 or 267 or 324 or permission of the instructor.

GPA units: 1

Typically Offered: Every Third Year

**HIST 365 — Resistance & Rev in Mod Africa** Course count: 1

A critical study of anti-colonial nationalist struggles and their outcomes in sub-Saharan Africa. The course traces the political economy of colonialism; the origins, rise and dynamics of anti-colonial nationalism; the strategy of armed insurrection and the role of revolutionary socialism. Lastly, it grapples with aspects of post-colonial Africa that reveal the changing balance between internal and external forces in specific African nations, the ambiguities of African independence, and post-colonial debates on nation and nationalism.

Prerequisite: History majors must have HIST 200. Other majors must have taken one History course or permission.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years, Spring

**HIST 392 — Arab-Palestine Conflict** Course count: 1

The history of the Arab-Israeli conflict is often defined in terms of competing Palestinian and Israeli national ambitions in the land of Palestine. Yet this was not always the case. In the early years of Israel's existence, Israeli prime minister, Golda Meir allegedly declared that Palestine was "a land without a people for a people without a land" thus drawing on a highly polemical argument originally coined in the mid-19th century to describe the relationship between the Jewish diaspora and the Holy Land. It implied, on the one hand, that the Palestinian people did not exist in the land of Palestine and on the other, that the Jewish people had a special/ primordial right to this land. This course takes this expression as a starting point for considering the history and historiography of the Palestinian-Israeli conflict from the British Mandate period through the 1967 Six Day War and its aftermath. Through intensive reading and discussion about the rise of Zionism and Palestinian nationalism, the demise of the Ottoman empire, the advent of the British Mandate for Palestine, and the broader conflict between the Arab states and Israel, this course will consider the historiographical revisions that Israeli and Palestinian historians have offered in order to address the "land without a people for a people without a land" polemic. We will investigate the reasons for the emergence of such historical revisionism and more broadly, the implications of newer historical paradigms for the history of the conflict and for its resolution.

Prerequisite: HIST 200 or permission of the instructor.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Every Third Year

**HIST 401 — Seminar** Course count: 1

An intensive research-oriented study on various themes; offered each semester; limited to 12 participants. One unit.

Enrollment limited to 3rd and 4th year students only

GPA units: 1

**HIST 408 — Tutorial** Course count: 1

Reading of selected sources, with individual written reports and discussion, under the direction of a member of the department. Students enrolled in a tutorial must receive the approval of the instructor. One unit.

GPA units: 1

**HIST 420 — Fourth Year Thesis** Course count: 1

An individual, student-designed, professor-directed, major research project. Usually available only to outstanding fourth-year majors. A lengthy final paper and public presentation are expected. Students engaged in a thesis may be nominated for Honors in History.

GPA units: 0

Typically Offered: Annually

**HIST 421 — Fourth Year Thesis** Course count: 1

An individual, student-designed, professor-directed, major research project. Usually available only to outstanding fourth-year majors. A lengthy final paper and public presentation are expected. Students engaged in a thesis may be nominated for Honors in History.

Prerequisite: HIST 420

GPA units: 2

Typically Offered: Annually



**HIST 422 — Advanced Research & Writing Colloquium** Course count: 0  
This course is required of all History thesis writers who are working on research-based projects during their senior year. The colloquium has two aims: first, to assist students in developing and adapting the skills they will use in the course of researching, writing, and revising a 60-100 page manuscript and presenting their work orally to a broader audience (an advanced form of The Historian's Craft); and second, to alleviate, as much as possible, the isolation of the thesis writing process by offering students both formal and informal opportunities for peer support and review.

GPA units: 0.5  
Typically Offered: Annually

**HIST 423 — Advanced Research & Writing Colloquium** Course count: 0  
This course is required of all History thesis writers who are working on research-based projects during their senior year. The colloquium has two aims: first, to assist students in developing and adapting the skills they will use in the course of researching, writing, and revising a 60-100 page manuscript and presenting their work orally to a broader audience (an advanced form of The Historian's Craft); and second, to alleviate, as much as possible, the isolation of the thesis writing process by offering students both formal and informal opportunities for peer support and review.

GPA units: 0.5  
Typically Offered: Annually

## History Major

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

First-year students interested in majoring in History are encouraged to take Montserrat courses taught by members of the department. A sequence of two such Montserrat courses counts as one course toward the History major. First-year students are also encouraged to enroll in 100-level History courses. Students should take at least one college-level history course prior to enrolling in HIST 200 The Historian's Craft, which is ordinarily taken in the second year.

## Department Advanced Placement Policy

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

## Requirements

- At least five courses for the major must be numbered 201 or higher, including two courses numbered 300 or higher.
- All majors are required to take HIST 200 The Historian's Craft. This course is normally taken in the sophomore year, after the student has completed at least one college-level history course; no seniors will be admitted to it. Historian's Craft is a prerequisite for all advanced courses at the 300 or 400 level. Non-majors without Historian's Craft must receive permission from the instructor to enroll in advanced courses.
- All majors must take at least two Pre-Industrial/Pre-Modern courses. (A list of Pre-Industrial/Pre-Modern courses is available online and

can be accessed from the department's home page; copies are also available in the Department office.)

- Global Themes: All majors must select one of the following six themes within the major:
  - a. Colonialism and Empire;
  - b. Gender in Public and Private Life;
  - c. Knowledge and Belief;
  - d. Race and Ethnicity;
  - e. Resistance, Revolution and Reaction;
  - f. War and Memory.

With the assistance of a faculty advisor in the department, each student submits a rationale and a course plan during the fall semester of the junior year. The course plan must include four courses that can be clustered within the chosen theme. One of these four courses may be at the 100 level; one of these four must be at the 300 or 400 level. The theme must incorporate more than one geographic area. The Historian's Craft course cannot be included in one's global theme. (A list of courses that address each of these themes is available online and can be accessed from the department's home page; copies are also available in the Department office.)
- All majors must complete a Capstone Project. This project must be completed during the senior year, in the student's Global Themes, within a 300- or 400- level course. The Capstone Project is a summative research project of significant length. The specific nature of the Capstone Project is at the discretion of the instructor of the course.
- Fourth-year majors will not be admitted to 100-level courses, except with special permission from the Department Chair.
- Transfer students and students who study away may receive credit toward the major for up to four history courses if they are away for a year or up to two history courses if they are away for a semester. Courses taken elsewhere must be approved by the History department for credit toward the major.

## International Studies

As a multidisciplinary program, the International Studies faculty reside in their home departments of Economics & Accounting, History, Modern Languages and Literatures, Philosophy, Political Science, Religious Studies, Sociology & Anthropology, and Spanish. The Director of International Studies can assist students in identifying faculty advisors and professors for International Studies courses.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine

placement in courses and progress in the major. See departmental descriptions for further information.

Judith A. Chubb, Ph.D., *Director, Distinguished Professor of Ethics and Society, Political Science*

## Academic Plans within International Studies

- International Studies Major (p. 125)

### AFST 260 — Black Europe Course count: 1

Although often considered homogeneously white, Europe's population is and always has been racially diverse. This diversity is the culmination of centuries of colonialist interventions around the globe, particularly in Africa and the West Indies. This course will explore the history and contemporary reality of this population diversity, with a particular focus on the African diaspora in Europe. Beginning with Europe's simultaneous expulsion of Jews and Muslims and "discovery" of Caribbean islands in 1492, the students will trace Europe's colonial history in Africa and the West Indies that ultimately resulted in return migration of current and former African colonial subjects to multiple metropolises in Europe. Students will then focus on the experiences of the African Diaspora in Europe, broadly, and in five countries (Britain, France, The Netherlands, Germany, and Italy) before addressing contemporary debates (the racialization of Muslims as the "new Blacks" in Europe, citizenship laws within and across the EU, and anti-racist movements) and concluding with discussion of the future of race and Africans in Europe.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

### ANTH 101 — Anthropological Perspective Course count: 1

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

Enrollment limited to 1st and 2nd year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Fall, Spring

### ANTH 170 — Contemporary Asia Course count: 1

This course examines contemporary Asia as an interconnected region that influences world events and as diverse societies, cultures, and nation states that face particular problems as they struggle with issues of globalization, modernity, and neoliberalism while trying to maintain a sense of national or cultural identity. Readings focus on India, Indonesia, Thailand, Vietnam, Japan, China, Hong Kong, Philippines, and the Asian diaspora. Topics include religion, aging, family, gender, politics, economics, class, labor migration, consumerism, ethnicity, and Orientalism.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

### ANTH 251 — Informal Economies Course count: 1

The UN reports that 2/3 of the global workforce operates in the "informal economy." This course develops an anthropological approach to that fact. Our foundation is the literature on the informal economy in Africa and other parts of the global south, but we will also explore economic processes closer to home. Topics include: the origin, development, and use of the "informal economy" concept, precarious livelihoods, micro-credit and "bottom of the pyramid" ventures, informal networks, illicit trade, smuggling, black markets, and organized crime.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

### ANTH 253 — Gender & Development Course count: 1

Is there any validity to the claim that women in the Global South have largely been "left out", "marginalized" and even "harmed" by development programs and ideologies? And is development a new form of imperialism? The course begins with discussion of anthropological and feminist critiques of "development" and then examines successes and shortfalls of different strategies used to "bring women back" into development. We then evaluate the gendered impacts of development policies, programs promoted by international development agencies.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

### ANTH 266 — Cultures and Politics of Latin America Course count: 1

An introduction to the cultures, politics and history of Latin America. The course examines past and current issues of the region through ethnographic monographs as well as through a cross-disciplinary approach that includes historical analysis, excerpts from literature, and film. Units focus on: pre-Colombian empires and conquest; the Zapatista revolution against neoliberalism in Mexico; militarization and Maoist rebels Shining Path in Peru; transvestites and Pentecostals in Brazil; "drug wars," "dirty wars" and debates over reconciliation and reparations in Guatemala; labor movements in Argentina; and indigenous and women's social movements that cross national boundaries.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

### ANTH 268 — Economic Anthropology Course count: 1

An introduction to the issues, methods, and concepts of economic anthropology. This course places economic features such as markets, commodities, and money into a larger cross-cultural context by exploring relations of power, kinship, gender, exchange, and social transformation.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Every Third Year

### ANTH 269 — Fashion & Consumption Course count: 1

A comparative, cultural anthropological exploration of fashion and consumption as tools for the creation, expression, and contestation of social, cultural, economic, political and individual identities. Topics include: anthropological and semiotic theories of materialism and consumption, subcultural styles, colonialism, race, gender, religious dress, globalization and ethnic chic.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Every Third Year

**ANTH 273 – Anthropology of Africa** Course count: 1

This course provides an introductory anthropological account of 20th- and 21st-century Africa. The central theme is the "representation" of Africa and Africans, including the manner in which outsiders have portrayed the continent and its peoples in the past, African responses and rejoinders, and current scholarship and forms of self-representation. We will cover a number of broader themes, including music, race, art, ethnicity, youth, economic activity, "tradition" and "modernity," and the politics of cultural translation.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**ANTH 386 – Global Queer Activism** Course count: 1

This course will critically examine the wide variety of approaches, tactics, discourses and objectives adopted by activists from around the globe in the effort to further LGBTQ+ rights, and discuss the ways that this activism centered on sexuality and/or gender identity intersects with race, class, religion, nationality and cultural identity. Although many nations around the world have experienced important advances over the last few decades in the effort to include LGBTQ+ populations, we cannot assume that progress on these issues is uniform or that it will look the same in different contexts. The course will push students to consider the ways that Western LGBTQ+ identities cannot be imposed on other contexts uncritically, and to consider how global activism can complicate efforts in different localities, render certain identities vulnerable, or participate in neocolonialist forms of pinkwashing. Queer activism that is truly global and sensitive to cultural difference requires queering activist practices themselves, and creating equal partnerships rather than top-down approaches to spreading LGBTQ+ rights.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**CISS 150 – Intro to Global Health** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies

**CISS 255 – Critical Issues/Global Health** Course count: 1

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Spring

**CISS 392 – The Holocaust** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**ECON 110 – Principles of Economics** Course count: 1

Economics is the study of the allocation of scarce resources among competing uses. This course is an introduction to economic issues and the tools that economists use to study those issues: supply and demand, decision making by consumers and firms, market failures, economic output and growth, fiscal and monetary policy in relation to unemployment and inflation, interest rates, technological progress, and international economics. Topics include both the study of markets and the need for public policy/government action to address market failures. Course is intended for students who are considering all majors or concentrations which require an introductory economics course. Course makes use of graphing and algebra, and meets for four hours per week.

Antirequisite: Students who have taken either ECON 111 or ECON 112 may not enroll in this course.

GPA units: 1.25

Common Area: Social Science

Typically Offered: Fall, Spring

**ECON 210 – Economics of European Union** Course count: 1

Applies economic theory (e.g., market equilibrium, externalities, optimal exchange rate arrangements, and welfare effects of free trade) to understand multiple facets of the process of the EU integration. Discusses the history of European integration (with the emphasis on political motivations of different national and political leaders); free mobility of goods, services, capital, and labor; regional income inequality; trade and environmental issues related to Common Agricultural and Common Fisheries Policies; the Euro; labor market policies and unemployment; sustainability of the government-provided pension systems; and the EU as a political player on the world stage.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**ECON 215 – African Economies** Course count: 1

This course will survey the major dynamics of economic growth in specific African countries as well as the dynamics of the continent as an integrated whole. The place of Africa's economies in the international economy will be a particular focus. Students will follow a particular country or region throughout the course.

Prerequisite: ECON 111 and ECON 112

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**ECON 216 — Economics of War & Peace** Course count: 1

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

Prerequisite: ECON 111 and ECON 112. Also, students who have taken Econ 316 may not enroll in this class.

GPA units: 1

Typically Offered: Alternate Years

**ECON 220 — Economics of Inequality** Course count: 1

In this course students will read, discuss, and critique current economic analyses of inequality, including causes, consequences, historical comparisons, and policy options. In addition to active class participation, two mid-term examinations and a final paper with a short presentation are required.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Common Area: Social Science

**ECON 221 — Econ Development Modern China** Course count: 1

Aims to provide the student with a sophisticated understanding of economic development in China. The historical circumstances and resource endowments which have constrained Chinese economic development are examined as a basis for analyzing the intentions and success of policies adopted since 1949.

Prerequisite: ECON 110, ECON 111, or ECON 112.

GPA units: 1

Typically Offered: Alternate Years

**ECON 230 — Financial Markets and Institutions** Course count: 1

A basic introduction to the main features of financial institutions and markets in the United States. First part covers interest rates, including rate of return calculations, how markets determine the overall level of interest rates and why different securities pay different interest rates. Second part covers financial markets and the assets that are traded on those markets, including the money, bond, stock and derivatives markets. Last section details workings of some financial institutions, including banks, mutual funds and investment banks. When discussing these institutions, particular attention is paid to conflicts of interest.

Prerequisite: ECON 111 and ECON 112. Students who have taken ACCT 275 may not enroll in this course.

GPA units: 1

Typically Offered: Alternate Years

**ECON 309 — Comparative Economic Systems** Course count: 1

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

Prerequisite: ECON 255 and ECON 256

GPA units: 1

Typically Offered: Alternate Years

**FREN 431 — Contemporary France** Course count: 1

Focuses on current issues in contemporary France. Politics, society, the arts, domestic and international affairs, education, the media, feminism, etc., are among the topics analyzed and discussed. Conducted in French.

Prerequisite: Two 300-level FREN courses.

GPA units: 1

Typically Offered: Every Third Year

**HIST 114 — Napoleon to the European Union** Course count: 1

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

4th year History majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 127 — Modern Latin America** Course count: 1

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

4th year History majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Spring

**HIST 155 — World War II in East Asia** Course count: 1

This course provides a comprehensive examination of the Sino-Japanese War (1937-1945) and Asia-Pacific War (1941-1945). Students will also gain a working familiarity with the history of early and late twentieth-century China and Japan as they study the political and cultural contexts of prewar and postwar East Asia and East Asia-U.S. relations through engagement with a wide variety of primary sources. By exploring a number of issues such as nationalism, popular memory, morality, identity, race, gender, and refugees, students will be exposed to a number of recent and classic debates in the historiography on modern China and Japan.

4th year HIST majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 196 – African Colonial Lives** Course count: 1

This course analyzes the colonial experience of African people in sub-Saharan Africa, from the late 19th century and throughout the twentieth century. European colonialism in Africa transformed customs, traditions, and social organizations, introduced new boundaries between peoples and erased others through the institutionalization of racism and the creation of new ethnicities. The history, theory, and practice of colonialism (and neocolonialism) are presented in this course through historical documents, scholarly writing, literature, and film. The course also explores the long-term economic, psychological, and cultural effects and legacies of colonialism on the colonized.

4th year History majors are not eligible to enroll in this course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Spring

**HIST 198 – Modern Africa Since 1800** Course count: 1

A survey of Africa's complex colonial past, examining dominant ideas about colonial Africa and Africans' experiences during colonialism, including important historical debates on Africa's colonial past and the legacy of colonialism; pre-colonial Africa's place in the global world; resistance and response to the imposition and entrenchment of colonialism; and the nature of colonial rule as revealed in economic (under) development, ethnicity and conflict, and the environment.

Anti-requisite: Students who previously enrolled in HIST 196 and MONT 100C "Encountering Difference - Africa and the Other" CANNOT enroll in this course.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Fall

**HIST 227 – Muslim Africa** Course count: 1

Much of the discussion of the recent Arab Spring makes little of the fact that these critical events began in North Africa. How should we understand North Africa and Africa, in general, as part of a larger Muslim world? This lecture/discussion course examines the historical, religious, and cultural aspects of the expansion of Muslim Africa. Trade networks extending from north of the Sahara were an undeniable part of the diffusion of Muslim religious practices. However, this course also examines other factors that facilitated and hindered the spread of Islam in Africa including indigenous religion, gender ideologies, the expansion of Christianity, local politics, European colonialism, and the more recent development of Islamist political movements. In order to examine Muslim Africa from all of these perspectives, this course uses primary sources, scholarly articles, novels, and films covering all regions of the continent. This course is useful for students looking for an overview of African history.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 241 – French Rebels & Revolutionaries** Course count: 1

From the Revolution of 1789, which gave birth to the nation, to human rights and to citizenship, to the creation of the European Union in the 1990s, France has been at the center of European culture. Paris was rebuilt in the late 19th century as "the capital of Europe," a center of artistic modernism as well as an expanding global empire. During three wars with Germany between 1870 and 1945, the French suffered the devastating effects of total war on their own soil. France played a crucial role in the creation of the European Union but was forced to adapt to becoming a diminishing power in the world since World War II. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 243 – Britain & Empire since 1901** Course count: 1

In this course, we will focus our attention on the social, economic, cultural and political transformations within Britain and its empire over the course of the twentieth century. This course recognizes that the experience of empire is not merely about the impact of the British overseas, but rather also about the relationship, often unequal and hierarchical, between Britain and its colonies. This course rethinks certain familiar topics in British history by considering the intersections between home and empire and by highlighting how imperial considerations influenced Britain's social formation. The aim in this course will be to foreground the ways in which imperialism was constitutive of much of the domestic history of Britain from 1901 to 2019, even after Britain lost most of its colonies. During the course we will focus on Britain's declining role as a world and imperial power and interrogate the meaning of Britain's national and imperial identities, particularly in the wake of Brexit referendum and Brexit. A good deal of attention will be devoted to a discussion of the two World Wars with analysis of their economic, social, and ideological repercussions within Britain and its empire.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 253 – Soviet Experiment** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Annually

**HIST 254 – The Soviet Union After Stalin** Course count: 1

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

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 255 – Eur:Mass Polit/Tot War 1890-1945** Course count: 1

From the high point of European global power and cultural influence, Europe moved into an era of world war, popular millenarian ideologies, dictatorships, and unprecedented mass murder. This course examines the origins, evolution, and impact of the modern European ideological dictatorships, from the cultural ferment and socioeconomic change that characterized the pre-1914 "belle époque" through the two world wars. Topics include: modern art; liberalism and its discontents; the origins and nature of World War I; the Russian revolutions; the Versailles peace settlement; the struggling interwar democracies; the economic crises; communism and fascism; the Italian, German, and Soviet dictatorships; the Spanish Civil War; and the origins of World War II.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year

**HIST 256 – Europe & Superpowers:1939-1991** Course count: 1

Postwar Europe was shaped in part by four major influences: the clash between Western liberalism and Soviet communism; the withdrawal from overseas empires; the effort to come to terms with the legacy of world war; and the creation of integrative European institutions. Concentrating on Europe, this course examines reciprocal influences between the Europeans and the two peripheral superpowers (USA and USSR) of the Atlantic community. Topics include: World War II, the Holocaust, science and government, the Cold War, the division of Europe, the revival and reinforcement of western European democracy, de-Nazification, Christian democracy, the economic miracle, European integration, the strains of decolonization, the rise of Khrushchev, the Berlin crises, De Gaulle and his vision, protest and social change in the sixties, the Prague Spring, Ostpolitik and détente, the oil shocks, the Cold War refreeze, the Eastern European dissidents, the environmental movement, Gorbachev's reforms, and the collapse of communism. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Historical Studies

**HIST 261 – Germany in Age of Nationalism** Course count: 1

Late to unify, late to industrialize, and late to acquire democratic institutions, Germany had to cope with all three processes at once, with tragic consequences for human rights and international order. This course analyzes the development of German nation-building from the time of Metternich, through the age of Bismarck and the Kaisers, to the Weimar Republic and the rise of Hitler. We explore the trends and circumstances in German and European history that came together to produce Nazism. But we also explore the presence of diversity, the alternative pathways, and the democratic potential in pre-Nazi German history. Topics include religious tension and prejudice (Catholics, Protestants, and Jews), Prusso-Austrian duality, the German confederation, the revolution of 1848, German national liberalism, Bismarck's unification and its legacy, imperial Germany under the Kaisers, German socialism, World War I, the revolution of 1918, the Weimar Republic, and the Nazis.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 262 – Germany:Dictatorship/Democracy** Course count: 1

In Western Germany after World War II, a people that once had followed Hitler now produced perhaps the most stable democracy in Europe. At the same time, eastern Germans lived under a communist dictatorship that lasted more than three times as long as Hitler's. What is the place of the two postwar Germanies in the broader context of German and European history? To what degree were the two German states a product of their shared past, and to what degree were they products of the Cold War? What are the implications for reunified Germany? This course explores these questions by examining the history of democracy, dictatorship, political ideology, and social change in modern Germany. Topics include: Marx as a German; liberalism, socialism, communism, and political Catholicism in pre-Nazi Germany; popular attitudes toward Nazism; the legacy of Nazism and the Holocaust; the Allied occupation; de-Nazification, the Cold War, and the partition of Germany; Christian Democracy and Social Democracy; the Adenauer era, the Berlin crises, and the economic miracle; German-German relations and the Ostpolitik of Chancellor Willy Brandt; protest politics, Euromissiles, and the Green movement; the development and collapse of East Germany; and Germany since reunification.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years

**HIST 267 – Modern Italy** Course count: 1

Italy has a long and distinguished history, but its political unification occurred only in 1861. This course analyzes the process of unification, the social and cultural life of 19th-century Italy, the deep divisions between the north and the south, Italy's role in both world wars, fascism and resistance to fascism, the postwar economic miracle, the role of the Mafia in Italian politics, and Italy's role in the formation of the European Union.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 275 – U.S. Mexican Border** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 277 – Afro-Latin America** Course count: 1

This course examines the African Diaspora in Latin America from the aftermath of slavery to the present. We will study the struggles of Afro-Latin America in establishing citizenship and a dignified existence, emphasizing topics such as: liberation movements; gender and racial politics; art; African religions in the Americas; national policies of whitening; and Afro-centric ideologies of the Caribbean. The course extensively uses music as both art and historical text.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 279 – America's Colony: Puerto Rico since 1898** Course count: 1

This course analyzes the history of Puerto Ricans from the moment their island became a US territory in 1898 to the present. It analyzes the political status of the island and the cultural, economic and social world of Puerto Ricans both in the island and the mainland United States. The course also highlights how Puerto Ricans have shaped and/or undermined US colonialism.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 280 – Modern India** Course count: 1

This course takes us on an intellectual journey through India's past and present. The course begins with important vignettes of Indian society, culture, and politics prior to the arrival of the British. We will examine how and why various facets of Indian society, namely: economic, legal, religious, and gender relations underwent radical transformation during the British rule. In the second segment of the course, we will study the causes and consequences of the Indian struggle for Independence that ended the British rule, but also led to a violent partition of India in 1947. The third segment of the course will look at some key individuals who sought to implement differing visions of India in the post-colonial era. By following the stories of the historical actors, events, and ideas we will seek to understand how colonial legacy, caste and gender relations, political corruption, and religious fundamentalism have shaped the contemporary Indian society.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 282 – Modern China** Course count: 1

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

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 286 – Modern Japan** Course count: 1

This course begins by surveying political, social, economic and cultural developments during the so-called "early modern" period of Japanese history (1600-1850), when the country was governed by the samurai military class. The focus then shifts to the period between the 1850 and 1930, when Japan undertook a thoroughgoing "modern" revolution that transformed it into a major military, industrial and colonial power that rivaled Europe and the United States. While modernization resolved some of the challenges facing the country in the 19th-century, it also posed a new set of challenges for Japanese -that culminated in the Pacific War.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 290 – Sex and Society in Africa** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 291 – Making Modern Middle East 1882-1952** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

**HIST 292 – Making of the Modern Middle East II** Course count: 1

This course examines the cultural and political history of the Middle East (Egypt, the Levant, Palestine/Israel, Iraq, Iran, Turkey and the Gulf States) from World War II until the recent Arab Uprisings. Through literature and film, the course highlights the major trends and themes in the history of the region including the effects of European imperialism and the Cold War, the Iranian Revolution, the birth of the oil economy, the rise of political Islam, the Arab-Israeli conflict, and the U.S. led invasions of Iraq, and most recently, the Arab Uprisings and the rise of ISIS.

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 296 – South Africa & Apartheid** Course count: 1

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

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Alternate Years

**HIST 322 – War and Cinema** Course count: 1

Course examines the depiction of war in American and British cinema, contrasting filmed versions to historical events, and studying reception by audiences. Readings will include both analysis of the historical events and background to the filmed versions, and will stress historiography. Emphasis will be given to the nature of film as a primary source reflecting the perspectives of the society generating it. After a brief look at films made during and about World War One ("Big Parade," "J'Accuse," "Regeneration," "Paths of Glory"), we will be guided by Mark Harris's *Five Came Back: A Story of Hollywood and the Second World War* (2014), to study the effect of war on the work of five major directors (Ford, Stevens, Huston, Wyler, Capra), among others. Films studied will include "December 7th," "Mrs. Miniver," "Since You Went Away," "Cry Havoc!" "So Proudly We Hail," "Open City," "The Third Man," "The Best Years of Our Lives," "They Were Expendable." Other readings include: Greene, *The Third Man*; Henriksen, *Dr. Strangelove's America*; Basinger, *WW2 Combat Film*; Christensen, *Reel Politics*; Terkel, "The Good War"; Rollins, *Hollywood as Historian*; Rosenstone, *Visions of the Past*.

Prerequisite: HIST 200

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year, Fall

**HIST 327 – Cultures of Cold War** Course count: 1

The superpower struggle that shaped the world post-1945 involved a competition not only for military might, but also for moral supremacy. During this time, the United States and the Soviet Union came to define themselves in opposition to each other, both seeking to demonstrate the superiority of their respective social and political systems and advertise the alleged degeneracy of those of their arch-rivals. This course looks at how each country portrayed its own society and imagined that of its major global foe, and the way these representations often differed from reality. Because the major emphasis is on the shaping and re-shaping of values and identities, it draws heavily on cultural sources such as novels, short stories, films, cartoons, and music lyrics, as well as other more traditional primary and secondary historical texts. One unit.

Prerequisite: HIST 200 or one 200-level course in 20th C U.S., European or Soviet history.

GPA units: 1

**HIST 329 – Collapse of Communism** Course count: 1

What led to the surprise collapse of the Soviet Union in 1991? Why did the country fail in numerous attempts, the first begun immediately after the death of Josef Stalin, to reform its political and economic system? What did Soviet citizens think about the world in which they lived, and the relationship of their world to that of "the West"? What about that of China and "the East"? What has replaced the Soviet system - how is Russia today different from the Russia under Communist rule? Finally, what do we hope to learn from our study of the collapse? What kind of lessons about power, ideology, and freedom are to be found in the fate of the former Soviet superpower? This course will explore the final decades of the Soviet regime, the country's troubled transition from Communism to capitalism, and the evolution of Communist and post-Communist identities and values. Above all, it will examine the different and conflicting studies of these topics that have been undertaken by different groups with different agendas at different times and assess their historical and political significance.

GPA units: 1

Typically Offered: Alternate Years



**HIST 352 — Rebels & Radical Thinkers** Course count: 1

Prerequisite: History majors must have HIST 200. Other majors must have taken one History course or permission.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Fall

**HIST 365 — Resistance & Rev in Mod Africa** Course count: 1

A critical study of anti-colonial nationalist struggles and their outcomes in sub-Saharan Africa. The course traces the political economy of colonialism; the origins, rise and dynamics of anti-colonial nationalism; the strategy of armed insurrection and the role of revolutionary socialism. Lastly, it grapples with aspects of post-colonial Africa that reveal the changing balance between internal and external forces in specific African nations, the ambiguities of African independence, and post-colonial debates on nation and nationalism.

Prerequisite: History majors must have HIST 200. Other majors must have taken one History course or permission.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Alternate Years, Spring

**ITAL 323 — Intro to Contemporary Italy** Course count: 1

Explores the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the "Lead Years," and the Mafia. Along with historical and cultural information, students will read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, and others. They will also see films by directors like Scola, e Sica, and Giordana.

Prerequisite: ITAL 301

GPA units: 1

Typically Offered: Spring

**PHIL 255 — Asian Philosophy** Course count: 1

What is the ultimate goal of human existence, if any? Are there qualities of persons or actions that promote harmony with the community or with nature at large? Is there a soul that exists beyond this life? Is there really a 'self' at all? Is there a permanent reality beneath the visible world of change - or is the motley of change all there is to the world? We shall explore these fundamental philosophical questions through key Asian traditions of wisdom such as Confucianism, Daoism, Hinduism and Buddhism. Not only is an understanding of these wisdom traditions valuable in themselves, it'll also help us understand better the Asian nations which social, political, ethical and cultural practices are founded on Asian philosophy.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Philosophical Studies

Typically Offered: Alternate Years

**PHIL 361 — Confucian Values & Human Rights** Course count: 1

Discourse about Confucian values, frequently known as "Asian Values," provided strong resistance to Western rights. Arguing that human rights are not universal because of their origin in the West, Asian nations urge that consideration be given to their cultural and historical situations which justify their own brand of human rights. Confucian values are being invoked by the Chinese government in political discussions with the U.S. This seminar focuses on primary texts by Confucius, Mencius and two other early Confucian texts, in order to understand the philosophical concepts which constitute Confucian values. We will survey some contemporary literatures on human rights to come to an understanding of the highly contested concept of human rights. Ultimately, we examine what values are Confucian, whether they are compatible with human rights, (especially the first- and second-generation rights), and if one of these is prior to the other for Confucianism. We ask if there are resources within Confucian values which can contribute to a better understanding of human rights.

Prerequisite: One previous Philosophy course. Enrollment is limited to 2nd, 3rd and 4th year students.

GPA units: 1

Common Area: Cross-Cultural Studies

**POLS 102 — Intro To Comparative Politics** Course count: 1

A comparative analysis of political processes and institutions in Western liberal democracies, Communist and post-Communist states, and developing nations. Focuses on alternative models of economic and political modernization and on the causes of and prospects for the current wave of democratization throughout the world. Comparative Politics.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**POLS 103 — Intro To Internat'l Relations** Course count: 1

Introduces students to major theories and concepts in international politics and examines the evolution of the international system during the modern era. Principal topics include: the causes of war and peace, the dynamics of imperialism and post-colonialism, the emergence of global environmental issues, the nature and functioning of international institutions, the legal and ethical obligations of states, and the international sources of wealth and poverty. International Relations.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**POLS 207 — American Presidency** Course count: 1

Studies the presidency as an office that shapes its occupants just as profoundly as specific presidents have shaped the character of the office. Traces the historical evolution of the presidency from the founding to the present. Among the topics considered are: presidential selection, the president as party leader, war powers and the president as commander in chief, the president as the nation's chief administrator, and the president as legislative leader. American Government.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 217 – The Constitution in Wartime** Course count: 1

Examines the interpretation and operation of the U.S. Constitution in times of war. Investigates how the Constitution's war powers are allocated between the branches of government and the ways in which constitutional rights and liberties are protected - or not protected - in wartime. The inquiry includes a series of historical and contemporary case studies, including the Civil War, World War II, the Cold War, and the war on terror. American Politics.

Prerequisite: POLS 100 or permission of instructor.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 235 – Islamic Political Thought** Course count: 1

Political movements inspired by Islam continue to shape politics across the world. In this course we will attempt to get behind the headlines and familiarize ourselves with the various currents of political thought in Islam. We will study the historical origins of political thought in Islam, the fundamentalist currents, and the efforts to present a liberal understanding of Islam. We will consider a range of political issues including: Islam and democracy, Islam and women's rights, Islam and the rights of minorities, and Islam and political violence. We will study a range of authors from the medieval period to present day.

Prerequisite: POLS 101

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**POLS 242 – European Political Parties** Course count: 1

This course examines the role that political parties play in modern European democracies. The course is organized around the following questions: What factors shape party systems in different countries? How do parties craft electoral rules? How are governments formed? Does it matter who governs for policy outcomes? How to explain the rise of populist and far-right parties? Are European democracies in peril? The first part of the course focuses on Western Europe, while the second examines Eastern Europe.

Prerequisite: POLS 102 or POLS 265.

GPA units: 1

Common Area: Social Science

Typically Offered: Spring

**POLS 252 – The Politics of Post-Communism** Course count: 1

This course explores the politics of the successor states to the former Soviet Union. It will focus in particular on Russia, Ukraine, the Caucasus and Central Asia. Topics to be covered include: democratization vs. a reversion to authoritarian rule, the transition to market economy, organized crime and corruption, the search for new post-Communist national identities, the Chechen conflict, the impact of so-called "color revolutions" in former Soviet republics, Russia and the West, and the roles of Islam and oil politics in Central Asia. Comparative Politics.

Anti-requisite: Students who took HIST 299-Russia Reborn? 1991-Present or HIST 329, will not be permitted to take POLS 252.

GPA units: 1

Typically Offered: Annually

**POLS 257 – Politics Of Development** Course count: 1

How can the world's less developed countries achieve sustainable development (in environmental, economic, and political terms)? This course discusses structural and institutional challenges to sustainable development in the global South, investigates different responses to these challenges (and their different degrees of success), and assesses the impact of development—and underdevelopment—on both societies and the environment. Comparative Politics.

Prerequisite: POLS 102 or POLS 103.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 259 – Nat Res Conflicts in Latin Am** Course count: 1

The course will investigate the nature of conflicts over natural resources in Latin America, their causes, and the position of the many stakeholders involved in them. It will also evaluate the diverse governance schemes that have been either proposed or implemented to solve such conflicts. The course will pay particular attention to the struggles of Latin American grassroots groups and social movements – indigenous peoples, landless peasants, and fishing folk, among others – for access to natural resources and environmental goods. Not all Latin American citizens have enjoyed unimpeded access to natural resources, whether such resources are common (as in public forests, oil and gas reserves, or clean air), formally owned by them, or located on their land. This reality which has historical roots persists today and may be aggravated in the future, despite the formal adoption of liberal democracy and the rule of law in most countries in the region. Acute economic and political power disparities among groups competing for natural resources contribute to create a permissive climate for systematic violations of environmental, social and cultural rights associated with such resources. Violations lead to new conflicts and aggravate old ones. Comparative politics.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 265 – European Politics** Course count: 1

Explores the relationship between states and citizens in Western Europe, with particular focus on Britain, France, Germany, and Italy. Major topics include the nature and sources of nationalism, the ongoing transformation of national identity, revolutionary and reactionary traditions in European politics, the politics of immigration, the political effects of economic modernization, and the politics of European integration. Comparative Politics.

Prerequisite: POLS 102

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 270 – African Politics** Course count: 1

This course is designed to examine the countries of Africa in comparative perspective. In doing so, the class highlights the most important issues in African politics and governance and the most difficult problems that African states face. The course presents a holistic view of Africa and a multifaceted look at countries found on the continent. Instead of merely focusing on the various problems facing the continent, this course looks at examples of both the successes and failures of African states in addressing the challenges they face. Comparative Politics.

Prerequisite: POLS 102 or African Studies Concentrator or permission of instructor.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**POLS 272 – Politics Of The Middle East** Course count: 1

An examination of politics in selected Middle Eastern countries. Begins with a brief overview of the rise and spread of Islam in the region and the establishment of Muslim empires, then turns to an exploration of the role of European colonialism in post-independence Middle Eastern politics. Analyzes various explanations for the difficulty of establishing durable democracies in the region, explores the political implications of religious identity and secular nationalism, and assesses prospects for peaceful resolution of the Israeli-Palestinian conflict. Comparative Politics.

Prerequisite: POLS 102 or Middle Eastern Studies majors or minors.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Fall, Spring

**POLS 273 – Race & Politics in the Americas** Course count: 1

The construction of race and ethnicity in Latin America has followed distinct historical and institutional trajectories. In some ways, racial politics in Latin America looks very different than in the United States. In other ways, however, racial paradigms in parts of Latin America and the United States mirror one another. This seminar will explore the interaction between race, ethnicity, and politics in the United States and Latin America. Specifically, it will examine the following questions: How do constructions of racial and ethnic identity vary across countries in the Americas? Why is ethnoracial group identity salient for some populations but not for others, and to what extent does ethnoracial identity formation shape candidate evaluation, political mobilization, and voting patterns? We will first focus on the politics of Afro-descendant and Indigenous populations in Latin America. In the last weeks of the course, we will study changes and continuity in the identity and political behavior of Latin Americans and their descendants in the United States. Comparative Politics.

Prerequisite: POLS 102 and POLS 272

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**POLS 274 – China from Mao to Market** Course count: 1

Explores the history of modern China from the Opium Wars of the 1840s to the present. Two central themes are the tension between reform and revolution as alternative paths for the modernization of China and whether, in order to emerge as a great power, China should embrace or reject Western models and values. This course focuses on the following questions: (1) the rise of the Communist Party and the reasons for its victory over the Nationalists; (2) Mao's ideological campaigns of the 1950s and 1960s, culminating in the Cultural Revolution; (3) the dynamics and dilemmas of post-Mao economic and political reform; (4) the 1989 Democracy Movement and the prospects for democratization in present-day China. Comparative Politics.

Prerequisite: POLS 102

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Annually

**POLS 275 – International Political Economy** Course count: 1

This course is designed to be an introduction to international political economy. Provides an overview of theories of international political economy, a historical review of the international political economy in light of these theories, and an application of the theoretical approaches to issues of trade, monetary relations, finance, and development. Readings and discussion focus on issues of conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Typically Offered: Annually

**POLS 276 – South Asian Politics** Course count: 1

Prerequisite: POLS 102 or POLS 103

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**POLS 278 – East Asia in World Politics** Course count: 1

This course examines China's emergence as a major power, and surveys the relationships of East Asian states with each other and with external powers including the United States. In addition to China, substantial attention is given to Japan, Korea, and Southeast Asia. Topics covered include military competition and regional security, trade relations, globalization, human rights, and potential conflict flashpoints such as North Korea and Taiwan. International Relations.

Prerequisite: POLS 103 or permission of instructor.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 281 — Global Governance** Course count: 1

Although the international system is characterized by anarchy by the absence of central government it is not without order. Relations among states and other actors are increasingly characterized by transnational rules, regulations, and authority relationships. How is global order produced, sustained, and regulated? Whose order is it? This course examines the structures through which international actors attempt to organize their relations with each other. Topics include the history and function of international organizations (including the United Nations), rules governing the use of force, economic integration, and global civil society. International Relations.

Prerequisite: POLS 103

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 282 — American Foreign Policy** Course count: 1

Explores major themes in U.S. foreign policy, focusing on the longstanding and ongoing debate between international engagement and isolationism. Topics discussed include the historical evolution of U.S. foreign policy, the roles played by specific institutional and societal actors in the formulation of policy, and contemporary issues facing the United States including international trade and finance, proliferation and regional security, the resort to force, human rights, and humanitarian intervention. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 284 — Human Rights** Course count: 1

Since World War II, questions of human rights have come to occupy a central place in international politics. This course examines the historical evolution and political effects of international human rights norms. Topics include the philosophical and legal basis of human rights, the origins of modern human rights, the origins of modern human rights covenants in the aftermath of Nazi atrocities, the effects of the Cold War on human rights politics, the tensions between national sovereignty and international human rights standards, the debate between universalist and particularist conceptions of human rights, patterns of compliance with human rights agreements, and the development of human rights enforcement mechanisms. International Relations.

Prerequisite: POLS 103

GPA units: 1

Typically Offered: Annually

**POLS 285 — Global Environmental Politics** Course count: 1

This course analyzes the roles of national governments, international institutions, and non-state actors in managing global and cross-border environmental problems. Principal topics include the process of international environmental negotiation, the nature of existing international environmental agreements, and the theoretical and practical problems involved in environmental protection and regulation at the international level. International Relations.

Prerequisite: POLS 103 or ENVS majors or minors.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 287 — Humanitarianism** Course count: 1

The aim of this course is to develop a nuanced understanding of the history and practice of humanitarianism, defined as the desire to relieve the suffering of distant strangers. Once the domain of volunteers, humanitarianism is today an expansive, professional field of endeavor; its study offers insights into the motivations as well as consequences of organized forms of compassionate action. Students in this course investigate current themes and debates in the field of humanitarianism, including questions of politicization and military intervention, professionalization, human rights and advocacy, and accountability; explore different hypotheses regarding the causes and consequences of humanitarian crises; and critically analyze the effects intended and unintended of humanitarian action. International Relations.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 288 — Politics of Globalization** Course count: 1

Economic globalization has wrought far-reaching changes on the United States and the world. Although globalization has made the world wealthier, it has not met with universal approval. In the United States, some of the changes associated with globalization such as the outsourcing of large numbers of factory jobs and the influx of large numbers of immigrants have provoked a political backlash. This course examines the political consequences of globalization, especially in the United States, and asks how the United States might adapt itself more effectively to a globalized world. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 289 — International Law** Course count: 1

Given the anarchical structure of the international system, the very existence of international law is paradoxical. Nevertheless, despite the emphasis often placed upon conflict and discord in global politics, for centuries states have propagated rules to facilitate cooperation and mutual restraint. What motivates these efforts? How successful are they in moderating the effects of international anarchy? This course will address these questions. Topics will include the historical development of international law, defenses and critiques of international law in theories of global politics, how international law is made, interpreted and enforced in international institutions, and the working of international law in various issue-areas, including the use of military force, the regulation of global trade, and the protection of the global environment. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Typically Offered: Annually

**POLS 290 – National Security Policy** Course count: 1

Focuses on contemporary national security problems faced by the United States as it seeks to manage the post-Cold War international order. Topics include relations with other major powers and with the Islamic world, U.S. military interventions abroad, terrorism, the proliferation of weapons of mass destruction, and nuclear strategy. Attention is also given to the domestic dimensions of U.S. security policy, including the politics of weapons procurement and the longstanding ideological debate regarding American national interest. International Relations.

Prerequisite: POLS 103

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 320 – Political Violence** Course count: 1

Explores contemporary political violence through a series of in-depth case studies across time and space. Topics include the psychological/sociological profile of revolutionaries or terrorists, the causes of and justifications for political violence, the internal dynamics of revolutionary or terrorist movements, explanations for their success or failure, and the ways in which states have attempted to deal with the aftermath of mass political violence. Comparative Politics.

Prerequisite: POLS 102 or POLS 103 or PCON Concentrators.

GPA units: 1

Typically Offered: Alternate Years

**POLS 325 – Politics of the Undocumented** Course count: 1

Why are some native and immigrant populations undocumented? What conditions produce undocumented populations, and how do undocumented populations affect labor market structures, social welfare, inter-ethnic relations, processes racialization, and electoral politics? This course will explore these questions using case studies of undocumented and legally precarious populations primarily in the Americas. The course will also examine how states document and regulate their populations, and how states enforces constructions of citizenship and ethno-national identity through its legal-bureaucratic apparatus. It will draw from theories on welfare-state development and international norms, among others, and study specific cases in the region, including the United States, Canada, the Dominican Republic, Puerto Rico, and a few countries in South America.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Typically Offered: Annually

**POLS 326 – Citizenship/Contemp Latin Amer** Course count: 1

An interdisciplinary course that fulfills major and concentration requirements for Political Science, Latin American Studies and Peace and Conflict Studies. Aims to maximize students' understanding and actual experience of citizenship struggles in Latin America. Discusses key concepts and approaches to the study of social movements in the region, as well as empirical citizenship struggles implemented by different populations (indigenous peoples, forest people, landless groups, labor, and women, in different Latin American countries). Active participation by students, through class discussions and presentations, is a major requirement of the course.

Prerequisite: POLS 102 or POLS 103 or LALC majors or concentrators.

GPA units: 1

Typically Offered: Annually

**POLS 333 – Sem: Ethics & Intr'l Relations** Course count: 1

Can considerations of justice and morality be incorporated successfully into national foreign policies, given the will to do so? Or must a successful foreign policy always be amoral? This course examines problems of ethical choice as they relate to international politics. Topics include the relationship between ethical norms and international law, the laws of war, the tension between human rights and state sovereignty, the ethical implications of global inequity, and the difficulties involved in applying standards of moral judgment to the international sphere. International Relations.

Prerequisite: POLS 103 or International Studies majors with POLS 103.

GPA units: 1

Typically Offered: Annually

**PSYC 314 – Science, Medicine & the Holocaust** Course count: 1

What can be learned of biomedical ethics from a study of the Holocaust? How did a healing profession justify its murderous actions? Were physicians and scientists pawns of a totalitarian regime, or were they active contributors to the racial Nazi ideology? Is the study of genetics susceptible to the same political forces that corrupted the field of eugenics? How did the Holocaust come to shape our current code of ethics in human experimentation? This seminar will seek answers to these and many related questions from a voluminous literature that is populated by contributions from historians, biomedical ethicists, philosophers, theologians, journalists, and artists. Far from a value-free discipline, ideological forces will be shown to be at the core of scientific inquiry. This lesson is of particular importance to aspiring scientists and health practitioners.

GPA units: 1

Typically Offered: Annually

**RELS 106 – Buddhism** Course count: 1

Survey of the Buddhist tradition, from its origins in ancient India through its evolution as a pan-Asian faith. Topics include the legends of the Buddha, the early monastic community, the emergence of Theravada and Mahayana teachings, Buddhist ethics and social philosophy, meditation traditions, and the later development of distinctive Tibetan, Chinese, and Japanese schools. Utilizes textual and anthropological sources.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Fall, Spring

**RELS 107 – Islam** Course count: 1

Examination of Islamic religious beliefs and practices from the origins of Islam to the present. Particular stress is placed on Islamic religious ideals, institutions and personalities. Central topics include: Islamic scripture and traditions, prophecy, law, rituals, theology and philosophy, sectarianism, mysticism, aesthetic ideals, art and architecture, pedagogy, and modern reinterpretations of the tradition. Also explores wider issues of religious identity by looking at the diversity of the Islamic tradition, tensions between elite and popular culture, and issues of gender and ethnicity.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Fall, Spring

**RELS 147 – Judaism** Course count: 1

Introduction to the history, theology, and practices of the Jews which uses the evidence of Judaism to exemplify the interrelationship between a religious civilization and the historical and cultural framework within which it exists. How does what happens to the Jews affect their formulation of their religion, Judaism? By answering this question and by learning the details of Jewish belief and practice, students will come to comprehend both Judaism and the social construction of religion in general.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Annually

**RELS 216 – Readings: Asian Sacred Texts** Course count: 1

Focuses on critical and analytical readings of sacred writings in translation from the Asian religious traditions: Hinduism, Buddhism, Confucianism, Daoism. The genres sampled include law codes, works of ascetic mysticism, religious biography, popular narrative, and scholastic treatises. Also examines the cross-cultural definition of "text," the idea of a "scriptural canon," and the construction of tradition in the western historical imagination.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 270 – The Quran** Course count: 1

This seminar will give students a window into the religious and spiritual world shaped and filled by the Quran. The topics covered will relate to Islam in general and the Quran in particular, such as language, law, mysticism, theology, art, and comparative religion. This will involve a study of the exegesis of the text, which records the ways in which Muslims have interpreted and taught the Quran through the ages up to our present day.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Spring

**RELS 279 – Religion and Violence** Course count: 1

Religion and Violence considers religious justifications of violence. The course begins with an examination of sacrifice through a survey of Aztec culture in relation to the theory of generative scapegoating articulated by Rene Girard. The course then moves to discuss religious justifications of warfare as crusade and jihad. The class also reads the Hindu epic The Mahabharata and examines its theory of ethical obligation in extreme circumstances. The course then considers terrorism through a comparative discussion of the Provisional Irish Republican Army and Palestinian organizations such as Hamas and Islamic Jihad. A crucial part of this discussion is engaging ethical theories regarding the classification of non-combatants as well as considering both critiques and defenses of asymmetrical forms of violence. Substantial attention will be given to analyzing the category terrorism and to what extent it has value as a classification for certain kinds of violence. The class concludes with a consideration of violence to the body as reflected in asceticism, torture, and ordeal.

Prerequisite: One previous Religious Studies course or consent of the instructor

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**RELS 280 – Liberation Theology** Course count: 1

Based on the principle of God's special identification with history's oppressed, liberation theology explores the problems of biblical interpretation, church teaching and Christian commitment in the contemporary world. This course examines the relationship between the socio-political consciousness of marginalized peoples and their Christian faith. Among the topics to be covered will be racism, global poverty, sexism, and environmental degradation. This course has three primary sections: (1) Black Theology; (2) Latin American Liberation Theology; (3) Feminist Theology.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Annually

**RELS 290 – Teología Andina** Course count: 1

A study of religion, culture, and theology in the Andean region of Bolivia. The course examines the way in which Christian faith has been appropriated by the Aymara and Quechua people, and it introduces students to a worldview that is both distinctive and challenging in its focus on the earth (the Pachamama) and community life. The course also studies the history of cultural and social oppression that paved the way for contemporary efforts in the region at religious and political self-expression. Taught in Spanish; requires the ability to read, speak, and write in Spanish.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years, Fall

**RELS 311 – Zen Buddhism** Course count: 1

Examination of Zen Buddhism and its influences on East Asian civilizations. Surveys the texts and monastic practices that define Zen spiritual cultivation and the history of the Soto and Rinzai schools; evolution. Special attention is also devoted to the distinctive poetic (haiku), fine arts (painting, gardening, tea ceremony) and martial arts (swordsmanship) disciplines that this tradition has inspired in China and Japan.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Spring

**RELS 312 – Theravada Buddhism** Course count: 1

Seminar examining the prominent texts, doctrines and practices of the Theravada Buddhist tradition. Surveys the historical development of the tradition in India, with attention to major schools of interpretation and practice. Theravada social philosophy and ethics are studied, as are the patterns of accommodation with non-Buddhist religions. The second half of the course focuses upon the distinctive practices of Burma, Sri Lanka, and Thailand as well as reformist modern movements.

Prerequisite: RELS 206 or permission of instructor.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 315 — Islamic Philosophy & Theology** Course count: 1

Introduction to the major issues, figures, and texts of Islamic philosophy and theology. Attempts to answer the question of what Islamic philosophy and theology are and how they figure in Islamic tradition. While dealing with such towering figures as Kindi, Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, the school of Ibn al-Arabi, Nasir al-Din Tusi, and Mulla Sadra, also discusses central issues and concepts of Islamic philosophy, including existence and essence, God's existence and knowledge of the world, knowledge and its foundations, cosmology, causality and its role in sciences of nature and political thought. Kalam or Islamic theology is the focus of the second part of the course. Examines classical debates around such issues as God's names and qualities, free will and determinism, reason and revelation, ethics, and political philosophy.

Prerequisite: One previous Religious Studies or Philosophy course.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**RELS 327 — Holocaust: Confronting Evil** Course count: 1

Seeks to interpret an event that defies representation and lacks discernible logic or meaning. By evaluating how others have depicted, attempted to create meaningful narratives about, and drawn conclusions from the Holocaust, we hope ourselves to reach some understanding of this event, of its significance for modern society, and of its potential for helping us to recognize our own responsibilities in a world in which ultimate evil is possible.

Prerequisite: One previous Religious Studies course.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Annually

**SOCL 210 — Consumer & Corp Sustainability** Course count: 1

This course asks what it means to be a good citizen, good consumer, and good corporation in light of contemporary social and environmental problems by focusing on the relationship between democracy and capitalism. It investigates the complexities of understanding and implementing social responsibility on the local, national, and global level.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**SOCL 280 — Global Culture & Society** Course count: 1

Global Culture & Society

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**SOCL 281 — Sociology of Travel & Tourism** Course count: 1

This course focuses on the relationship between tourism and social life by considering how tourist practices are socially shaped and made meaningful within social contexts. This course explores tourism as a lens through which we can understand many of the features of contemporary social life, including modernity, late capitalism, and postcolonial legacies,, consumption and cultural commodification, the aestheticization of everyday life, authenticity,, gender, risk, technology, and mobility .

Prerequisite: SOCL 101

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Every Third Year

**SOCL 376 — Women and Non-Violence** Course count: 1

This course surveys some of the most exemplary cases of women's efforts to use nonviolence in resistance, social change, and peace building. We will investigate how women's unique social location shapes their particular contribution to the conceptualization and implementation of nonviolence. And we will consider the significance of their efforts in constructing new social spaces for peace and justice. A global range of cases will be explored with a special focus on women in the developing world.

Prerequisite: SOCL 101

GPA units: 1

Typically Offered: Alternate Years

**SPAN 304 — Aspects of Spanish-American Culture** Course count: 1

Devoted to the study of processes of cultural change in Spanish America from pre-Columbian times to the present, with a focus on the layering of beliefs and practices of Hispanic, Indigenous, and African origin. Readings and documentaries highlight the diversity of the five main cultural regions--Caribbean, Andes, Southern Cone, Central America, and North America. Includes an optional Community-Based Learning Project in the local Latinx community. Conducted in Spanish.

Prerequisite: SPAN 301, 302 or equivalent. 4th year students by permission only.

GPA units: 1

Common Area: Cross-Cultural Studies, Language Studies

Typically Offered: Annually

**SPAN 421 — Spanish Film and Literature** Course count: 1

Studies some of the most relevant historical, political, and social issues in 20th-century Spain as depicted through film. Focuses on films which portray Spain at its different historical stages (pre-Franco era, Francoist Spain, transition era, and modern Spain). Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (308 or 309).

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Every Third Year

## International Studies Major

The International Studies major focuses on the historical, political, economic, cultural, environmental, and social forces that shape relations among states and peoples at the transnational level. The major is inherently multidisciplinary. Students completing a major in International Studies pursue coursework in some combination of Anthropology, Economics, History, Philosophy, Political Science, Religious Studies, and Sociology, in addition to the study of a foreign language. Students

pursuing an International Studies major are challenged to develop critical thinking and writing skills, to become proficient in an additional language, and to engage important questions of our day from the perspectives of multiple disciplines.

Students interested in the International Studies major should contact the program director to discuss their interests. Students must apply for the major through the online Student Program Application system. This is a non-competitive application. There is no limit on the number of majors or minimum grade point average requirement to apply for the major. The application is intended to assist students in developing an appropriate major curriculum. Applications are accepted twice per year in October and February. Students should contact the program director for the application deadlines.

The International Studies major is composed of three elements — a set of four core requirements, a thematic focus, and a regional focus. The language and introductory courses provide the foundation for the major. The thematic focus relates to the social scientific study of some aspect of relations among states and peoples. Potential majors can choose from themes such as Development Studies, Conflict and Conflict Resolution, Global Governance and International Law, and International Political Economy. Students may seek to develop an alternative thematic focus, but the onus is on the student to demonstrate in the application that the theme is appropriate and that there are sufficient courses to support the theme. The thematic focus should provide the student with a significant degree of breadth and depth in the theoretical study of their theme.

In addition to the thematic focus, students with a major in International Studies are expected to develop a degree of regional expertise. They should have sufficient knowledge of the states in a particular region of the world so that they can effectively apply their thematic coursework to that region. The study of a language from their proposed region of the world is central to the major. Students completing the major must pursue a minimum of foreign language study at the 300 level of their language. Students are also strongly advised to study abroad in their language. Experiencing the part of the world that is the focus of the major and achieving competency in the language is considered a very important aspect of the major.

## Program Advanced Placement Policy

Students with a score of 4 or 5 in a required Core course earn placement in the curriculum but not progress toward the minimum of 12 courses required by the major. They will be expected to take a fifth course in either their regional or their thematic focus.

## Major Change

The International Studies Major changed in 2017. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Requirements

Code	Title
<b>Core Requirements</b>	
ECON 110	Principles of Economics <sup>1</sup>
Select two of the following:	
ANTH 101	Anthropological Perspective <sup>1</sup>
POLS 102	Intro To Comparative Politics
POLS 103	Intro To Internat'l Relations

Language at the 301 level or higher

### Geographic Region

One history course from the region.

Three electives related to the region. <sup>2</sup>

### Major Theme

Four electives related to the theme.

- <sup>1</sup> ECON 110 Principles of Economics and ANTH 101 Anthropological Perspective must be taken in the student's first or second year at Holy Cross.
- <sup>2</sup> Your geographic region should correspond to the language you are studying.

In addition, students majoring in International Studies may count up to 2 courses from one semester abroad and up to 4 courses from a full year abroad toward the International Studies major requirements with the approval of the director.

Students pursuing a double major may count no more than two courses from the department of the second major toward the International Studies major.

Note that the major curriculum must be approved through the application process, and changes in the curriculum must be approved by the director.

## Mathematics and Computer Science

The primary goal of the programs in mathematics and computer science at Holy Cross is to enable students to become active participants in the study of fundamental and dynamic areas of human endeavor. The inherent structure and beauty of mathematics is at the core of all mathematical inquiry. Mathematics is also the language of the sciences and social sciences, and in our increasingly technology-driven society, it is part of our daily public discourse. Computing has become an indispensable tool for scientific and mathematical experimentation. The academic discipline of computer science studies algorithms, data structures, and their realization in software and hardware systems. It addresses the fundamental questions: What is computable in principle? And what tasks are algorithmically feasible? Thus the programs in mathematics and computer science are both informed by other disciplines and seek out ways that mathematics and computing have an impact on the world at large. In this context the department works toward helping students to become knowledgeable and sophisticated learners, able to think and work independently and in concert with their peers.

The department offers a number of introductory courses, a major in mathematics, a major in computer science, a minor in computer science, and a minor in statistics. Computing courses do not count toward the maximum number of courses that may be taken in one department for mathematics majors, nor do mathematics courses count toward the maximum number of courses that may be taken in one department for computer science majors.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-



Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

## AP Calculus

Students who have received a score of 4 or 5 on the AP Calculus AB exam, or a subscore of 4 or 5 on the AP Calculus BC Exam, will earn credit for MATH 135 Calculus 1 and are advised to take MATH 136 Calculus 2. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals or MATH 135 Calculus 1. Students who receive a score of 4 or 5 on the AP Calculus BC exam will earn credit for MATH 136 Calculus 2 and are advised to take MATH 241 Multivariable Calculus. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals, MATH 134 Calculus 2 with Fundamentals, MATH 135 Calculus 1 or MATH 136 Calculus 2.

## AP Statistics

Students who have received a score of 4 or 5 on the AP Statistics exam will earn one unit of credit for ECON 249 Statistics. Students will forfeit their AP credit if they opt to take any 100- or 200-level statistics course at the College, including STAT 120 Statistical Reasoning, STAT 220 Statistics, BIOL 275 Biological Statistics, ECON 249 Statistics, PSYC 200 Statistics, and SOCL 226 Social Statistics.

## AP Computer Science

Students who have received a score of 4 or 5 on the AP Computer Science A exam will earn one unit of credit for CSCI 131 Techniques of Programming and are advised to take CSCI 132 Data Structures. Students will forfeit their AP credit if they opt to take CSCI 110 Survey of Computer Science or CSCI 131 Techniques of Programming. Students who have received a score of 4 or 5 on the AP Computer Science Principles exam will earn credit for CSCI 110 Survey of Computer Science. Students will forfeit their AP credit if they opt to take CSCI 110 Survey of Computer Science.

## Introductory Courses

There are a number of introductory courses that satisfy a Common Area Requirement in Mathematical Science, including CSCI 110 Survey of Computer Science, MATH 110 Topics In Mathematics, and STAT 120 Statistical Reasoning. These are recommended for students who are not considering a major in mathematics, computer science, economics, accounting, the sciences, and who are not aspiring to the health professions.

## Calculus

MATH 133 Calculus 1 with Fundamentals, MATH 135 Calculus 1, MATH 136 Calculus 2 and MATH 241 Multivariable Calculus are for students who are interested in pursuing a major in mathematics, computer science, economics, accounting, the sciences, or who are aspiring to the health professions. Successful completion of MATH 136 Calculus 2 fulfills any college requirement for a full year of calculus.

Students considering any of these fields may need calculus and/or statistics and should consult the specific major requirements elsewhere in the catalog. Students with little or no calculus background should enroll in MATH 135 Calculus 1. Students with some calculus background

should enroll in either MATH 135 Calculus 1 or MATH 136 Calculus 2. Students who have earned advanced placement credit should follow the guidelines above. Students who have successfully completed a year of calculus in high school, but who did not take the AP exam, or who scored a 3 or lower on the AP Calculus AB exam may consider starting with MATH 136 Calculus 2, but only if they feel that they were successful in a strong high school course.

The sequences MATH 133 Calculus 1 with Fundamentals, MATH 134 Calculus 2 with Fundamentals and MATH 135 Calculus 1, MATH 136 Calculus 2 are alternatives to each other. MATH 133 Calculus 1 with Fundamentals is available for students who are particularly concerned about their algebra and pre-calculus preparation, in addition to having had no previous calculus. Only students interested in the specific fields listed above who feel they need additional class time to adjust to college mathematics should consider MATH 133 Calculus 1 with Fundamentals. MATH 133 Calculus 1 with Fundamentals and MATH 134 Calculus 2 with Fundamentals meet for extra time each week and have a weekly tutorial session to provide additional support. Enrollment is by permission only.

No student may earn credit for any two of MATH 133 Calculus 1 with Fundamentals and MATH 135 Calculus 1, or, similarly, for MATH 134 Calculus 2 with Fundamentals and MATH 136 Calculus 2.

## Statistics

STAT 120 Statistical Reasoning is an introductory course intended for students who are not interested in pursuing mathematics, economics, biology, psychology, sociology, or the health professions. Any such students should take a 200-level statistics course instead, ideally one within their major. Statistics is a part of the health professions curriculum, but many majors at the College offer their own statistics courses that are tailored to their disciplines. Health profession students are advised to take the statistics course in their major, should it offer one. Otherwise, students should take STAT 220 Statistics some time after their first year at the College.

## Computer Science

CSCI 110 Survey of Computer Science is a breadth-first general introduction to computer science. It is intended for students not majoring in mathematics, computer science, or the sciences, and does not count toward the requirements for the major or minor in computer science. CSCI 131 Techniques of Programming is for students considering further course work in computing or students majoring in any field in which computing plays a significant role.

## Other Information

The O'Callahan Science Library in the Swords Science Center and the College's extensive major computing facilities are described elsewhere in the Catalog. In addition, computer science and mathematics students have the opportunity to use the Department's PC laboratory in the lower-division mathematics courses and selected computer science courses as well as the Linux network in upper-division mathematics courses and most computer science courses. The McBrien Student Lounge provides a space for students to socialize and study.

Students who are interested in teaching mathematics at the secondary school level and wish to undertake the College program leading to licensure, should consult with the Department Chair and with the Director of the Teacher Education Program. Students who are interested in majoring in mathematics and participating in the 3-2 Program in

Engineering should consult with the director of that program and the Chair of the Department.

## Mathematics Honors Program

The program has two levels of distinction, Honors and High Honors. High Honors is distinguished from Honors by the successful completion of an honors thesis. Any questions concerning the program should be directed to the Department Chair.

### GPA Requirements for Honors and High Honors

The average GPA for mathematics courses above the level of Mathematics 136 must be at least 3.50 at the end of the fall semester of the fourth year.

### Course Requirements for Honors and High Honors

All regular course requirements for the mathematics major. In addition, for Honors, students must take at least seven courses numbered above 300. Students in the class 2019 must take at least one course in each of the areas of Analysis, Algebra, Geometry/Topology, and Applied Mathematics/Statistics.

### Fourth-Year Honors Presentation

During the fourth year all Honors majors must give an oral presentation open to the department. This may be related to their course work but it is not intended to duplicate material normally in the curriculum. It may be a presentation that originated in a project course. The goal is to ensure a certain degree of mathematical literacy among the Honors majors.

### Fourth-Year Honors Thesis for High Honors

This is a large project typically extending over the course of the fourth year. The thesis can either consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. It will culminate in an oral presentation during the spring term of the fourth year, which will be accompanied by a written report of the year's work. Typically, a student earns one unit in each semester of the fourth year for completion of the thesis.

## Computer Science Honors Program

### Course Requirements for High Honors

Students must complete all regular course requirements for the computer science major. In addition, for High Honors, students must complete a fourth year honors thesis and are encouraged to take a fourth upper-level elective. The thesis is a large project extending over the course of the fourth year. This can either consist of original research or be of an expository nature and is written under the guidance of one or more members of the department.

### GPA Requirement for High Honors

The average GPA for courses in Computer Science must be at least 3.50 at the end of the fall semester of the fourth year.

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

Cristina M. Ballantine, Ph.D., *Anthony and Renee Marlon Professor in the Sciences*

David B. Damiano, Ph.D., *Edward A. O'Rorke Professor in the Liberal Arts*

Margaret N. Freije, Ph.D., *Professor*

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

John B. Little, III, Ph.D., *Distinguished Professor Science*

Gareth E. Roberts, Ph.D., *Professor and Chair*

Constance S. Royden, Ph.D., *Professor*

Alisa A. DeStefano, Ph.D., *Associate Professor*

Sharon M. Frechette, Ph.D., *Associate Professor*

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

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

Eric R. Ruggieri, Ph.D., *Associate Professor*

Edward J. Soares, Ph.D., *Associate Professor*

Shannon R. Stock, Ph.D., *Associate Professor*

Kevin A. Walsh, Ph.D., *Associate Professor*

Zack Fitzsimmons, Ph.D., *Assistant Professor*

Ting Gu, Ph.D., *Assistant Professor*

Reginald L. McGee, Ph.D., *Assistant Professor*

Rebecca R. Winarski, Ph.D., *Assistant Professor*

Peter Bonventre, Ph.D., *Visiting Assistant Professor*

Lyda Urresta, Ph.D., *Visiting Assistant Professor*

Amanda R. Welch, Ph.D., *Visiting Assistant Professor*

Saba Kadady, M.A., *Visiting Lecturer*

## Academic Plans within Mathematics and Computer Science

- Computer Science Major (p. 136)
- Computer Science Minor (p. 136)
- Mathematics Major (p. 137)
- Statistics Minor (p. 138)

### Other Academic Plans Accepting/Requiring Mathematics and Computer Science Course Work:

- Accounting Major (p. 80)
- Biology Major (p. 51)
- Chemistry Major (p. 66)
- Economics Major (p. 81)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Geoscience Minor (p. 52)
- Neuroscience Student Designed Minor (p. 60)
- Physics Major (p. 159)
- Physics Minor (p. 160)

## Mathematics (MATH)

### **MATH 110 — Topics In Mathematics** Course count: 1

Consideration of diverse subjects in mathematics. Content varies from semester to semester with specific subject matter for each course announced just prior to enrollment. Designed for non-majors who wish to study mathematics other than calculus. This is the preferred course for students interested in taking just one mathematics course at the College. One unit.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Annually

### **MATH 133 — Calculus 1 with Fundamentals** Course count: 1

A version of Mathematics 135 that is designed for students who require more class time to make the transition to college-level mathematics. See the description of Introductory Courses before choosing this course. See the description of Mathematics 135 for the course content. This course meets five hours per week.

Students who have taken MATH 135, MATH 220, BIOL 275, ECON 249, PSYC 200, SOCL 226 may not enroll in this class.

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Fall

### **MATH 134 — Calculus 2 with Fundamentals** Course count: 1

A version of Mathematics 136 that is designed for students who require more class time to make the transition to college-level mathematics. See the description of Mathematics 136 for the course content. This course meets five hours per week.

Prerequisite: MATH 133 or MATH 135. Students who have earned credit for a course equivalent to Calculus 2 or above cannot enroll in MATH 134.

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Spring

### **MATH 135 — Calculus 1** Course count: 1

This is the standard version of Calculus at the College. Considers the calculus of real-valued functions of one variable for students who are planning further course work in mathematics, a major in the social or physical sciences, or the premedical program. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. The concepts of limit, continuity, and derivative are developed and applied to algebraic, logarithmic, exponential and trigonometric functions. Applications of the derivative are explored. This course meets three hours per week.

Students who have earned credit for a course equivalent to Calculus 1 or above cannot enroll in MATH 135.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Fall, Spring

### **MATH 136 — Calculus 2** Course count: 1

Considers the calculus of real-valued functions of one variable for students who are planning further course work in mathematics, a major in the social or physical sciences, or the premedical program. Emphasis is placed on a conceptual understanding of the calculus, presenting material from symbolic, numerical, and graphical points of view. Course content include the theory, evaluation, and applications of integration, sequences and series including Taylor polynomials and series, and an introduction to ordinary differential equations. This course is the prerequisite for Mathematics 241. This course meets four hours per week.

Students who have earned credit for a course equivalent to Calculus 2 or above cannot enroll in MATH 136. Intended for students who have completed one year of Calculus at the high school level.

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Fall, Spring

### **MATH 200 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

### **MATH 241 — Multivariable Calculus** Course count: 1

A study of the calculus of functions of several variables. Concerns the theory and applications of differentiation and integration of functions of several variables, vector fields, line integrals, Green's theorem. This course meets four hours per week.

Prerequisite: MATH 134 or MATH 136 or equivalent

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Fall, Spring

### **MATH 243 — Mathematical Structures** Course count: 1

An introduction to the primary algebraic and analytic structures in abstract mathematics. Emphasis is placed on using the language of sets, equivalence relations and functions, and on developing techniques of proof, including elementary logic and mathematical induction, basic group theory, and limits.

Prerequisite: MATH 134 or MATH 136 or equivalent

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Fall, Spring

### **MATH 244 — Linear Algebra** Course count: 1

Designed to acquaint students with the basic techniques of linear algebra. Topics include matrices, vector spaces, subspaces, linear transformations, bilinear forms, determinants, eigenvalue theory, and the finite dimensional spectral theorem. Applications and additional topics are included as time permits.

Prerequisite: MATH 243 or permission from Department Chair as it may be possible to take Math 244 before Math 243.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Fall, Spring

**MATH 301 — Topics In Geometry** Course count: 1

Centers on some area of geometry other than differential geometry. Possible topics include Euclidean and non-Euclidean geometry, projective geometry, the geometry of transformation groups, and the elementary geometry of algebraic curves.

Prerequisite: MATH 243 and MATH 244

GPA units: 1

Typically Offered: Alternate Years

**MATH 302 — Differential Geometry** Course count: 1

A first course in the differential geometry of curves and surfaces for students who have completed Mathematics 241 and a semester course in linear algebra. Topics include the Frenet-Serret formulas, smooth surfaces in 3-space, fundamental forms, differentiable manifolds, vector fields, connections and a brief introduction to Riemannian geometry.

Prerequisite: MATH 241 and MATH 244

GPA units: 1

**MATH 303 — Mathematical Models** Course count: 1

Introduction to the role of mathematics as a modeling tool, including the construction, interpretation and application of mathematical models.

Applications chosen to illustrate various modeling paradigms such as deterministic, probabilistic, discrete and continuous modeling and may include population dynamics, biomedical applications, stock market analysis, and network and traffic flows.

Prerequisite: MATH 241 and MATH 244 or equivalent or permission from Instructor.

GPA units: 1

Typically Offered: Alternate Years

**MATH 304 — Ordinary Differential Equations** Course count: 1

Linear differential equations are studied; basic existence theorems are proved. Separation of variables, Laplace transforms, first- and second-order equation and linear systems, and topics in nonlinear systems are considered. Breadth area: Applied Mathematics/Statistics.

Prerequisite: MATH 241 and MATH 244

GPA units: 1

Typically Offered: Alternate Years

**MATH 305 — Complex Analysis** Course count: 1

The fundamentals of complex analysis. Topics include the complex number system, analytic functions, the Cauchy-Riemann equations, Cauchy's integral theorem, Cauchy's integral formula, Taylor series, Laurent series, the calculus of residues and conformal mapping. Breadth area: Analysis.

Prerequisite: MATH 241 and MATH 243

GPA units: 1

Typically Offered: Alternate Years

**MATH 351 — Modern Algebra 1** Course count: 1

An in-depth study of the structure of groups, rings and fields. Depending on the instructor, applications to Galois theory, number theory, geometry, topology, physics, etc., are presented.

Prerequisite: MATH 243 244

GPA units: 1

**MATH 352 — Modern Algebra 2** Course count: 1

A continuation of Mathematics 351 exploring advanced topics and applications in modern algebra. Breadth Area: Algebra.

Prerequisite: MATH 351

GPA units: 1

Typically Offered: Alternate Years

**MATH 353 — Number Theory** Course count: 1

Elementary number theory is concerned with properties of numbers (integers, primes, etc.) as well as patterns and relationships among certain sets of numbers. Topics will include divisibility, congruences, special types of primes, the distribution of primes throughout the integers, number-theoretic functions, quadratic residues, and continued fractions. Further study may include the RSA code, a superior encryption algorithm based on elementary number theory, and a discussion of one of the most famous problems in mathematics - Fermat's Last Theorem - conjectured in 1630 yet unsolved until the 1990s. Breadth area: Algebra.

Prerequisite: MATH 243 and 244 or permission of the instructor.

GPA units: 1

Typically Offered: Alternate Years

**MATH 357 — Combinatorics** Course count: 1

A breadth-first introduction to the subject that discusses a representative sampling of combinatorial problems and general techniques for solving them, including a selection of counting techniques, techniques for existence questions, and a variety of examples. Examples may include partitions, graphs and trees, tournaments, graph coloring and chromatic polynomials, magic squares, Latin rectangles and squares, and combinatorial block designs.

Prerequisite: MATH 243 and MATH 244.

GPA units: 1

**MATH 361 — Real Analysis 1** Course count: 1

Topological ideas are introduced through a treatment of metric space topology. After the study of open, closed, compact and connected spaces with emphasis on their behavior under continuous mappings, selected topics from functional analysis are considered. These include lim sup and lim inf, relation of uniform convergence to differentiation and integration, and the Stone-Weierstrass approximation theorem.

Prerequisite: MATH 241, 243 and MATH 244

GPA units: 1

**MATH 362 — Real Analysis 2** Course count: 1

A continuation of Mathematics 361 exploring advanced topics, including an introduction to Lebesgue-Stieltjes integration, Hilbert space and other material from linear space theory. Breadth Area: Analysis.

Prerequisite: MATH 361

GPA units: 1

Typically Offered: Alternate Years

**MATH 363 — Topics In Topology** Course count: 1

Considers various aspects of topology of surfaces and solids, including orientability, the Euler number, and the fundamental group. One of the goals of the course is the topological classification of surfaces. Breadth area: Geometry/Topology.

Prerequisite: MATH 241, MATH 243 and Prereq or Coreq MATH 244

GPA units: 1

Typically Offered: Alternate Years

**MATH 371 — Methods of Numerical Analysis** Course count: 1

The numerical solution of problems using computers. Considerable time is devoted to selecting the appropriate algorithm for a given problem and analyzing the resulting numerical errors. Includes such topics as error analysis of computer arithmetic, approximation of functions, solution of equations, numerical integration, numerical solution of ordinary differential equations.

Prerequisite: MATH 241 and MATH 243.

GPA units: 1

Typically Offered: Alternate Years

**MATH 373 — Partial Differential Equations** Course count: 1

Provides an understanding of a wide spectrum of phenomena through the use of mathematical ideas, abstractions, and techniques. Topics included are partial differential equations, including the heat and wave equations, Fourier analysis, eigenvalue problems, Green's functions. Breadth area: Applied Mathematics/Statistics.

Prerequisite: MATH 304 or equivalent

GPA units: 1

Typically Offered: Alternate Years

**MATH 374 — Dynamical Systems** Course count: 1

An introduction to the theory of discrete dynamical systems. Topics include iteration of functions, graphical analysis, periodic points, stable sets, chaos, symbolic dynamics, the dynamics of functions of a complex variable and the Mandelbrot set. The major theorems will be studied along with their proofs and the computer will be used as a research tool to do experiments which motivate and illustrate the theory.

Prerequisite: MATH 241 and MATH 243.

GPA units: 1

Typically Offered: Alternate Years

**MATH 392 — Seminar** Course count: 1

Provides an opportunity for individual and group investigation of topics not covered in ordinary course work. Active participation on the part of the students is normally required. Subject matter varies to suit individual students and is often related to the research activity of the professor. Examples of areas of study: Lie groups, functional analysis, complex analysis, probability theory, commutative algebra, applied mathematics, the classical groups, mathematical logic, automata and formal languages, topics in discrete modeling, and qualitative theory of differential equations. A breadth area designation will be made individually for each seminar course by the department chair, in consultation with the faculty member teaching the seminar. Breadth area depends on the subject matter.

Prerequisite: MATH 351

GPA units: 1

Typically Offered: Annually

**MATH 400 — Directed Reading** Course count: 1

An independent reading project for upper division students. Normally this is on a topic that is not covered by the regular course offerings. Permission of the instructor and the department chair is required for this course.

GPA units: 1

Typically Offered: Fall, Spring

**MATH 410 — Directed Project** Course count: 1

A project course for upper division students under the direction of a faculty member. Normally the project will provide an introduction to research on a topic that is not covered by the regular course offerings. Course requirements are to be arranged in consultation with the instructor. Permission of the instructor and the department chair is required for this course.

GPA units: 1

Typically Offered: Fall, Spring

**MATH 495 — Mathematics Honors Thesis** Course count: 1

A large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a departmental seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for completion of the thesis.

GPA units: 0

Typically Offered: Annually

**MATH 496 — Mathematics Honors Thesis** Course count: 1

A large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. Normally, a student will earn one unit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a departmental seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for completion of the thesis.

GPA units: 2

Typically Offered: Annually

## Statistics (STAT)

### STAT 120 — Statistical Reasoning Course count: 1

This course presents the basic concepts of statistics and data analysis in a non-technical way. Topics include graphical methods of summarizing data, descriptive statistics, and methods of statistical inference.

STAT 120 is a terminal, introductory course intended for students who are not interested in pursuing mathematics, economics, biology, psychology, sociology, or the health professions.

Students who have taken MATH 135, MATH 220, BIOL 275, ECON 249, PSYC 200, SOCL 226 may not enroll in this class.

GPA units: 1

Common Area: Mathematical Science

### STAT 220 — Statistics Course count: 1

This course presents statistics intended for students aspiring to the health professions. Topics include sampling strategies and experimental design, numerical and graphical methods of describing data, basic concepts in probability, discrete and continuous probability distributions, sampling distributions, confidence intervals, hypothesis testing and simple linear regression. Statistics is a part of the health professions curriculum, but some majors at the College offer their own statistics courses that are tailored to their respective disciplines. Students majoring in mathematics, economics, biology, psychology and sociology should take the statistics course within their major. Health profession students are advised to wait and take the statistics course in their major, should it offer one. Otherwise, such students should take STAT 220 sometime after their first year at the College.

Prerequisite: MATH 133, 134, 135, or 136 or equivalent. Students who have taken ECON 249, BIOL 275, PSYC 200 or SOCL 226 or have credit for AP Statistics may not enroll in this course. ACCT, ECON, PSYC or SOCL majors may not enroll in STAT 220.

GPA units: 1

Typically Offered: Fall, Spring

### STAT 225 — Experimental Design Course count: 1

Prerequisite: One of BIOL 275, ECON 249, MATH 220, PSYC 200 or SOCL 226.

GPA units: 1

### STAT 226 — Bayesian Statistics Course count: 1

Prerequisite: BIOL 275, ECON 249, PSYC 200, SOCL 226, MATH 220 or MATH 376

GPA units: 1

### STAT 231 — Linear Models Course count: 1

This course provides a thorough examination of the theory and practice of ordinary least squares (OLS) regression modeling. Model interpretation and a conceptual understanding of confounding, mediation, and effect modification are emphasized. Specific topics include analysis of variance (ANOVA), derivation of parameter estimates, correlation, prediction, dummy variables, contrasts, testing general hypotheses, analysis of covariance (ANCOVA), multicollinearity, regression diagnostics, techniques for handling model misspecification (incorrect functional form, heteroskedasticity), and model-building strategies. Students will work extensively with data sets and the R statistical software package.

Prerequisite: Math 133, or Math 134 or Math 135 or Math 136 and Biol 275 or Econ 249 or Psyc 200 or Socl 226 or Stat 220 or Stat 376. Students who have earned credit for Econ 314 cannot enroll in Stat 231.

GPA units: 1

Typically Offered: Fall

### STAT 232 — Categorical Data Analysis Course count: 1

This course provides a focused introduction to the theory and practice of categorical data analysis. Model interpretation and conceptual understanding will be emphasized. Specific course topics include the chi-square test for independence, Fisher's exact test, logistic regression, multinomial logistic regression, prediction, dummy variables, contrasts, testing general hypotheses, effect modification and confounding, assessing fit, and model-building strategies. Students will work extensively with data sets and the R statistical software package.

Prerequisite: STAT 231 or ECON 314

GPA units: 1

Typically Offered: Spring

### STAT 375 — Probability Theory Course count: 1

An introduction to the theory and applications of probability. Includes both continuous and discrete distributions, conditional probability and Bayes' Theorem, random variables and expected values, joint distributions of several random variables, functions of random variables, and the Central Limit Theorem.

Prerequisite: MATH 241.

GPA units: 1

Typically Offered: Fall, Spring

### STAT 376 — Mathematical Statistics Course count: 1

A course in the theory and applications of statistics. Topics include maximum likelihood estimation, the sampling distributions of estimators, confidence intervals, hypothesis testing, regression analysis, and an introduction to the analysis of variance.

Prerequisite: STAT 375

GPA units: 1

Typically Offered: Alternate Years

**STAT 380 — Statistical Computing** Course count: 1

This course covers statistical methods that would not be possible without the advances made in modern computing over the last 25-30 years. Specifically, these are simulation and Monte Carlo techniques that are appropriate where statistical theory does not yet provide a solution. Each of the statistical methods covered is computationally intensive and therefore requires a computer to arrive at a solution. Topics include techniques for simulating of random variables, Bayesian statistics, Markov chains, the Metropolis-Hastings algorithm, MCMC and Gibbs Sampling, mixture models, and classification schemes.

Prerequisite: CSCI 131 and STAT 220 or STAT 375

GPA units: 1

Typically Offered: Alternate Years

**STAT 381 — Statistical Learning** Course count: 1

This course is an introduction to the main principles of supervised and unsupervised machine learning within the context of data analytics. Methods include linear regression, logistic regression, K-nearest neighbors, and discriminant analysis. Resampling methods such as cross-validation and bootstrapping, as well as model selection and regularization techniques are discussed. Non-parametric methods, including classification and regression trees (CART), boosting, bagging, and random forests are presented. Unsupervised learning methods focus on principal components analysis, K-mean, and hierarchical clustering. The R statistical computing package is used extensively.

Prerequisite: STAT 231 or ECON 314

GPA units: 1

Typically Offered: Alternate Years

**STAT 392 — Seminar** Course count: 1

Provides an opportunity for individual and group investigation of topics not covered in ordinary course work. Active participation on the part of the students is normally required. Subject matter varies to suit individual students and is often related to the research activity of the professor. Examples of areas of study: Lie groups, functional analysis, complex analysis, probability theory, commutative algebra, applied mathematics, the classical groups, mathematical logic, automata and formal languages, topics in discrete modeling, and qualitative theory of differential equations. A breadth area designation will be made individually for each seminar course by the department chair, in consultation with the faculty member teaching the seminar. Breadth area depends on the subject matter.

Prerequisite: STAT 231

GPA units: 1

Typically Offered: Annually

**Computer Science (CSCI)****CSCI 110 — Survey of Computer Science** Course count: 1

A survey of the science and art of computing intended for students not majoring in mathematics or science. Half of the course is an introduction to computer programming. Emphasis is placed upon language independent topics such as structured programming, good programming style, the use of subprograms, and algorithm construction in general. The other half of the course explores how computers are built, how they operate, and what their fundamental limitations are.

Prerequisite: Students who are computer science, math, or science majors or minors may not enroll in this course. Students who have taken any higher level computer course may not enroll in this course.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Annually

**CSCI 131 — Techniques of Programming** Course count: 1

A broad introduction to fundamental concepts in computer science, with emphasis on designing and writing correct and elegant computer programs. Concepts are illustrated through examples drawn from a variety of application areas and may include graphics, digital media, scientific computing, or games. Weekly lab meetings provide supervised practice. This course is appropriate for any student interested in creating or understanding software, and students with little or no prior programming experience are welcome. Students in this course develop both real-world programming skills and gain a foundation for applications in mathematics, the sciences, economics, accounting, or any other discipline in which computing plays an important role. This course also prepares students for further study in Computer Science 132, Data Structures, and it is required for both the major and the minor.

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Fall, Spring

**CSCI 132 — Data Structures** Course count: 1

An introduction to techniques for storing and manipulating complex data. Students gain experience with sophisticated programs by studying frequently used data structures, including stacks, lists, trees, graphs, and hash tables, and by discussing algorithms for searching, sorting, graph traversal, and hashing. Weekly lab meetings provide supervised practice designing, implementing and using these data structures. As time allows, students also begin an introduction to analysis of algorithms by examining the space and time efficiency of data structures and related algorithms. This course is required for both the major and the minor.

Prerequisite: CSCI 131 or equivalent

GPA units: 1.25

Typically Offered: Fall, Spring

**CSCI 135 – Discrete Structures** Course count: 1

An introduction to the discrete mathematical structures that form the basis of computer science. Topics include proof techniques, relations and functions, set theory, Boolean algebra and propositional logic, predicate calculus, graphs, trees, induction and recursion, counting techniques and discrete probability. It is recommended this class be taken concurrently with Computer Science 132.

Students who have taken MATH 243 may not enroll in this class.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Spring

**CSCI 226 – Computer Systems & Organization** Course count: 1

Covers fundamental topics related to the design and operation of a modern computing system. Relationships are drawn between circuits and system software. Topics include hardware and software organization, virtual machines, physical fundamentals of transistors, digital logic design, memory system organization, architecture and management, CPU design, multiprocessors, data representation, machine language, microprogramming, assembly language, assemblers and linkers, CISC versus RISC, interrupts and asynchronous event handling, networking, and the past and present of computer system design, architecture, and organization.

Prerequisite: CSCI 132. Enrollment limited to CSCI Majors and Minors.

GPA units: 1

Typically Offered: Fall, Spring

**CSCI 235 – Analysis of Algorithms** Course count: 1

Provides an introduction to the design and analysis of fundamental algorithms and their complexity. Presents several algorithm design strategies that build on the data structures and programming techniques introduced in Computer Science 132. The general techniques covered include: Divide-and-conquer algorithms, dynamic programming, greediness and probabilistic algorithms. Topics include: sorting, searching, graph algorithms, O-notation, and introduction to the classes P and NP, and NP-completeness.

Prerequisite: CSCI 132 and one semester of Calculus or permission of the instructor. Enrollment limited to CSCI Majors and Minors.

GPA units: 1

Typically Offered: Fall, Spring

**CSCI 307 – Data Mining** Course count: 1

Data Mining refers to the process of extracting useful models of data. Sometimes, a model can be a summary of the data, or it can be the set of most extreme features of the data. Computer scientists often approach data mining in one of two ways, as an algorithmic problem or by using data along with a machine learning engine. This course provides an introduction to Data Mining and will examine data techniques for the discovery, interpretation and visualization of patterns in large collections of data. Topics covered in this course include data mining methods such as classification, rule-based learning, decision trees, association rules, and data visualization. The work discussed originates in the fields of artificial intelligence, machine learning, statistical data analysis, data visualization, databases, and information retrieval.

Prerequisite: CSCI 132

GPA units: 1

Typically Offered: Alternate Years

**CSCI 324 – Programming Languages: Design and Implementation** Course count: 1

Principles for designing and implementing programming languages are presented as well as styles and features that encourage and discourage the writing of good software. Topics include language syntax and semantics, comparison of language features and their implementation, methods of processing a program, establishing the run-time environment of the program and the major programming language paradigms (the imperative/procedural, functional/applicative, declarative/logic and object-oriented paradigms).

Prerequisite: CSCI 226. Prerequisite: CSCI 226. Enrollment limited to CSCI Majors and Minors.

GPA units: 1

Typically Offered: Spring

**CSCI 328 – Ethical Issues in Computer Science** Course count: 1

Examines the ethical issues that arise as a result of increasing use of computers, and the responsibilities of those who work with computers, either as computer science professionals or end users. The course stresses the ways in which computers challenge traditional ethical and philosophical concepts, and raise old issues in a new way. Students will be expected to read and understand the ideas in the readings, explain the ideas, analyze issues and see them from diverse perspectives, and formulate and critique arguments. Readings include technical issues in computer science and may focus on a particular area such as software design as well as more traditional topics such as philosophical theories (e.g. ethical relativism, utilitarianism, deontological theories, rights and virtue ethics), privacy, intellectual property rights and proprietary software, security, accountability, liability, the digital divide, hacking, and viruses. There are several course goals: (1) to give a fuller, richer, deeper understanding of the social impact of computers and the ethical issues in human activities affected by computers, (2) to prepare the student for living in a computerized world and perhaps working as a professional in the computing field, and (3) to improve presentation, debating and writing skills.

Prerequisite: CSCI 132. Enrollment limited to CSCI Majors and Minors.

GPA units: 1

Typically Offered: Fall

**CSCI 343 – Computer Graphics** Course count: 1

A survey of topics in computer graphics with an emphasis on fundamental techniques and the theory underlying those techniques. Topics include the fundamentals of two and three dimensional graphics such as clipping, windowing, and coordinate transformations (e.g., positioning of objects and camera), raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading, color, curves and surfaces and animation. Students learn how to program graphics displays using a computer graphics package.

Prerequisite: CSCI 132 and one semester of calculus. Enrollment is limited to only CSCI majors/minors who have NOT satisfied their upper-level elective requirement.

GPA units: 1

Typically Offered: Alternate Years



**CSCI 345 – Theory Of Computation** Course count: 1

This course considers the theoretical foundations of computer science through different computational models. Topics covered in this course include deterministic and non-deterministic finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines, decidability, undecidability, and computational complexity including the P vs. NP problem.

Prerequisite: CSCI 132. Enrollment limited to CSCI Majors and Minors.

GPA units: 1

Typically Offered: Alternate Years

**CSCI 346 – Operating Systems** Course count: 1

Provides an introduction to the general model of operating systems principles and current implementation techniques. The principles and mechanisms that underlie operating systems services will be covered. Students will learn techniques for managing hardware resources and sharing them among many competing processes and threads. They will study the internal structures needed for process and thread management, synchronization, inter-process communication, memory management (including shared memory), file system management, distributed systems principles, device control, and security.

. Enrollment limited to CSCI Majors and Minors. Prerequisite: CSCI 226

GPA units: 1

Typically Offered: Alternate Years

**CSCI 347 – Artificial Intelligence** Course count: 1

Prerequisite: CSCI 235 or permission of the instructor.

GPA units: 1

**CSCI 356 – Computer Networking** Course count: 1

This course focuses on principles of computer networking. Students will gain an understanding of the low-level protocols that drive the Internet, including protocols for data forwarding, routing, congestion, flow control, reliability, naming, and discovery, along with their application to distributed systems. Topics are introduced from a theoretical perspective, but students will also gain practical experience designing, implementing, and measuring distributed systems, such as web servers, email and messaging systems, video and data distribution, and cloud computing.

Prerequisite: CSCI 226

GPA units: 1

Typically Offered: Alternate Years

**CSCI 363 – Computational Vision** Course count: 1

An introduction to the algorithms underlying machine and biological visual systems. Examines the processes involved in converting a 2-dimensional image to a 3-D representation of the physical world. Computational models of visual processing will be compared to physiological and psychophysical results from human and other biological visual systems. Topics covered include: edge detection, stereopsis, motion computation, shape from shading, color and object recognition.

Prerequisite: CSCI 132 and one semester of Calculus

GPA units: 1

Typically Offered: Alternate Years

**CSCI 364 – Compiler Construction** Course count: 1

The theories, tools and techniques for translator creation are the focus of this course. Topics include: regular expressions, grammars, finite state machines, lexical analysis, parsing, linguistic approaches to problem solving, intermediate code trees, register allocation, code generation, a variety of optimization schemes and techniques as well as Linux-style support for translation such as lex/flex and yacc/bison. An essential and distinguishing feature of the course is the project requirement. Students are required to build a working compiler that is a large software engineering project of significant complexity. This course carries the project course designation.

Prerequisite: CSCI 324 or permission of the instructor. Enrollment limited to CSCI Majors and Minors.

GPA units: 1

Typically Offered: Alternate Years

**CSCI 400 – Directed Reading** Course count: 1

An independent reading project for upper division students. Normally this will be on a topic that is not covered by the regular course offerings. Permission of the instructor and the Department Chair is required for this course.

GPA units: 1

Typically Offered: Fall, Spring

**CSCI 410 – Directed Project** Course count: 1

A project course for upper division students under the direction of a faculty member. Normally the project will provide an introduction to research on a topic that is not covered by the regular course offerings. Course requirements are to be arranged in consultation with the instructor. Permission of the instructor and the department chair is required for this course.

GPA units: 1

Typically Offered: Fall, Spring

**CSCI 495 – Computer Science Honors Thesis** Course count: 1

This is a large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. A student will earn at least one unit of credit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a department seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for the completion of the thesis.

GPA units: 0

Typically Offered: Annually

**CSCI 496 – Computer Science Honors Thesis** Course count: 1

This is a large project extending over the course of the fourth year. It can consist of original research or be of an expository nature and is written under the guidance of one or more members of the department. A student will earn at least one unit of credit in the spring semester of the fourth year for successful completion of an honors thesis, unless the thesis work is done as part of the student's participation in a department seminar. In that case, no extra credit is given above the credit for the seminar itself. For a particularly extensive project, and with the permission of the department chair, a student may earn one unit in each semester of the fourth year for the completion of the thesis.

GPA units: 2

Typically Offered: Annually

## Computer Science Major

Computer Science Majors must complete a minimum of 10 one-semester courses in computer science. These include seven required core courses and at least three additional upper-level (numbered 300 or above) electives. In addition, all majors must complete the equivalent of one semester of calculus; AP credit is allowed to satisfy this requirement. Prospective computer science majors are strongly encouraged to complete the equivalent of two semesters of calculus. Advanced placement credit may be used to count toward major requirements.

## Department Advanced Placement Policy

### AP Calculus

AP Calculus - Students who have received a score of 4 or 5 on the AP Calculus AB exam, or a subscore of 4 or 5 on the AP Calculus BC Exam, will earn credit for MATH 135 Calculus 1 and are advised to take MATH 136 Calculus 2. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals or MATH 135 Calculus 1. Students who receive a score of 4 or 5 on the AP Calculus BC exam will earn credit for MATH 136 Calculus 2 and are advised to take MATH 241 Multivariable Calculus. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals, MATH 134 Calculus 2 with Fundamentals, MATH 135 Calculus 1 or MATH 136 Calculus 2.

### AP Computer Science

Students with a score of 4 or 5 on the AP Computer Science A exam earn one unit of credit for CSCI 131 Techniques of Programming and are encouraged to consider enrolling in CSCI 132 Data Structures. Students who experienced significant disruptions to their AP courses in Spring 2020, and any students who are not confident of their programming skills, are encouraged to contact Prof. Kevin Walsh (kwalsh@holycross.edu) for advice on selecting an appropriate course. Students with AP Computer Science A credit will forfeit their AP credit if they opt to take either CSCI 131 or CSCI 110 Survey of Computer Science. AP Computer Science A credit counts towards fulfilling computer science major and minor requirements. A score of 4 or 5 on the AP Computer Science Principles exam will earn one unit of credit for CSCI 110. This course does not count toward fulfilling the computer science major or minor requirements. Regardless of score, all students who have taken AP Computer Science Principles are encouraged to take CSCI 131 Techniques of Programming. Students will forfeit their AP credit if they opt to take CSCI 110. A score of 4 or 5 on either AP Computer Science exam fulfills the mathematical science common area requirement.

## Requirements

Code	Title
<b>Required courses:</b>	
MATH 135	Calculus 1 (or equivalent)
CSCI 131	Techniques of Programming
CSCI 132	Data Structures
CSCI 135	Discrete Structures
	or MATH 243 Mathematical Structures
CSCI 226	Computer Systems & Organization
CSCI 235	Analysis of Algorithms
CSCI 324	Programming Languages: Design and Implementation
CSCI 328	Ethical Issues in Computer Science
<b>In addition to the core courses, majors are required to take at least three elective courses numbered above 300.</b>	
CSCI 307	Data Mining
CSCI 343	Computer Graphics
CSCI 345	Theory Of Computation
CSCI 346	Operating Systems
CSCI 356	Computer Networking
CSCI 363	Computational Vision
CSCI 364	Compiler Construction
CSCI 400	Directed Reading
CSCI 410	Directed Project
CSCI 495	Computer Science Honors Thesis
CSCI 496	Computer Science Honors Thesis

We strongly recommend that students take at least one upper-level course carrying the project course designation. A project course allows students to combine skills and concepts they have previously learned during their undergraduate courses with new material in a complex implementation task. The project course is often scheduled for the last year of undergraduate study, where it can serve as a capstone for the undergraduate experience.

## Computer Science Minor

Computer Science minors must complete a minimum of 6 one-semester courses in computer science. In addition all minors must complete the equivalent of one semester of calculus.

## Department Advanced Placement Policy

### AP Calculus

Students who have received a score of 4 or 5 on the AP Calculus AB exam, or a subscore of 4 or 5 on the AP Calculus BC Exam, will earn credit for MATH 135 Calculus 1. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals or MATH 135 Calculus 1. Students who receive a score of 4 or 5 on the AP Calculus BC exam will earn credit for MATH 136 Calculus 2. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals, MATH 134 Calculus 2 with Fundamentals, MATH 135 Calculus 1 or MATH 136 Calculus 2.

### AP Computer Science

Students who have received a score of 4 or 5 on the AP Computer Science A exam will earn one unit of credit for CSCI 131 Techniques of Programming and are advised to take CSCI 132 Data Structures. Students

will forfeit their AP credit if they opt to take CSCI 110 Survey of Computer Science or CSCI 131 Techniques of Programming.

## Requirements

**Code Title**

### Required courses:

MATH 135	Calculus 1 (or equivalent)
CSCI 131	Techniques of Programming
CSCI 132	Data Structures
CSCI 135	Discrete Structures
	or MATH 243 Mathematical Structures
CSCI 226	Computer Systems & Organization

### Select one of the following options:

#### Option 1:

CSCI 235	Analysis of Algorithms
	One 300-level course (see list below).

#### Option 2:

	Two 300-level courses.
CSCI 307	Data Mining
CSCI 324	Programming Languages: Design and Implementation
CSCI 328	Ethical Issues in Computer Science
CSCI 343	Computer Graphics
CSCI 345	Theory Of Computation
CSCI 346	Operating Systems
CSCI 356	Computer Networking
CSCI 363	Computational Vision
CSCI 364	Compiler Construction
CSCI 400	Directed Reading
CSCI 410	Directed Project
CSCI 495	Computer Science Honors Thesis
CSCI 496	Computer Science Honors Thesis

## Mathematics Major

### Department Advanced Placement Policy

#### AP Calculus

Students who have received a score of 4 or 5 on the AP Calculus AB exam, or a subscore of 4 or 5 on the AP Calculus BC Exam, will earn credit for MATH 135 Calculus 1 and are advised to take MATH 136 Calculus 2. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals or MATH 135 Calculus 1. Students who receive a score of 4 or 5 on the AP Calculus BC exam will earn credit for MATH 136 Calculus 2 and are advised to take MATH 241 Multivariable Calculus. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals, MATH 134 Calculus 2 with Fundamentals, MATH 135 Calculus 1 or MATH 136 Calculus 2.

#### AP Computer Science

Students with a score of 4 or 5 on the AP Computer Science A exam earn one unit of credit for CSCI 131 Techniques of Programming and are encouraged to consider enrolling in CSCI 132 Data Structures. Students who experienced significant disruptions to their AP courses in Spring 2020, and any students who are not confident of their programming skills, are encouraged to contact Prof. Kevin Walsh (kwalsh@holycross.edu) for advice on selecting an appropriate course. Students with AP Computer

Science A credit will forfeit their AP credit if they opt to take either CSCI 131 or CSCI 110. AP Computer Science A credit counts towards fulfilling computer science major and minor requirements. A score of 4 or 5 on the AP Computer Science Principles exam will earn one unit of credit for CSCI 110. This course does not count toward fulfilling the computer science major or minor requirements. Regardless of score, all students who have taken AP Computer Science Principles are encouraged to take CSCI 131 Techniques of Programming. Students will forfeit their AP credit if they opt to take CSCI 110. A score of 4 or 5 on either AP Computer Science exam fulfills the mathematical science common area requirement.

## Requirements

Majors must take at least 10 courses offered by the mathematics and computer science department. The following courses are required:

**Code Title**

### Required Courses:

MATH 134	Calculus 2 with Fundamentals
	or MATH 136 Calculus 2
MATH 241	Multivariable Calculus
MATH 243	Mathematical Structures
MATH 244	Linear Algebra
MATH 351	Modern Algebra 1
MATH 361	Real Analysis 1

### Four elective courses, at least three of which must be mathematics courses numbered above 300.<sup>1</sup>

CSCI 131	Techniques of Programming
STAT 231	Linear Models
STAT 232	Categorical Data Analysis
MATH 301	Topics In Geometry
MATH 302	Differential Geometry
MATH 303	Mathematical Models
MATH 304	Ordinary Differential Equations
MATH 305	Complex Analysis
MATH 352	Modern Algebra 2
MATH 353	Number Theory
MATH 357	Combinatorics
MATH 362	Real Analysis 2
MATH 363	Topics In Topology
MATH 371	Methods of Numerical Analysis
MATH 373	Partial Differential Equations
MATH 374	Dynamical Systems
MATH 392	Seminar
MATH 400	Directed Reading
MATH 410	Directed Project
MATH 495	Mathematics Honors Thesis
MATH 496	Mathematics Honors Thesis
STAT 375	Probability Theory
STAT 376	Mathematical Statistics
STAT 380	Statistical Computing
STAT 381	Statistical Learning

<sup>1</sup> Majors may take CSCI 131 Techniques of Programming, or any 200-level mathematics course numbered above 220 as one of their elective courses. At least one elective must be a project course.

MATH 110 Topics In Mathematics, STAT 120 Statistical Reasoning, MATH 133 Calculus 1 with Fundamentals, MATH 135 Calculus 1 and STAT 220 Statistics do not count toward the mathematics major.

## Project Courses

In these courses, in place of a final exam, students work on a substantial project leading to a written report and an oral presentation. These projects provide majors with independent learning experiences, where students either investigate some topic using the tools and concepts studied in the course or explore mathematical topics beyond those covered in the course. Majors are encouraged to take advantage of the close student-faculty contact afforded by upper-division seminars, independent study, and departmental honors, which permit students to explore topics of mutual interest to students and faculty that are not part of the regular course offerings. Also, throughout the curriculum, in courses and in independent work, students are able to explore and utilize the growing relationship between mathematics and computing.

# Statistics Minor

## Department Advanced Placement Policy

### AP Calculus

Students who have received a score of 4 or 5 on the AP Calculus AB exam, or a subscore of 4 or 5 on the AP Calculus BC Exam, will earn credit for MATH 135 Calculus 1. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals or MATH 135 Calculus 1. Students who receive a score of 4 or 5 on the AP Calculus BC exam will earn credit for MATH 136 Calculus 2. Students who receive a score of 4 or 5 on the AP Calculus BC exam will earn credit for MATH 136 Calculus 2 and are advised to take MATH 241 Multivariable Calculus. Students will forfeit their credit if they opt to take MATH 133 Calculus 1 with Fundamentals, MATH 134 Calculus 2 with Fundamentals, MATH 135 Calculus 1 or MATH 136 Calculus 2.

### AP Statistics

Students who have received a score of 4 or 5 on the AP Statistics exam will earn one unit of credit for introductory statistics requirement as listed below. Students will forfeit their AP credit if they opt to take any 100- or 200-level statistics course at the College, including STAT 120 Statistical Reasoning, STAT 220 Statistics, BIOL 275 Biological Statistics, ECON 149 Statistical Analysis, ECON 249 Statistics, PSYC 200 Statistics, and SOCL 226 Social Statistics.

## Requirements

Code	Title
------	-------

### Calculus requirement:

MATH 134	Calculus 2 with Fundamentals <sup>1</sup> or MATH 136 Calculus 2
----------	---------------------------------------------------------------------

### Select one of the following introductory statistics courses:

BIOL 275	Biological Statistics
ECON 149	Statistical Analysis
ECON 249	Statistics
STAT 220	Statistics
PSYC 200	Statistics

SOCL 226	Social Statistics
----------	-------------------

### Required courses:

STAT 231	Linear Models or ECON 314 Econometrics
----------	-------------------------------------------

STAT 232	Categorical Data Analysis
----------	---------------------------

### Select two of the following elective courses:

STAT 225	Experimental Design
----------	---------------------

STAT 226	Bayesian Statistics
----------	---------------------

STAT 375	Probability Theory
----------	--------------------

STAT 376	Mathematical Statistics
----------	-------------------------

STAT 380	Statistical Computing
----------	-----------------------

STAT 381	Statistical Learning
----------	----------------------

CSCI 307	Data Mining
----------	-------------

BIOL 383	Applied Evolution
----------	-------------------

<sup>1</sup> In addition to MATH 134 Calculus 2 with Fundamentals or MATH 136 Calculus 2, Mathematics majors who minor in statistics may count one additional course toward both the major and the minor.

## Music

Music is a unique form of human expression that transcends boundaries of language, culture, time, and place. The study of music, especially in a liberal arts context, is inherently interdisciplinary, drawing on the sister arts and other fields in the humanities as well as the social sciences and sciences. The Department of Music provides a tremendous variety of opportunities to explore, experience, and perform music both inside and outside the classroom.

We offer all students the opportunity to nurture and develop their own particular love of music, while providing music majors with rigorous, sustained training. Our academic courses explore the history, theory, technology, and performance of music and class topics reach back through history and around the globe. Our program of private vocal and instrumental instruction offers students private lessons, coaching, and master-classes with exceptional performers drawn from across the country. Our ensembles bring students together to collaborate and perform a diverse repertoire.

Whether you are interested in classical, popular, or world music, in music of the past or the present, in creating, performing, or simply listening, Holy Cross provides a rich context for engagement with music and the arts. Our varied and dynamic curriculum has something for everyone: for students who wish to major in music and for those who wish to explore music one course — or one concert — at a time.

## Facilities

Facilities in the Department of Music include the newly renovated Brooks Concert Hall; fully equipped classrooms; practice rooms with pianos; and lockers for student instruments. The Fenwick Music Library houses a sizeable collection of scores, books, sound recordings, and DVDs, as well as computers and state-of-the-art audio/visual stations. A rich variety of technology resources include the Brooks Recording Studio, equipped with professional software and hardware complemented by a wide selection of microphones, digital and analog mixers, and studio monitors; the Brooks Media Studio, containing 12 dedicated student workstations furnished with industry standard software and hardware used for computer music coding and hacking, audio recording and mastering, composing for film and video, and the creation of electronic, electroacoustic, and new

media projects; and several music-notation and ear-training workstations housed in the Fenwick Music Library.

## Scholarships

The department offers two merit-based scholarships. The Brooks Music Scholarship is a four-year scholarship offered annually to an incoming student who will major in music or double major in music and another discipline. Candidates must demonstrate outstanding achievement in the area of instrumental/vocal performance or composition in addition to a significant academic record. The recipient is granted full tuition, independent of need. The scholarship is renewable annually, provided that the student maintains a strong academic record and continues to be a highly active music major. Candidates should address inquiries to:

Chair  
Department of Music  
College of the Holy Cross  
1 College Street  
Worcester, MA 01610

The application deadline is January 15. The Organ Scholarship is a four-year, full tuition, scholarship, renewable on a yearly basis, offered to an incoming student who will major in music or double major in music and another discipline. Applicants should already be advanced organists who have studied organ seriously for several years, have experience in church music, and have a strong background in keyboard studies and good sight-reading skills. As the Holy Cross Organ Scholar, the recipient will assist the College Organist in all aspects of the chapel music program and will have available the 1985 four manual, fifty-stop mechanical action organ located in the beautiful St. Joseph Memorial Chapel. The Organ Scholar will also be expected to study organ privately for four years and have a career goal in church music and/or organ. Please note: the organ scholarship is not offered every year. Applicants for the organ scholarship must apply for early decision and December 1 is the deadline for those applying for the organ scholarship. Organ scholarship applicants should apply as early as possible because the live audition at Holy Cross must be completed no later than December 18.

## Study Abroad

Many majors choose to study abroad and up to two electives may be completed abroad with approval, though required theory and history courses may not be taken abroad. All majors who wish to go abroad should consult the Department's Study Abroad Advisor for approval of courses taken aboard to count toward the major.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine

placement in courses and progress in the major. See departmental descriptions for further information.

Students with AP Credit in Music Theory, prior course work in, or knowledge of music theory may earn advanced placement in the department's theory sequence. These students may be eligible for advanced placement in the major and should consult with the chair of the department. Please note: even in these cases, AP Credit does not count toward the number of courses required for the major.

## Performance Program

The Department of Music invites all students to participate in our extensive performance program, which includes ensembles (such as College Choir, Chamber Orchestra, Balinese Gamelan), chamber music, and private instruction.

With options for every student, our performance ensembles are both diverse and inclusive. They offer students the chance to learn music of different cultures and styles, running the gamut from early music to new (see the website for a complete list). All are open to both majors and non-majors. Ensembles that may be taken for performance credit include the College Choir, Chamber Singers, Chamber Orchestra, Jazz Ensemble, Concert Band, and Schola Cantorum. Students who wish to may take eligible ensembles for lab credit for up to two years.

Our Chamber Music Program provides interested students the opportunity to play in small chamber ensembles such as duets, string quartets, or mixed ensembles (strings with piano or winds). Each ensemble receives weekly coaching by music department faculty. Select groups have the opportunity to perform at department recitals.

The department provides the opportunity for all students (including beginners) to take private lessons in either instrumental or vocal performance. Students may choose either ten half-hour or one-hour lessons per semester. For music majors and non-majors who qualify, lessons may be taken for lab credit (pass/no pass) for up to two years.

Junior or Senior Music Majors who wish to enroll in one of the Performance Courses (MUSC 331 Intermediate Performance 1/MUSC 332 Intermediate Performance 2, MUSC 431 Intermediate/Adv Performance 1/MUSC 432 Intermediate/Adv Performance 2, or MUSC 433 Advanced Performance 1/MUSC 434 Advanced Performance 2) to receive individual instruction on an instrument or voice for full course credit must have successfully completed four semesters of one-hour lessons for credit, four courses in the major, and be in good standing in the department (have at least a B average in the major and B- overall). Interested students may audition for the Director of Performance and must obtain the signatures of both the Director of Performance and the Chair of the Department in order to enroll. Performance Course requirements include:

1. Meeting specific goals worked out in advance with a private instructor,
2. Participating in department recitals during both terms of enrollment,
3. Successful completion of final jury examinations administered by music department faculty at the end of each semester.

Students must register for the class as a fifth course in the first semester of enrollment. At the end of this first semester, they will be assigned an IP (In Progress). During the second semester of enrollment they may register for Performance as a fourth or fifth course with a letter grade. Students may only claim a maximum of two units of Performance with

letter grade toward graduation. No student may enroll in more than one upper-division Performance course each semester.

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

Shirish Korde, M.M., *Distinguished Professor of Humanities*

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

Chris Arrell, D.M.A., *Associate Professor and Chair*

Daniel J. DiCenso, Ph.D., *Associate Professor*

Matthew J. Jaskot, Ph.D., *Lecturer*

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

Jan Müller-Szeraws, M.A., *Lecturer*

Ezequiel Menendez, D.M.A., *Distinguished Scholar in Residence, Music*

Schuyler Whelden, Ph.D., *Postdoctoral Teaching Fellow*

Jeannette DiBernardo Jones, Ph.D., *Visiting Assistant Professor*

Megan H. Ross, Ph.D., *Visiting Assistant Professor*

Donald James, Cand., Ph.D., *Visiting Lecturer and Chair*

#### **Instrumental and Vocal Instructors**

Stephanie Busby, bassoon

William Cotton, voice

Joseph Halko, oboe

Jonathan Hess, percussion

Bruce Hopkins, trumpet

Ona Jonaityte, flute

Sarah Kim, violin

William Kirkley, clarinet

Jan Müller-Szeraws, cello

Jeffrey Nevaras, guitar

Evan Perry, viola

Sophie Scolnik-Brower, piano

Douglas Weeks, trombone

Jonathan Yasuda, piano

## **Academic Plans within Music**

- Music Major (p. 145)

## **Other Academic Plans Accepting/Requiring Music Coursework**

- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Peace and Conflict Studies Concentration (p. 59)

### **MUSC 101 — Introduction To Music** Course count: 1

A one-semester introduction to art music in the Western tradition, its forms and history, with an emphasis on the major composers of the common practice period. Assignments focus on developing critical listening skills and an appreciation and understanding of Western art music.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### **MUSC 103 — Fundamentals Of Music** Course count: 1

Introduction to the rudiments of music theory (notation, scales, intervals, chords, rhythm and meter) and basic musicianship (keyboard skills, score reading and ear training). For students with no previous musical knowledge.

Enrollment is limited to students with no previous background in Music.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### **MUSC 105 — Individual Instruction** Course count: 0

Beginning/intermediate students enroll in a first semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

GPA units: 0.25

Typically Offered: Fall, Spring

### **MUSC 106 — Individual Instruction** Course count: 0

Beginning/intermediate students enroll in a second semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

Prerequisite: MUSC 105

GPA units: 0.25

Typically Offered: Fall, Spring

### **MUSC 107 — Individual Instruction** Course count: 0

Beginning/intermediate students enroll in a third semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

Prerequisite: MUSC 106

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 108 – Individual Instruction** Course count: 0

Beginning/intermediate students enroll in a fourth semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

Prerequisite: MUSC 107

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 110 – College Choir** Course count: 0

Students attend all regularly scheduled rehearsals, dress rehearsals, and concerts during the period of enrollment. This course is taken pass/no pass as an overload and does not count toward graduation. Students may repeat this course and/or other ensemble courses.

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 111 – Orchestra** Course count: 0

Students attend all regularly scheduled rehearsals, dress rehearsals, and concerts during the period of enrollment. This course is taken pass/no pass as an overload and does not count toward graduation. Students may repeat this course and/or other ensemble courses.

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 112 – Jazz Ensemble** Course count: 0

Students attend all regularly scheduled rehearsals, dress rehearsals, and concerts during the period of enrollment. This course is taken pass/no pass as an overload and does not count toward graduation. Students may repeat this course and/or other ensemble courses.

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 113 – Wind Ensemble** Course count: 0

Students attend all regularly scheduled rehearsals, dress rehearsals, and concerts during the period of enrollment. This course is taken pass/no pass as an overload and does not count toward graduation. Students may repeat this course and/or other ensemble courses.

GPA units: 0.25

Typically Offered: Spring

**MUSC 114 – Chamber Music** Course count: 0

Students attend all regularly scheduled rehearsals, dress rehearsals, and concerts during the period of enrollment. This course is taken pass/no pass as an overload and does not count toward graduation. Students may repeat this course and/or other ensemble courses.

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 115 – Chamber Singers** Course count: 0

Students attend all regularly scheduled rehearsals, dress rehearsals, and concerts during the period of enrollment. This course is taken pass/no pass as an overload and does not count toward graduation. Students may repeat this course and/or other ensemble courses. Department consent required.

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 140 – Song Through the Ages** Course count: 1

This course explores the power of song in Western culture drawing on both classical and popular traditions. Songs of love, songs of war, songs of worship, songs of protest - every human emotion has been expressed in song. The focus is on questions of expression and shared values in over four centuries of music.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**MUSC 142 – American Popular Song** Course count: 1

Historical survey of American popular song-Stephen Foster, blackface minstrels, sentimental parlor songs, songs of the Civil War, gospel hymns, vaudeville, Tin Pan Alley, Broadway musicals, Jerome Kern, George and Ira Gershwin, jazz-band songs and singers, country music, rhythm and blues, rock-n-roll, rock, popular "folk" songs, and more.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**MUSC 143 – History of Rock** Course count: 1

Survey of rock music from its beginnings in earlier forms of popular music to the twenty-first century. Attention is given to the relationship of rock music to its cultural, political, and economic contexts.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**MUSC 145 – Music & Disabilities** Course count: 1

Disability Studies is an interdisciplinary field that approaches the study of disability not as a medical pathology but as a pervasive human condition and identity category subject to social, cultural, and political constructions, much like gender, race, and sexuality. This course pursues various intersections of this field with the study of music, with topics covering disability's role in shaping musical identities (especially those of composers and performers), disability's expansion of categories of musical knowledge and experience, and representations of disability within musical discourses and narratives.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**MUSC 150 — American Music** Course count: 1

Surveys three main repertoires of music in the United States: folk and traditional music of urban, rural, and ethnic origin; jazz; and art music from Charles Ives to the present, with particular attention to the influence of science and technology on recent developments.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**MUSC 155 — Musics Of Latin America** Course count: 1

An introduction to the rich and varied musical traditions of Latin America, this course will explore a range of issues including social function, political context, literature, and religion as they assist in understanding music in and as culture. We will study the musics of several regions without attempting a comprehensive survey. The focus will be on listening critically and appreciating music as a vehicle through which to understand culture and society. Lecture and discussion will feature audio and visual performances of many genres.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

**MUSC 197 — Music of Peace and Conflict** Course count: 1

This course will survey the music related to military conflicts, political movements, and peace making efforts from the Middle Ages to the 21st century. Students will explore how folk music, popular music, and art music have been used to depict war, express pro- and anti-war sentiments and promote political and ideological positions. Throughout the semester students will examine the broader relationship between music and society, and how world events shape musical styles and genres.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**MUSC 201 — Music Theory 1** Course count: 1

Ever wonder how music works? This course offers an integrated approach to music theory that is applicable to a broad range of styles from the classical symphony to popular song. Through analysis, musicianship exercises, and creative projects, students learn how composers and songwriters use common elements such as rhythm, scales, chords, melody, and counterpoint as building blocks to create unique musical styles. Music 201 is suitable for students from all majors and class years.

Corequisite: MUSC 202

GPA units: 1

Common Area: Arts

Typically Offered: Annually Fall

**MUSC 202 — Music Theory 1 Lab** Course count: 0

A corequisite of Music Theory 1, this lab offers an introduction to ear training, sight singing, and keyboard skills. Active participation is required. This lab is taken pass/no pass as an overload and does not count toward graduation.

GPA units: 0.25

Typically Offered: Annually Fall

**MUSC 203 — Music Theory 2** Course count: 1

The second semester of the two-semester Western music theory sequence devoted to the underlying principles of tonal music, Music Theory 2 explores the musical elements of chromatic music through listening, discussion, analysis, and musical composition. Topics include advanced chromaticism, extended counterpoint, and large-scale musical forms. Students must have the ability to read one or more musical clefs.

Prerequisite: MUSC 201 or permission of the instructor and Chair.

Corequisite: MUSC 204.

GPA units: 1

Common Area: Arts

**MUSC 204 — Music Theory 2 Lab** Course count: 0

A co-requisite of Music Theory 2, this lab offers intermediate to advanced training in aural skills, sight-singing, and keyboard skills. Active participation is required. This lab is taken pass/no pass as an overload and does not count toward graduation.

GPA units: 0.25

**MUSC 205 — Individual Instruction** Course count: 0

Intermediate level students enroll in a first semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 206 — Individual Instruction** Course count: 0

Intermediate level students enroll in a second semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

Prerequisite: MUSC 205

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 207 — Individual Instruction** Course count: 0

Intermediate level students enroll in a third semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

Prerequisite: MUSC 206

GPA units: 0.25

Typically Offered: Fall, Spring

**MUSC 208 — Individual Instruction** Course count: 0

Intermediate level students enroll in a fourth semester of individual instruction on an instrument or voice with an appropriate instructor. Ten private lessons are given at a mutually convenient time to be arranged. This course is taken pass/no pass as an overload and does not count toward graduation.

Prerequisite: MUSC 207

GPA units: 0.25

Typically Offered: Fall, Spring



**MUSC 211 — History of Western Music 1** Course count: 1

Survey of the history of music, its notation, forms, and styles, in Western Europe from the development of music notation in the middle ages to the death of Bach in 1750. Topics include genres and composers of the medieval, renaissance, and baroque periods as well as the study of representative works from scores and recordings. Students must have the ability to read music.

GPA units: 1

Common Area: Arts, Historical Studies

Typically Offered: Annually Fall

**MUSC 212 — History of Western Music 2** Course count: 1

Traces the history and development of Western music from 1750 to the present, with emphasis on the major composers and genres of the classical, romantic, and modern periods. Students must have the ability to read music.

Prerequisite: MUSC 211

GPA units: 1

Common Area: Arts, Historical Studies

Typically Offered: Spring

**MUSC 218 — Jazz/Improvisation 1** Course count: 1

Introduces students to the fundamentals of jazz harmony and improvisation. Topics include chord and scale construction, harmonic progression, symbols used in improvisation, jazz scales and modes. These theoretical concepts are applied to the analysis and performance of standard jazz tunes. A portion of the class is devoted to performance and improvisation.

GPA units: 1

Common Area: Arts

Typically Offered: Annually Fall

**MUSC 219 — Jazz/ Improvisation 2** Course count: 1

Examination and analysis of contemporary jazz improvisation techniques. Students are required to play their own instruments in class. Recorded jazz solos by jazz artists will be analyzed and discussed.

Prerequisite: MUSC 218

GPA units: 1

Common Area: Arts

**MUSC 225 — Tutorial** Course count: 1

Independent study on a topic in any field of music conducted under the direction of a faculty director. Weekly meetings and a student-designed term project are customary. Permission of faculty member and the department chair required.

GPA units: 1

Typically Offered: Annually

**MUSC 228 — Music & the Jesuits** Course count: 1

GPA units: 1

Common Area: Arts, Studies in Religion

Typically Offered: Alternate Years

**MUSC 231 — Music Of Bali-Gamelan 1** Course count: 1

Introduces students to Balinese music through the performance of selected pieces from the Gong Kebyar repertory. Instruction provided in the technique of playing the instruments that make up the Gamelan.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Fall, Spring

**MUSC 232 — Music Of Bali-Gamelan 2** Course count: 1

Introduces students to more advanced techniques of playing the instruments in the Gamelan.

Prerequisite: MUSC 231

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Fall, Spring

**MUSC 233 — World Music** Course count: 1

Introduction to music of selected African, Asian, and American cultures. Each culture is approached through its social and cultural context, its theoretical systems and musical instruments, as well as its major musical and theatrical genres.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Annually

**MUSC 236 — From Blues to Rap** Course count: 1

This course is a survey of African-American music from the early 20th century to the present day. This course will consider various musical styles, with special emphasis on developments since 1950, including blues, gospel, R&B, rock and roll, doo-wop, soul, funk, disco, hip-hop, and rap—from the rural south to the urban north; from the east coast to the west coast; from the live stage to the recording studio. Though the primary function of the course will be to consider the development of musical style (that is, the music itself), we will also consider broader questions concerning the influences on and influences of African-American music, issues of cultural appropriation and race, and the agency of such music in social movements from the civil-rights era to the present day.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**MUSC 241 — Intro to Electroacoustic Music** Course count: 1

Designed for all students interested in the electronic music studio, this survey course provides a comprehensive overview of the techniques, literature, and materials of electroacoustic music. Topics include musical acoustics, classic musique concrète techniques, digital music, sound design, and production. Course goals include gaining fluency in appropriate technologies and strengthening interpretive and creative skills through the completion of original musical compositions.

GPA units: 1

Common Area: Arts

Typically Offered: Annually Fall

**MUSC 242 — Coding Music** Course count: 1

Coding Music welcomes all majors interested in DIY instrument design and collaborative performance of live electronic music. An experiential class, students learn the science of sound synthesis by designing digital synthesizers that react in real-time to human interaction (pressing keys on a computer keyboard, tilting a cellphone accelerometer, toggling a hacked gaming joystick, etc.). These synthesizers are then used to create musical compositions that the class performs live for the end of the semester H-CLEF (Holy Cross Laptop Ensemble Federation) concert. Using technology to create both instruments and repertoire, students broaden creative capacity while exploring how technology can expand artistic expression.

GPA units: 1  
Common Area: Arts

**MUSC 251 — Digital Media for Musicians** Course count: 1

Explores the role of digital media in the world of music and teaches how digital tools are utilized by the contemporary composer. Students get "hands-on" experience with digital audio, MIDI, the internet, and a host of computer applications (PowerPoint, Photoshop, Dreamweaver, ProTools, Audacity, Adobe Premier), that are essential for the aspiring musician.

GPA units: 1  
Common Area: Arts  
Typically Offered: Annually Fall

**MUSC 260 — Gregorian Chant** Course count: 1

In this course students will come to understand the history of Gregorian chant, both as a religious phenomenon and as a repertory of music. The course will begin in the Early Christian era and trace the history of Gregorian chant through the Middle Ages all the way to the present. Students will consider the role chant was made to play in asserting theological and cultural disagreements that historically led the rise of a variety of forms of Christian worship in the early centuries, some of which continue to be preserved and practiced in the present. The course will also consider chants role as art music and popular music, from the History of Western Music to film and popular song.

GPA units: 1  
Common Area: Arts, Studies in Religion  
Typically Offered: Annually

**MUSC 265 — Music of the 20th Century** Course count: 1

Study of representative works of this century, illustrating their compositional techniques and relationship to the past (i.e., the music of Bartok, the different styles of Stravinsky, the atonal and serial music of Schoenberg and his followers). This course also includes selected readings on contemporary music theory and practice.

GPA units: 1  
Common Area: Arts

**MUSC 275 — Symphony** Course count: 1

Introduction to the orchestra, its instruments, and repertory from the inception of public concerts in the 18th century to the present day.

GPA units: 1  
Common Area: Arts

**MUSC 283 — Mozart and His World** Course count: 1

This course offers an in-depth exploration of the music of Wolfgang Amadeus Mozart (1756-1791), who began his career as a child prodigy and remains today one of the most popular composers of all time. We will study important works of every major genre, instrumental and vocal, secular and sacred. Access to the Mozart family letters, other primary sources, and a rich variety of critical readings will place Mozart's music in the multifaceted, vibrant culture of enlightenment Vienna. We will also consider posterity's fascination with myths about Mozart and take a look at the film Amadeus.

GPA units: 1  
Common Area: Arts  
Typically Offered: Alternate Years

**MUSC 284 — Beethoven and His World** Course count: 1

Beethoven was the most celebrated composer in Europe during his lifetime and his fame has only increased over the last two centuries. His heroic perseverance in the face of deafness—an almost unthinkable affliction for any musician—has transformed his biography into a story of struggle and triumph. In this course we will study some of his most famous works in depth, with an emphasis on the development of his musical style, the immediate socio-cultural context, and reception history.

GPA units: 1  
Common Area: Arts  
Typically Offered: Alternate Years

**MUSC 305 — Music Theory 3: Advanced Topics** Course count: 1

Music 305 focuses on 20th-century musical systems with an emphasis on the study of compositional theory and the analysis of selected works. Original composition is required.

Prerequisite: MUSC 203.  
GPA units: 1  
Typically Offered: Annually Fall

**MUSC 315 — Adv. Topics in Music History** Course count: 1

This course explores music history from a methodological perspective. How do we construct and make sense of the music of the past? How does this activity inform our understanding and appreciation of music today? With an emphasis on critical reading, listening, analysis, discussion, and writing. Topics, materials, and course format vary from year to year.

Prerequisite: MUSC 212 or permission of instructor.  
GPA units: 1

**MUSC 325 — Tutorial** Course count: 1

Independent study on a topic in any field of music conducted under the direction of a faculty director. Weekly meetings and a student-designed term project are customary. Permission of faculty member and the department chair required. Advanced.

GPA units: 1  
Typically Offered: Annually

**MUSC 331 — Intermediate Performance 1** Course count: 0  
Instrumental or vocal lessons for students of intermediate competency. Interested students must have completed four semesters of individual instruction, perform at the intermediate level and obtain the permission of the Director of Performance and the Chair of the department.

GPA units: 0  
Typically Offered: Annually

**MUSC 332 — Intermediate Performance 2** Course count: 1  
Instrumental or vocal lessons for students of intermediate competency. Interested students must have completed four semesters of individual instruction, perform at the intermediate level and obtain the permission of the Director of Performance and the Chair of the department.

Prerequisite: MUSC 331  
GPA units: 1  
Typically Offered: Annually

**MUSC 390 — Music & Gay Rights** Course count: 1  
Where once popular music was considered to be merely a reflection of social change, today, scholars regard popular music to be a powerful agent of change itself. It is thus that we have come to celebrate artists and musicians among the very architects of the civil rights and women's rights movements of the 1960s and 1970s. However, the role of music in various gay rights movements remains less well understood. This course will consider the complex relationship between popular music and gay rights over the last fifty years. Examining the fraught notion of gay music in musical, historical, and aesthetic terms, the course will also explore the role music has played in building up and breaking down certain conceptualizations of sex, gender, and sexuality in American popular culture; in shaping distinct forms of gay identity (inclusive of LGBTQIAPK+ identity) in the popular media; in drawing attention to issues of voice-formation and cultural appropriation; and in forging political agency via song. The ability to read musical notation is not required and while this course has no specific prerequisite, students should be prepared to engage at an upper intermediate to advanced level. A prior course in music, sociology, cultural studies, or GSWS may be helpful, but is not required.

GPA units: 1  
Common Area: Arts

**MUSC 400 — Junior/Senior Seminar** Course count: 1  
Required for music majors. This course is designed to provide an opportunity for juniors and seniors to integrate the knowledge and skills they have acquired in the major by drawing on multiple methodologies (musicology, ethnomusicology, theory, historical performance practice, and popular music studies, among others) to study selected musical works in depth. Topics and repertory vary from year to year. The culmination of this course is a capstone project designed by the student.

Prerequisite or Corequisite: MUSC 212 and MUSC 302 or 305  
GPA units: 1

**MUSC 425 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

**MUSC 431 — Intermediate/Adv Performance 1** Course count: 0  
Instrumental or vocal lessons for students of intermediate to advanced competency. Interested students must have completed four semesters of individual instruction, perform at the intermediate or advanced level and obtain the permission of the Director of Performance and the Chair of the department.

GPA units: 0  
Typically Offered: Annually

**MUSC 432 — Intermediate/Adv Performance 2** Course count: 1  
Instrumental or vocal lessons for students of intermediate to advanced competency. Interested students must have completed four semesters of individual instruction, perform at the intermediate or advanced level and obtain the permission of the Director of Performance and the Chair of the department.

Prerequisite: MUSC 431  
GPA units: 1  
Typically Offered: Annually

**MUSC 433 — Advanced Performance 1** Course count: 0  
Instrumental or vocal lessons for students of advanced competency. Interested students must have completed four semesters of individual instruction, perform at the advanced level and obtain the permission of the Director of Performance and the Chair of the department.

Prerequisite: MUSC 432  
GPA units: 0  
Typically Offered: Annually

**MUSC 434 — Advanced Performance 2** Course count: 1  
Instrumental or vocal lessons for students of advanced competency. Interested students must have completed four semesters of individual instruction, perform at the advanced level and obtain the permission of the Director of Performance and the Chair of the department.

Prerequisite: MUSC 433  
GPA units: 1  
Typically Offered: Annually

## Music Major

### Department Advanced Placement Policy

Students with AP Credit in Music Theory, prior course work in, or knowledge of music theory may earn advanced placement in the department's theory sequence. These students may be eligible for advanced placement in the major and should consult with the chair of the department. Please note: even in these cases, AP Credit does not count toward the number of courses required for the major.

### Major Change

The Music Major changed in 2018. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

### Requirements

A minimum of 10 courses is required for a major in music; additional courses are strongly encouraged. Through the integration of theory, history, and performance, the major takes the study of music to an advanced level by focusing on the creation and reception of music in a wide variety of cultural contexts. It is designed to accommodate students with diverse interests and career goals. In planning their electives,

students are encouraged to design a program that develops at least one area of individual interest. Many students choose to engage in solo and collaborative performance, creative projects, independent study, and advanced tutorials.

Code	Title
<b>Theory Courses</b>	
MUSC 201 & MUSC 202	Music Theory 1 and Music Theory 1 Lab
MUSC 203 & MUSC 204	Music Theory 2 and Music Theory 2 Lab
MUSC 305	Music Theory 3: Advanced Topics

<b>History Courses</b>	
MUSC 211	History of Western Music 1
MUSC 212	History of Western Music 2
MUSC 315	Adv. Topics in Music History

**Electives**<sup>1</sup>  
Two courses at the 200 level or higher. At least one of these courses must be a classroom experience. The other course may be a classroom experience or a performance experience (MUSC 218/219, 231/232).

MUSC 218	Jazz/Improvisation 1
MUSC 219	Jazz/ Improvisation 2
MUSC 231	Music Of Bali-Gamelan 1
MUSC 232	Music Of Bali-Gamelan 2
MUSC 233	World Music
MUSC 236	From Blues to Rap
MUSC 241	Intro to Electroacoustic Music
MUSC 242	Coding Music
MUSC 260	Gregorian Chant
MUSC 265	Music of the 20th Century
MUSC 283	Mozart and His World
MUSC 284	Beethoven and His World

Two courses at the 300 level or higher. At least one of these courses must be a classroom experience. The other course may be a classroom experience or a performance experience (MUSC 331/332, 431/432, 433/434).

MUSC 325	Tutorial
MUSC 331 & MUSC 332	Intermediate Performance 1 and Intermediate Performance 2
MUSC 400	Junior/Senior Seminar
MUSC 431 & MUSC 432	Intermediate/Adv Performance 1 and Intermediate/Adv Performance 2
MUSC 433 & MUSC 434	Advanced Performance 1 and Advanced Performance 2

In addition to the courses listed above, the Department offers a variety of unique 300-level seminars with an emphasis on reading, writing, discussion and analysis. Course topics, which vary from year to year, may include the intersection of music and identity, questions of form and genre, or emphasis on an aspect of music and society.

**Performance**  
A minimum of two semesters of enrollment in each of the following categories:

<b>Participation in a Department Ensemble Music:</b>	
MUSC 110	College Choir
MUSC 111	Orchestra

MUSC 112	Jazz Ensemble
MUSC 113	Wind Ensemble
MUSC 114	Chamber Music
MUSC 115	Chamber Singers

<b>Private Lessons on an Instrument or Voice:</b>	
MUSC 105 & MUSC 106	Individual Instruction and Individual Instruction
MUSC 205 & MUSC 206	Individual Instruction and Individual Instruction

<sup>1</sup> One of these must be in World Music, Popular Music, Digital/Computer Music, or Jazz at the 200 level or higher.

## Naval Science

The Department of Naval Science, a recognized department of instruction within the College, educates and trains young men and women to serve as commissioned officers in the Navy and Marine Corps. Only those men and women reasonably disposed to accept a commission in the Navy or Marine Corps should plan to enter the Naval Reserve Officers Training Corps (NROTC) Program. This affirmation must be understood clearly by everyone who applies for the program.

## Scholarship Program

Graduating high-school students can apply through the national competition for a four-year Naval ROTC Scholarship. If selected for the four-year Naval ROTC Scholarship Program, they receive full tuition, all academic fees, military uniforms, a stipend of \$750 per academic year for textbooks, and a graduated monthly subsistence allowance (\$250/month for Freshmen, \$300 for Sophomores, \$350 for Juniors and \$400 for Seniors) while attending college. Additionally, the College of the Holy Cross offers free room to all four-year national scholarship winners living on campus. They are required to take certain college courses, undergo three summer training cruises, each approximately four weeks in duration, and are required to serve at least five years on active duty after commissioning.

Second-year college students can apply through the national competition for the two-year Naval ROTC Scholarship Program. If selected, during their third and fourth years they will receive full tuition, all academic fees, the annual stipend of \$750 for textbooks, military uniforms, and a monthly stipend the same as a four year scholarship student. In addition, they will attend the Naval Science Institute at Newport, R.I., for six weeks during the summer before their third year, will be required to take certain college courses, and will undergo one summer training cruise of four weeks duration. They will be required to serve at least five years on active duty after commissioning.

## College Program

First- and second-year students at the College may apply directly to the Professor of Naval Science for enrollment in the College Program (non-scholarship). After completion of at least one semester in the College Program, students who have achieved a GPA of 2.5 or higher, passed one semester of calculus with a grade of C or better, and performed well in the battalion may be recommended by the Professor of Naval Science for a Naval Service Training Command Controlled Scholarship. The scholarship includes all the same rights and responsibilities as a scholarship student detailed above.

College Program students not selected for a scholarship by the beginning of their junior year must be selected for advanced standing or will be dropped from the NROTC program. Selection for advanced standing is competitive and centrally managed by the Naval Service Training Command. This program provides military uniforms and a subsistence allowance of \$350/\$400 per month for Juniors/Seniors respectively while attending college. College Program students are required to take certain college courses and to undergo one summer training cruise of four weeks during the summer preceding their fourth year. Second-year College Program students who receive advanced standing or a scholarship must attend the Naval Science Institute in Newport, R.I. for six weeks during the summer preceding their junior year. Upon commissioning, College Program students are required to serve at least three years on active duty.

## Naval Science Students

Any student in the College may take Naval Science courses. Naval Science students receive credit for satisfactory completion of accredited Naval Science courses but have no official status in the NROTC Program and receive none of the benefits provided to NROTC students.

## General Information

The Holy Cross NROTC Unit is composed of approximately 65 midshipmen. The battalion is divided into companies, and the overall leader is the Midshipman Battalion Commander, a fourth-year student who is chosen for outstanding leadership qualities. The battalion meets for drill or classroom instructional periods twice a week. In addition, each year the battalion sponsors an active social program, which includes informal events, the Navy Marine Corps Birthday Ball, Dining In, Tri-Service Cotillion, various military and athletic excellence competitions, and field meets.

Marvin W. Carlin, B.S.,  
*Visiting Professor and Chair*

Benjamin Wedewer, B.A., *Visiting Lecturer*

Daniel Patrick White, M.S., *Visiting Lecturer*

### **NAVL 100 — Naval Science Lab** Course count: 0

Naval Science Laboratory. One weekly two-hour laboratory. Emphasis is placed on professional training which is not of an academic nature. The laboratory is intended for topics such as drill and ceremonies, physical fitness and swim testing, cruise preparation, sail training, safety awareness, preparation for commissioning, personal finances, insurance and applied exercises in naval ship systems, navigation, naval operations, naval administration, and military justice. Other topics and special briefings are conducted as determined by the Naval Service Training Command or the Professor of Naval Science. Required of all midshipmen. No degree credit.

Restricted to NROTC Students.  
GPA units: 0  
Typically Offered: Fall, Spring

### **NAVL 111 — Introduction to Naval Science** Course count: 0

An introduction to the customs, traditions, missions, rules and regulations of the Department of Defense and the United States Navy and Marine Corps. Topics include rank structure, uniform regulations, military law, terminology, ships and aircraft types, naval history, and present naval missions. Required of all midshipmen; intended for first-year students. No degree credit.

Restricted to NROTC Students.  
GPA units: 0  
Typically Offered: Fall

### **NAVL 112 — Naval Engineering** Course count: 0

Detailed study of ships' characteristics and types including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control. Included are basic concepts of the theory and design of steam, gas turbine, and nuclear propulsion. Also discussed are shipboard safety and fire fighting. Required of all Navy option midshipmen; intended for third-year students. No degree credit.

Restricted to NROTC Students.  
GPA units: 0  
Typically Offered: Fall

### **NAVL 113 — Naval Weapon Systems** Course count: 0

An introduction to the principles and behavior of electronic and electromagnetic systems to provide a foundational understanding of the interrelationships with naval combat systems. Topics and concepts explored pertain to a wide range of maritime applications, such as radar, sonar, communications, electro-optics, computer, missiles and electronics warfare systems. Required of all Navy option midshipmen; intended for third-year students. No degree credit.

Restricted to NROTC Students.  
GPA units: 0  
Typically Offered: Spring

### **NAVL 114 — Sea Power** Course count: 1

A survey of U.S. Naval History from the American Revolution to the present, with emphasis on the Navy's role as an instrument of U.S. national security policy and foreign policy. Includes in-depth discussion of naval developments, key maritime strategies that have shaped the sea services, and naval contributions throughout various periods in American history, including major battles and campaigns in armed conflicts through the Gulf War. Required of all midshipmen; intended for first-year students. One unit.

Restricted to NROTC students. Department consent is required for non-NROTC students.  
GPA units: 1  
Common Area: Historical Studies  
Typically Offered: Spring

**NAVL 141 — Navigation** Course count: 0

Practical piloting in restricted and open water to include discussions on tides, currents, electronic navigation, and celestial navigation theory. Coast Guard Navigation Rules, maneuvering board concepts, and a brief introduction to weather are covered. Required of all Navy option midshipmen; intended for second-year students. No degree credit.

Restricted to NROTC Students.

GPA units: 0

Typically Offered: Spring

**NAVL 142 — Naval Operations** Course count: 0

This course includes discussions on Rules of the Road and basic ship handling practices. Covers command and control and Naval Operations as they apply to each warfare platform. Required of all Navy option midshipmen; intended for fourth-year students. No degree credit.

Restricted to NROTC Students.

GPA units: 0

Typically Offered: Fall

**NAVL 145 — Evolution Of Warfare** Course count: 0

This course is designed to cover the causes of continuity and of changes in the means and methods of warfare during major periods of history. It addresses the evolution of strategic principles and the influence of economic, moral, psychological, political and technological factors and strategic thought. It also examines the interrelationships between technological progress and military changes in rendering obsolete the successful strategies, policies, doctrines and tactics of the past. Required of all Marine option midshipmen.

Restricted to NROTC Students.

GPA units: 0

Typically Offered: Alternate Years, Fall

**NAVL 151 — Leadership & Management** Course count: 1

This course focuses on the theoretical and practical concepts of leadership and management. It includes discussions of the principles and processes required of managers including: planning, organizing, controlling, motivation, communication, and decision making. Examples from both general business and the Naval establishment are used. The social, ethical and moral responsibilities of managers are also discussed. Required of all midshipmen; intended for second-year students. One unit.

Restricted to NROTC students. Department consent is required for non-NROTC students.

GPA units: 1

Typically Offered: Fall

**NAVL 155 — Fundamentals of Maneuver Warfare** Course count: 0

The purpose of this course is to introduce the student to the foundational concepts and history of the USMC as the premier maneuver warfighting organization. This class focuses on the theory of maneuver warfare by utilizing both historical examples from previous military operations as well as current doctrine thereby developing an individual who is both a critical thinker and a scholar in the profession of arms. The goal is to educate the student to read military history analytically and foster professional development that creates officers that can think in a dynamic, rapidly deteriorating situation. Required for all Marine option midshipmen. No degree credit.

Restricted to NROTC Students.

GPA units: 0

Typically Offered: Alternate Years, Fall

**NAVL 190 — Tutorial** Course count: 1

GPA units: 1

**NAVL 246 — Marine Corps Leadership** Course count: 0

This course is designed to prepare students for success at USMC Officer Candidates School (OCS) and The Basic School (TB S). Emphasis is placed on leadership skills, basic infantry tactics, and general subjects including Marine Corps organization, history, customs and courtesies, and traditions. Practical application of skills such as land navigation and issuing combat orders is a central feature. Required of all Marine option midshipmen. No degree credit.

Restricted to NROTC students. Department consent is required for non-NROTC students.

GPA units: 0

Typically Offered: Spring

**NAVL 352 — Ethics-Military Profession** Course count: 1

Restricted to NROTC students. Department consent is required for non-NROTC students.

GPA units: 1

Typically Offered: Spring

## Philosophy

Philosophy is concerned with fundamental questions about the nature of reality; the foundations of science, ethics and art; and the nature and scope of human knowledge. Philosophy is actually the meeting place for all disciplines, for any discipline becomes philosophical once it begins seriously to examine its own methodology and fundamental presuppositions. Ultimately, philosophy is much more than the acquisition of a certain kind of knowledge. It is the ability to think reflectively and to raise questions about problems that lie at the root of what might appear self-evident. The study of philosophy is therefore recommended to all students, regardless of their major.

Philosophy involves both systematic forms of inquiry and a prolonged reflection upon its own history. For its majors, minors and all students interested in deepening their liberal arts education, the department offers courses in the history of philosophy that span the entire tradition from the pre-Socratics to the philosophers of our own century. These historical courses are best pursued in conjunction with courses that cover the principal areas of philosophical inquiry (Metaphysics, Ethics, Epistemology, and Logic). Philosophical Inquiries (PHIL 110 Philosophical Inquiries) is reserved exclusively for first-year students; Montserrat Seminars that carry a P (for Philosophy) Common Area Designation count

as Introductory. Students are permitted to take only one course at this level.

The department offers both a major and a minor program that combines necessary structure with the freedom to follow an individually oriented course of study.

In addition to a wide range of regular courses and seminars, the department offers tutorials and other opportunities for independent study. The departmental Honors program is designed to provide outstanding majors with an enhanced opportunity for independent research and sustained philosophical reflection during their senior year. Under the supervision of an advisor, students admitted into the program will engage in a yearlong thesis project resulting in a polished piece of philosophical writing which is formally presented at the end of the year. Eligible students are invited to apply to the Honors program in the second semester of their junior year. Further information about the program (eligibility requirements, details about the application process, and the structure of the program itself) is posted on the departmental website. Majors who think they might be interested in the departmental Honors program should consult with the department chair.

Faculty and students together benefit from regular departmental colloquia and the lively exchanges initiated by the Philosophy Club, which is open to all interested students. In addition, membership in the Holy Cross Chapter of the National Honor Society in Philosophy, Phi Sigma Tau, is available to those who have a strong academic record, participate in the life of the department, and demonstrate a desire and ability to philosophize. Students are encouraged to compete for two essay competitions, the Strain Gold Medal and the Markham Memorial Scholarship. The Department also awards the Flatley Gold Medal for the highest Philosophy G.P.A.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Jeffrey A. Bernstein, Ph.D.,  
*Professor and Chair*

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

Predrag Cicovacki, Ph.D., *Professor*

May Mui-Hwa Demarco Sim, Ph.D., *Professor*

William E. Stempsey, S.J., Ph.D., *Professor*

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

Kendy M. Hess, Ph.D., *Brake-Smith Associate Professor in Social Philosophy and Ethics*

Jameliah Inga Shorter-Bourhanou, Ph.D., *Assistant Professor*

Devin Yagel Gouvêa, Cand., Ph.D., *Instructor*

Frances Maughan-Brown, Ph.D., *Visiting Assistant Professor*

John M. Bunke, Cand., Ph.D., *Visiting Lecturer*

## Academic Plans within Philosophy

- Philosophy Major (p. 155)
- Philosophy Minor (p. 156)

## Other Academic Plans Accepting/Requiring Philosophy Coursework

- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- International Studies Major (p. 125)
- Neuroscience Student Designed Minor (p. 60)
- Peace and Conflict Studies Concentration (p. 59)

### PHIL 110 — Philosophical Inquiries Course count: 1

In a certain way, philosophy needs no introduction. Each of us has had moments of wonder: "Why do we exist?" "Why is there so much suffering in the world?" "Why does the world itself exist?" This one-semester course for first-year students helps strengthen that sense of wonder by giving the student insight into what some of the greatest thinkers have had to say about these questions. Readings from Plato, Aristotle, Aquinas, Descartes and Kant.

Enrollment limited to 1st year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Fall, Spring

### PHIL 111 — Intro to African Philosophy Course count: 1

GPA units: 1

Common Area: Cross-Cultural Studies, Philosophical Studies

### PHIL 201 — Metaphysics Course count: 1

Aristotle described metaphysics as the "science which takes up the theory of being as being and of what 'to be' means taken by itself." Before and since Aristotle, the meaning and significance of metaphysics has been in dispute. While some thinkers have dismissed metaphysics as meaningless speculation, others have held it to be the center of Western philosophy. Using primary texts of classical and contemporary writers, this course studies the origins of metaphysics in ancient Greece, major developments of metaphysical thinking, and contemporary challenges to metaphysics.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Annually

**PHIL 204 – Ethics** Course count: 1

A study of moral philosophy with a twofold aim: (1) to give students an appreciation of the important historical and theoretical developments in moral philosophy; (2) to help students to think, write and speak clearly about important moral issues of our time. Examines both the thought of important Western philosophers such as Aristotle, Immanuel Kant, and John Stuart Mill, and topics of contemporary concern in personal and social ethics.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 207 – Foundations Of Ethics** Course count: 1

Considers various challenges to the claims of morality, and whether and how moral philosophy can meet these challenges. Special topics include: the nature and justification of an ethical life, the limits of practical reasoning, the subjectivity vs. the objectivity of value, relativism, conflicts of obligation, the idea of moral "truth," and the sources and ultimate value of morality itself. Examines how these issues come to life in classical texts, and how they are treated in recent philosophical literature. The goal is to understand the foundations of morality (if there are any), and to gain insight into what is perhaps the most striking thing about human life—the fact that we have values.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 209 – Theory Of Knowledge** Course count: 1

Do you know that you are not a brain in a vat being force-fed experiences by an evil scientist? This course considers Descartes' skeptical arguments that we can't really know whether the world is the way it appears to us. These skeptical arguments lead us to consider what knowledge is, whether "knowledge" means the same thing in the philosophy classroom as it means outside it, and what justifies our beliefs. Writings of contemporary analytic philosophers are read and discussed.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 215 – Symbolic Logic** Course count: 1

An introductory study of the formal structure of reasoning patterns such as deduction. Includes an introduction to formal languages, sentential calculus, predicate calculus, and an investigation into logic's value and limits.

GPA units: 1

Typically Offered: Alternate Years

**PHIL 224 – Contemporary Continental Phil** Course count: 1

Focuses on a theme or question of general scope within continental European philosophy since Nietzsche. Topics may include subjectivity, historical consciousness, technology, and plurality. Philosophical approaches may include phenomenology, hermeneutics, existentialism, psychoanalysis, the Frankfurt School, and post-structuralism.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 225 – Ancient Philosophy** Course count: 1

We start by looking at the Presocratics (6th and 5th centuries B.C.) to witness the emergence of philosophical, scientific, ethical and religious thinking. We will follow the similarities and differences of these Presocratics to trace the kinds of questions they set and the kinds of answers they accept. Addressing many of the same questions bequeathed to them by the Presocratics, the Ancients offered new solutions. We will think with the great thinkers about alternative conceptions of the divine, first principles and causes, form and matter, atoms and the void. Wonder along with Plato, Aristotle, Lucretius and Epictetus about happiness in relation, reason and desire, and our place in society and in the universe.

One previous Philosophy course is required for first year students.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Fall

**PHIL 227 – Philosophy of Race** Course count: 1

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Philosophical Studies

**PHIL 230 – Medieval Philosophy** Course count: 1

A study of selected medieval thinkers such as Augustine, Boethius, Dionysius, Anselm, Bonaventure, and Aquinas. The birth of scholasticism, an analysis of this philosophical movement in the 13th century, and its decline are presented.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Spring

**PHIL 235 – Early Modern Philosophy** Course count: 1

A study of the origins of modern philosophy: Descartes' turning toward the subject; his attempt at a justified method guided by the ideal of mathematical certainty; his influence on the development of European rationalism, Spinoza, Leibniz. Equal attention will be given to empiricist philosophers such as Bacon, Hobbes, Locke, Berkeley, and Hume and their approaches to philosophy and science.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Fall



**PHIL 241 — Modern Philosophy** Course count: 1

A study of the later development of modern philosophy including Kant's new evaluation of metaphysics, epistemology, the nature of the sciences and morality and the idealist thought of Fichte and Hegel. Attention also to the thought of those opposing idealism, especially Marx and Kierkegaard.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Spring

**PHIL 242 — Logic & Language** Course count: 1

An introduction to the 20th-century analytic philosophy and philosophy of language, which to a large part is guided by the conviction that traditional philosophical problems are based on linguistic and logical confusions. Familiarizes students with the formal languages of modern sentential and predicate logic, whose development was so important for the philosophical thinking within this tradition. It will reflect on the importance of language for understanding the world.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Annually

**PHIL 243 — American Philosophy** Course count: 1

A survey of the beginnings and development of American philosophic thought from the colonial period to the present. Detailed discussion of the work of Emerson, Peirce, and James and of important movements such as transcendentalism, pragmatism and analytic thought. One unit.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

**PHIL 244 — 20th Century Philosophy** Course count: 1

This course examines and compares key writings of prominent traditions into which 20th-century Western philosophy split: analytic or Anglo-American philosophy, continental or European philosophy, and classical American philosophy or pragmatism. Readings will include works of Martin Heidegger, Ludwig Wittgenstein, and John Dewey, among others, on issues of knowledge, language, existence, and the nature of philosophy.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 245 — Phenomenology** Course count: 1

Explores the motivation and the methods of phenomenological philosophy. Focus is on Husserl's development of phenomenology as a "rigorous science," and its critical revision. Topics include the relation of Husserl's "transcendental" project to the classical metaphysical tradition, the distinction between "pure" and "applied" phenomenology, the idea of a phenomenological psychology, and the influence of phenomenology in the philosophy of art. Readings include works by Husserl, Sartre, Merleau-Ponty, and others.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 246 — Philosophy & Literature** Course count: 1

Explores the relationship between philosophy and literature. Reveals the enormous impact of philosophy on literary texts and tries to show how philosophy is present in all forms of intellectual life. Also tries to take seriously literature's claim to be doing something that philosophy itself cannot do. The authors chosen vary, but include such figures as Shakespeare, Goethe, Nietzsche, Thomas Mann and Proust.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Literature, Philosophical Studies

Typically Offered: Alternate Years

**PHIL 247 — Environmental Political Philosophy** Course count: 1

The class begins with a survey of environmental philosophy, exploring anthropocentrism, sentiocentrism, biocentrism, and ecocentrism. With those in hand, we explore the question of what the government ought to do about it. We then study four contemporary political theories: liberalism, libertarianism, conservatism, and capabilities theory. Each of these theories is deeply anthropocentric (human-centered) in its original form, but some are easier to "green" than others and we will test them all to see which can incorporate the values driving the different environmental positions. Throughout we will debate whether we should green the theories (and if so, which way?) and we will repeatedly test our theories against real world issues: what do they tell us the government should do about factory farming, organic food, wilderness restoration, environmental racism, climate change, or anything else?

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 248 — Existentialism** Course count: 1

Existentialism was a movement in recent (1850-1950) French and German philosophy that heavily influenced subsequent European thought and literature. It saw human beings as free and troubled, lacking guidance from tradition, God, and nature. This course explores existentialism through a reading of its philosophical exponents (Kierkegaard, Nietzsche, Heidegger, Sartre, Tillich) and literary and philosophical authors (Dostoevsky, Camus). Both religious and atheistic existentialism are considered.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 249 – Environmental Ethics** Course count: 1

What kind of person should I be? What do I owe to others, and to myself? What, if anything, do I owe to non-human others animals, nature, the environment and what kind of role can those things play in my own moral development? This class will study three different sets of answers to those questions, as represented in the traditions of Utilitarianism, Kantian Ethics, and Virtue Ethics. Each of these theories begins as anthropocentric (human-centered), but we will introduce sentiocentric, biocentric, and ecocentric commitments and see which theories can accommodate those expanded concerns. We will repeatedly test our theories, in both original and modified forms, against real world issues: what do they tell us to do about factory farming, meat consumption, animal use in medical testing, wilderness restoration, climate change, or anything else?

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 250 – Medical Ethics** Course count: 1

Examines topics of current interest in biomedical ethics, and the role moral philosophy plays in public debate about controversial issues. Aim is to help students think, speak, and write clearly about these issues. Discusses moral justification and an overview of several types of ethical theory. Considers such issues as the physician-patient relationship, truth-telling and confidentiality, informed consent, reproductive technologies, abortion, the right to die, euthanasia and assisted suicide, the AIDS epidemic, human genetics, and justice in the distribution of health care.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Annually

**PHIL 252 – Process Philosophy** Course count: 1

Process philosophy developed in the late 19th and early 20th centuries in Europe and America in response to the theory of evolution. It is a metaphysics of nature holding that everything real is in the process of change or evolution, and that purposes, values, meanings, and minds must emerge from the natural processes described by modern science. Some drew religious implications as well. We will critically evaluate this tradition, examining among others Charles Peirce, William James, Henri Bergson, Alfred North Whitehead, and John Dewey.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 255 – Asian Philosophy** Course count: 1

What is the ultimate goal of human existence, if any? Are there qualities of persons or actions that promote harmony with the community or with nature at large? Is there a soul that exists beyond this life? Is there really a 'self' at all? Is there a permanent reality beneath the visible world of change - or is the motley of change all there is to the world? We shall explore these fundamental philosophical questions through key Asian traditions of wisdom such as Confucianism, Daoism, Hinduism and Buddhism. Not only is an understanding of these wisdom traditions valuable in themselves, it'll also help us understand better the Asian nations which social, political, ethical and cultural practices are founded on Asian philosophy.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Philosophical Studies

Typically Offered: Alternate Years

**PHIL 260 – Philosophy Of Art** Course count: 1

By reflecting on what philosophers have said about art, this course investigates the idea that art itself performs a philosophical, perhaps even a moral, function. Art is supposed by many to have the power to reveal something, and to be in some way "good" for us. In considering whether this is so, we have to confront two basic questions. The first is: Are there any "truths" about art (about what art is, about the purpose of art, about what makes art good or bad, etc.)? The second is: does art really reveal "truths" (What kind of truths? Truths about what? Can these truths be rationally articulated? If not, why should we take art seriously?) We shall concentrate on these, and related questions. Readings from Plato, Kant, Hegel, Nietzsche, Freud, Heidegger, Kandinsky, and Iris Murdoch.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 261 – Philosophy Of Mind** Course count: 1

Questions concerning the nature of the mind and its relation to the body or questions about the essential capacities of human beings distinguishing them from plants, animals, and machines are raised. Different traditional and contemporary themes about the nature of the mind are discussed critically. Emphasizes topics such as the mind-body problem, the nature, the explanation of action, and the problem of intentionality.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Annually

**PHIL 263 — The Art of Living** Course count: 1

Living is not just a biological process, but an art difficult to master and often even too complex to understand. Philosophers have always dealt with this issue, but not in a sufficiently systematic way. In the course of the semester we will exam a few philosophical recommendations as to how to live our lives (Plato, Montaigne, and Hartmann), as well as several recommendations as to how to develop one's humanity as fully as possible as presented by various religious traditions (Christianity, Hinduism, and Taoism).

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 264 — Philosophy Of History** Course count: 1

Focuses on the growth of historical consciousness in the modern epoch, although it may also give attention to such Christian thinkers as Augustine. Emphasizes the contrast between the boldly progressive vision of Hegel, which celebrates scientific culture as the goal of history, and the more traditional vision of Vico (the Italian philosopher), which embodies a cyclical moment and defines historical culture more in terms of poetry than of science. Other authors typically read include Kant, Herder, Burckhardt, Nietzsche, Löwith, and Collingwood.

GPA units: 1

Common Area: Historical Studies, Philosophical Studies

Typically Offered: Alternate Years

**PHIL 265 — Political Philosophy** Course count: 1

Political philosophy addresses the questions of how and toward what ought human beings live together, what a just and good society would be, and what makes power legitimate? These questions are pursued through a reading of the history of Western political thought, including the work of Plato, Aristotle, Hobbes, and Locke. Recent liberal theory also examined, focusing on the justice of welfare spending and the proper limits on government, using for example the work of John Rawls and Robert Nozick.

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**PHIL 267 — Contemporary Political Philosophy** Course count: 1

Examines the nature of liberal democratic politics in its relation to morality. The central question is: what are the rightful limits on and concerns of the government, law, and politics of a "liberal," that is, free and democratic, society? "Neutralist" liberals argue that maximum individual liberty requires government neutrality toward particular moral ends or notions of the good life. Others, especially "communitarians" and "civic republicans," fear that neutrality undermines both morality and community, and argue that government must promote both through endorsing some notion of the good life. What is the proper balance of liberty and morality? This question is pursued through the work of a number of important, most recent and American, political theorists.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**PHIL 272 — Philosophy Of Biology** Course count: 1

What is life? How evolution affects the way in which we think about ourselves and the natural world? How are living organisms classified and how does this affect our perception and measurement of biological diversity? Is 'race' a biological concept? In this course, we will explore fundamental philosophical questions prompted by what we know of the biological realm. Readings will include a selection of classical texts as well as recent articles. One unit.

GPA units: 1

Common Area: Philosophical Studies

**PHIL 273 — Philosophy Of Medicine** Course count: 1

The philosophy of medicine includes the metaphysical, epistemological and methodological aspects of medical practice and medical research. This course explores some of the theoretical and conceptual issues that form the basis for medical knowledge and thus influence the practice of medicine. Topics include the nature of health and disease, normality and pathology, the assumptions and goals of medicine, changes in the theoretical structure of medicine over time, the nature of medical knowledge, and methods of reasoning in medical research and practice.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 274 — Philosophical Anthropology** Course count: 1

We will explore the philosophy of culture through a reading of 20th-century philosophical and related writings, trying to discern what difference culture makes to our understanding of human beings. That is, what does the recognition that humans are fundamentally cultural being do to our ethics, politics, and account of human mind and knowing? We will confront problems of cultural relativism, the role of cultural identity in politics, and what some claim is our contemporary "clash of civilizations", reading, among others, Ernst Cassier, Ernest Gellner, Johann Huizinga, and Samuel Huntington.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 277 — Philosophical Perspectives On Women** Course count: 1

Surveys the classic literature of Western philosophical views on women and the feminist response to it. Attention to feminism as a method of analysis as well as to representative issues whose philosophical significance has been identified by feminism, e.g. gender, friendship, dependence.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 282 — Philosophy Of Religion** Course count: 1

This course is divided into two parts, both of which confront concepts and names for God with experiences of evil. The first part studies the tradition of theodicy, with attention to Augustine, Boethius, Leibniz and contemporary liberation theology. The second part looks closely at the experience of extreme evil in genocide. Readings from P. Levi, E. Wiesel, E. Levinas, P. Celan and post-Holocaust "death of God" thinking.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 284 — Phil Foundations - Catholicism** Course count: 1

This course will examine some of the philosophical foundations of Roman Catholicism and, more generally, of Christianity. We will consider the human capacity to know God, the nature of the Triune God, and our response to God in Church and Sacraments. Special emphasis will be placed on the philosophical ideas that helped to shape the expression of foundational Christian doctrine. Readings will include selections from Plato, Aristotle, Plotinus, St. Augustine, St. Anselm, St. Thomas Aquinas and other authors.

GPA units: 1

Common Area: Philosophical Studies, Studies in Religion

Typically Offered: Alternate Years

**PHIL 289 — Ethical Issues/Death & Dying** Course count: 1

The ethical problems involved in caring for the terminally ill are among the most controversial issues of our day. This course examines ethical, philosophical, and public policy dimensions of death and dying. Topics include the definition of death, truth-telling with dying patients, suicide, euthanasia, deciding to forgo life-sustaining treatment, decisions on behalf of children and incompetent adults, the debate about futile care, and public policy issues.

GPA units: 1

Common Area: Philosophical Studies

Typically Offered: Alternate Years

**PHIL 301 — Moral Psychology** Course count: 1

This course addresses the nature of moral agency and moral reasoning from an interdisciplinary perspective. It will try to develop a philosophically plausible and a psychologically realistic account of human beings who are capable of acting for moral reasons. At the center of the discussion is the following question: How is it possible to conceive of human beings to be motivated by something other than pure self-interest as moral philosophers constantly assume if we are also biological organisms, a product of evolution and a process of survival of the fittest? Particularly important for our purpose is the question of whether our ability to empathize or sympathize with other people leads to altruistic and moral motivations. Readings will include Aristotle, Hume, Smith, Kant, Schopenhauer, Batson, DeWaal and others.

Prerequisite: One previous Philosophy course.

GPA units: 1

Typically Offered: Alternate Years

**PHIL 302 — Corporate Moral Agency** Course count: 1

The course explores the question of whether highly organized collectives (corporations, governments, colleges, etc.) qualify as moral agents. If they do, then they have moral obligations and it is wrong when they lie, cheat, or steal. If they don't, then they don't have moral obligations and it isn't wrong when they lie, cheat, or steal. That's an unattractive result, but holists claiming that such collectives are moral agents face a difficult challenge. The holist has to demonstrate that (1) the collective entity exists, that it cannot be reduced to its members; (2) the entity qualifies as an agent, with beliefs, desires, and the ability to act on them; and (3) the entity has the additional capacities necessary for moral agency (including free will). That is the path we will trace in this course, drawing on contemporary analytic work in metaphysics, philosophy of mind, agency, and ethics to see whether collectives can meet the standards established there. Throughout, we will consider the implications for either the Enron scandal, NASA's failures with the Challenger and Columbia shuttles, the Penn State/Jerry Sandusky scandal, or the Countrywide mortgage scandal student choice. By the end, students should be able to (1) adopt a position on each of these core questions, supporting their position with reference to the contemporary literature and responding to criticisms, and (2) draw a conclusion about the situations involving the contemporary issue we choose to explore.

Prerequisite: One previous Philosophy course.

GPA units: 1

Typically Offered: Alternate Years

**PHIL 307 — Metaphysics & Natural Science** Course count: 1

This is a course naturalistic metaphysics which compares the speculative conceptions of philosophers to recent work in the natural sciences (this semester, physics). Readings of three 19th - and 20th-century "process" philosophers (Schelling, Peirce, Whitehead) who hoped to answer fundamental metaphysical questions from a naturalistic perspective. Each is coupled with a scientist's exposition of relevant parts of contemporary physical theory, particularly, the Big Bang origin of the universe (Weinberg), complex systems (Prigogine), and quantum mechanics (Polkinghorne). Goal is to use the science to educate the philosophy, and the philosophy to educate the science, hence to understand the natural world through a dialogue between the two.

Prerequisite: One previous Philosophy course

GPA units: 1

Typically Offered: Alternate Years

**PHIL 309 — Approaches to Medical Ethics** Course count: 1

This course will examine the development and history of some of the most important approaches to medical ethics. It will examine three of the most important theoretical approaches: the principle-based common morality theory of Tom Beauchamp and James Childress; the libertarianism of H. Tristram Engelhardt, Jr.; and the virtue ethics of Edmund Pellegrino and David Thomasma. Many issues of contemporary concern in medical practice and research will be addressed in conjunction with the study of these theories. We will critique the contemporary practice of bioethics.

Prerequisite: One previous Philosophy course

GPA units: 1

Typically Offered: Alternate Years

**PHIL 311 — The Nature of Morality** Course count: 1

Prerequisite: One previous philosophy course

GPA units: 1

**PHIL 332 — Problems in Phenomenology** Course count: 1  
Selected issues or texts in the Phenomenological good is explored in depth.

Prerequisite: One previous Philosophy course.  
GPA units: 1  
Typically Offered: Alternate Years

**PHIL 335 — Philosophical Naturalism** Course count: 1  
Philosophical naturalism holds that all reality is in or is continuous with physical nature, hence nothing is supernatural, purely non-physical or "ideal." This also means the conclusions of natural science are directly relevant to the philosophical investigation of reality (that is, metaphysics). The historical problem for this view is to account for things that appear to be non-physical, like life, consciousness, knowledge, numbers, possibilities, God. This course encounters a variety of recent naturalisms to see whether they can handle these issues, reading John Dewey, W.V.O. Quine, Justus Buchler, Hans Jonas, and Hilary Putnam.

Prerequisite: One previous Philosophy course. Enrollment limited to 2nd, 3rd and 4th year students.  
GPA units: 1  
Typically Offered: Alternate Years

**PHIL 354 — Plato** Course count: 1  
Platonism" has fallen on hard times in the contemporary philosophical marketplace. As a way of thinking about ethical, epistemological, or metaphysical issues, it is seen as an enterprise which is more or less bankrupt. The goal of this seminar is to overcome the modern prejudice against Platonism by rereading Plato, and understanding what he really has to say. Do his works represent a coherent philosophical vision? If so, what does this vision offer us?

Prerequisite: One previous Philosophy course.  
GPA units: 1  
Typically Offered: Alternate Years

**PHIL 361 — Confucian Values & Human Rights** Course count: 1  
Discourse about Confucian values, frequently known as "Asian Values," provided strong resistance to Western rights. Arguing that human rights are not universal because of their origin in the West, Asian nations urge that consideration be given to their cultural and historical situations which justify their own brand of human rights. Confucian values are being invoked by the Chinese government in political discussions with the U.S. This seminar focuses on primary texts by Confucius, Mencius and two other early Confucian texts, in order to understand the philosophical concepts which constitute Confucian values. We will survey some contemporary literatures on human rights to come to an understanding of the highly contested concept of human rights. Ultimately, we examine what values are Confucian, whether they are compatible with human rights, (especially the first- and second-generation rights), and if one of these is prior to the other for Confucianism. We ask if there are resources within Confucian values which can contribute to a better understanding of human rights.

Prerequisite: One previous Philosophy course. Enrollment is limited to 2nd, 3rd and 4th year students.  
GPA units: 1  
Common Area: Cross-Cultural Studies

**PHIL 362 — Augustine** Course count: 1  
This seminar introduces the thought of Augustine through study of some main works in relation to key themes in Greek philosophy (chiefly Plotinus) and Christian theology. Augustine's Confessions are generally read, but depending on the topical focus in a given year, this may be followed by study of his City of God, De Trinitate, or passages from other works.

Prerequisite: One previous Philosophy course.  
GPA units: 1  
Typically Offered: Alternate Years

**PHIL 400 — Tutorial** Course count: 1  
Independent study of various topics of special interest to individual students and faculty directors. Normally, tutorials will only be offered for topics that are not covered by regularly offered courses.

GPA units: 1  
Typically Offered: Fall, Spring

**PHIL 494 — Honors Thesis** Course count: 1  
In their senior year, students admitted into the Philosophy Honors Program are required to enroll in two consecutive semesters of the honors tutorial in order to work on their honors thesis under the direction of their advisor. Two semester credits are granted at the end of the second semester. One unit each semester.

GPA units: 0  
Typically Offered: Fall, Spring

**PHIL 495 — Honors Thesis** Course count: 1  
In their senior year, students admitted into the Philosophy Honors Program are required to enroll in two consecutive semesters of the honors tutorial in order to work on their honors thesis under the direction of their advisor. Two semester credits are granted at the end of the second semester.

GPA units: 2  
Typically Offered: Fall, Spring

## Philosophy Major Requirements

The minimum requirement for a major is 10 semester courses in philosophy.

### Code Title

#### History of Philosophy

PHIL 225	Ancient Philosophy
or PHIL 230	Medieval Philosophy
PHIL 235	Early Modern Philosophy
or PHIL 241	Modern Philosophy

#### Theoretical Philosophy

Select one of the following:

PHIL 201	Metaphysics
PHIL 245	Phenomenology
PHIL 252	Process Philosophy
PHIL 261	Philosophy Of Mind

#### Practical Philosophy

Select one of the following:

PHIL 204	Ethics
PHIL 207	Foundations Of Ethics
PHIL 247	Environmental Political Philosophy
PHIL 249	Environmental Ethics
PHIL 250	Medical Ethics
PHIL 260	Philosophy Of Art
PHIL 265	Political Philosophy
PHIL 267	Contemporary Political Philosophy

**Logic**

PHIL 242	Logic & Language
----------	------------------

**Seminars**

Two advanced (300-level) courses.

PHIL 301	Moral Psychology
PHIL 302	Corporate Moral Agency
PHIL 307	Metaphysics & Natural Science
PHIL 309	Approaches to Medical Ethics
PHIL 311	The Nature of Morality
PHIL 332	Problems in Phenomenology
PHIL 335	Philosophical Naturalism
PHIL 354	Plato
PHIL 362	Augustine

Students should work closely with their advisor and consult with the department Chair to determine how these requirements are best fulfilled in conjunction with their individual interests. Students are encouraged to satisfy their 200 level major requirements as early as possible within their program of study.

## Philosophy Minor

### Requirements

The minimum requirement for the minor is six semester courses in philosophy.

Code	Title
------	-------

**History of Philosophy**

Select one of the following:

PHIL 225	Ancient Philosophy
PHIL 230	Medieval Philosophy
PHIL 235	Early Modern Philosophy
PHIL 241	Modern Philosophy

**Theoretical or Practical Philosophy**

Select one course from either area:

Theoretical Philosophy:

PHIL 201	Metaphysics
PHIL 245	Phenomenology
PHIL 261	Philosophy Of Mind
PHIL 252	Process Philosophy

Practical Philosophy:

PHIL 204	Ethics
PHIL 207	Foundations Of Ethics
PHIL 247	Environmental Political Philosophy
PHIL 249	Environmental Ethics
PHIL 250	Medical Ethics

PHIL 260	Philosophy Of Art
PHIL 265	Political Philosophy
PHIL 267	Contemporary Political Philosophy

**One 300 level seminar.**

PHIL 301	Moral Psychology
PHIL 302	Corporate Moral Agency
PHIL 307	Metaphysics & Natural Science
PHIL 309	Approaches to Medical Ethics
PHIL 311	The Nature of Morality
PHIL 332	Problems in Phenomenology
PHIL 335	Philosophical Naturalism
PHIL 354	Plato
PHIL 362	Augustine

**Three additional electives from 300 level seminars above or 200 level courses below.**

PHIL 224	Contemporary Continental Phil
PHIL 242	Logic & Language
PHIL 243	American Philosophy
PHIL 244	20th Century Philosophy
PHIL 246	Philosophy & Literature
PHIL 248	Existentialism
PHIL 255	Asian Philosophy
PHIL 263	The Art of Living
PHIL 274	Philosophical Anthropology
PHIL 277	Philosophical Perspectives On Women
PHIL 282	Philosophy Of Religion
PHIL 284	Phil Foundations - Catholicism
PHIL 289	Ethical Issues/Death & Dying

Because minors are not automatically assigned an advisor, students contemplating a minor are strongly encouraged to seek advice from one of their philosophy professors, or the department Chair, in choosing their minor courses.

## Physics

Physics is the study of the behavior of the universe, especially the fundamental laws underlying natural phenomena. The Department of Physics has offerings to meet a range of interests, from a Topics in Physics course, to a minor, to a complete major program on the principles and analytic methods of the field. The curriculum leading to a bachelor's degree can provide a solid foundation for graduate study in physics, applied physics, engineering, medicine, or law; or for entry-level positions in research, business, teaching, and other fields.

### Introductory Courses

Students required to take a one-year course in general physics as part of their academic program should take PHYS 115 Introductory Physics 1: Mechanics, Fluids and Waves, PHYS 116 Introductory Physics 2: Electromagnetism, Optics and Modern Physics. This is a two-semester, calculus-based sequence, suitable for majors of physics, chemistry, or biology, as well as for those participating in the Health Professions Advisory Program (premedical, pre dental, etc.), the 3-2 Engineering Program, or in ROTC

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Students who scored 4 or 5 on the AP Physics exam may receive advanced standing in the Physics curriculum. Contact the department chair to discuss this option.

Matthew B. Koss, Ph.D.,  
*Professor*

Janine Shertzer, Ph.D., *Distinguished Professor of Science*

De-Ping Yang, Ph.D., *Professor*

Benjamin Kain, Ph.D., *Associate Professor*

Tomohiko Narita, Ph.D., *Associate Professor and Chair*

Paul K. Oxley, Ph.D., *Associate Professor*

Timothy M. Roach, Ph.D., *Associate Professor*

Shreyashi Chakdar, Ph.D., *Assistant Professor*

## Academic Plans within Physics

- Physics Major (p. 159)
- Physics Minor (p. 160)

## Other Academic Plans Accepting/Requiring Physics Coursework

- Biology Major (p. 51)
- Chemistry Major (p. 66)
- Geoscience Minor (p. 52)
- Neuroscience Student Designed Minor (p. 60)

### PHYS 100 — Topics in Physics Course count: 1

These courses introduce non-science majors to important principles and modes of inquiry of physics, explored in a particular context. Recent offerings: Earth Science; Electricity and Magnetism in Everyday Life; How Things Work; Gravity and Science in Orbit. Non-science majors only. One unit

GPA units: 1  
Common Area: Natural Science  
Typically Offered: Annually

### PHYS 101 — Introduction To Astronomy Course count: 1

Motions of celestial bodies; the sun, Earth and moon; other terrestrial planets; Jovian planets; asteroids and comets; nebular model for the origin of the solar system; stars and stellar systems; Milky Way galaxy; the universe and the big-bang model. Non-science majors only.

GPA units: 1  
Common Area: Natural Science  
Typically Offered: Annually

### PHYS 105 — Foundations for Science Course count: 1

GPA units: 1  
Common Area: Natural Science

### PHYS 115 — Introductory Physics 1: Mechanics, Fluids and Waves Course count: 1

First semester course of a two-semester, calculus-based sequence, suitable for majors of physics, chemistry, or biology, as well as for those participating in the Health Professions Advisory Program (premedical, pre dental, etc.), the 3-2 Engineering Program, or in ROTC. Covers the theory of Newtonian mechanics and methods for solving quantitative and qualitative problems. Specific topics include motion in one and two dimensions; vectors, Newton's laws of motion, work and energy, linear momentum and collisions, rotational motion, static equilibrium, oscillatory motion, gravitation, fluid mechanics, and mechanical waves. There is an emphasis on applications of physics to natural phenomena and aspects of everyday life. The course meets four days per week and each class is a mixture of lecture and laboratory exercises; there is no separate lab meeting.

Prerequisite or Corequisite: MATH 133 or MATH 134 or MATH 135 or MATH 136 or equivalent.

GPA units: 1.25  
Common Area: Natural Science  
Typically Offered: Fall

### PHYS 116 — Introductory Physics 2: Electromagnetism, Optics and Modern Physics Course count: 1

Second part of a two-semester sequence (see PHYS 115). Covers electricity and magnetism, optics, and some aspects of modern physics. Specific topics include electric forces, fields, and potential, electrical components and circuits, magnetic forces and fields, electromagnetic induction, geometric optics, wave optics, relativity, and atomic and nuclear physics. There is an emphasis on applications of physics to natural phenomena and aspects of everyday life. The course meets four days per week and each class is a mixture of lecture and laboratory exercises; there is no separate lab meeting.

Prerequisite: PHYS 115  
GPA units: 1.25  
Common Area: Natural Science  
Typically Offered: Spring

**PHYS 146 – The Physics of Energy** Course count: 1

How do we get energy from wind? What is the physics behind global warming? What are the potentials and dangers of nuclear power? This course will give you the scientific understanding of energy sources, transformations, and systems. Students will learn how we tap various sources of energy, how energy is used in our everyday lives, and the consequences of our growing demand for energy.

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

**PHYS 221 – Methods Of Physics** Course count: 1

Mathematical and numerical techniques needed for the study of physics at the intermediate and advanced level. Ordinary differential equations; vector calculus; partial differential equations; matrices; Fourier series; and complex variables.

Prerequisite: PHYS 116.

GPA units: 1

Typically Offered: Fall

**PHYS 223 – Modern Physics** Course count: 1

Introduction to several major areas of physics, including relativity, quantum physics (photons and de Broglie waves), atomic structure, nuclear physics, and elementary particles. One unit.

Prerequisite: PHYS 116.

GPA units: 1

Typically Offered: Fall

**PHYS 225 – Modern Physics Lab** Course count: 0

This course introduces students to advanced laboratory equipment and techniques, in the context of key experiments from modern physics. Examples of the experiments to be performed are: Nuclear Decay, Speed of Light, Gamma Rays, Balmer Lines Spectroscopy, and Cosmic Ray Muons. There is a strong emphasis on analytical methods and presentations of results. Taken as a fifth course.

Corequisite: PHYS 223

GPA units: 1

Typically Offered: Spring

**PHYS 231 – Optics** Course count: 1

Through an in-depth study of geometric and wave optics, this course allows students to understand electromagnetic fields and optical phenomena under one coherent theory and fosters the concurrent use of many different mathematical methods. Students will also see how the concept of wave-particle duality of the photon is manifested in geometric and wave optics. Geometric optics focuses on topics such as the Fermat's Principle, laws of reflection and refraction, image-forming properties of mirrors and lenses, analysis and designs of optical systems (the eye, microscopes, telescopes, etc.). Wave optics covers topics such as dispersion by prisms, interference by two coherence sources (e.g., double-slits) or multiple sources (e.g., gratings), diffraction and scattering of light, thin films, polarization, optical spectra, lasers and holography.

Prerequisite: PHYS 116 and PHYS 221 with Co-requisite: PHYS 233.

GPA units: 1

**PHYS 233 – Optics Lab** Course count: 0

In this advanced laboratory course students will assemble optical systems and test their performance, to understand the principles but also the quantitative relations between parameters such as wave length, intensity, geometric sizes and shapes, refractive index, polarization, etc. The experiments allow students to develop skills in a variety of areas, including precision adjustments of optical instruments, working with lasers, computer simulations of image formation, spectrometry, holography and use of optical fibers. Taken concurrently with Physics 231. Overload.

Corequisite: PHYS 231.

GPA units: 1

Typically Offered: Alternate Years

**PHYS 234 – Electronics** Course count: 1

An introduction to analog and digital electronics using discrete semiconductor components and integrated circuit chips. Theory and methodology are discussed in terms of Kirchhoff's laws applied to DC and AC circuits, the characteristics of diodes and transistors, and the properties of IC chips. This course also explores the physics of semiconductors, behaviors of diodes and transistors, and their circuit applications including rectifiers, regulators, amplifiers, oscillators, and feedback systems, specifically operational amplifier circuits. The digital circuitry focuses on logic gates, comparators, binary number counting and processing, and programmable microcontrollers.

Prerequisite: PHYS 116 and corequisite: PHYS 236

GPA units: 1

Typically Offered: Alternate Years

**PHYS 236 – Electronics Lab** Course count: 0

This is the advanced laboratory course accompanying Physics 234. It is designed to allow students to explore various analog and digital circuits. Professional equipment including digital oscilloscopes, prototyping boards, digital multimeters are used in the design, construction, and testing of AC and DC circuits, including low- and high-pass filters, resonance circuits, rectifiers, transistor amplifiers with feedback, oscillators, 555-timer circuits, operational amplifiers, transistor-transistor logic (TTL) integrated circuits, logic gates, flip-flops, binary counters, binary-coded decimal representations and displays, binary computations, and a programmable microcontroller. Taken concurrently with Physics 234. Overload.

Corequisite: PHYS 234

GPA units: 1

Typically Offered: Alternate Years

**PHYS 275 – Intermediate Topics in Physics** Course count: 1

Exploration of a selected topic at an intermediate level. Recent offerings: Introduction to Quantum Computation and Quantum Information; Introduction to Particle Physics; Atomic Physics; Solid State Physics; Fulfills one elective requirement for majors.

Prerequisite: PHYS 221 and PHYS 223.

GPA units: 1



**PHYS 342 – Classical Mechanics** Course count: 1

Newtonian (non-relativistic) mechanics is studied in detail using advanced mathematical methods. One-dimensional motions that are studied include those with fluid friction, where the force is a function of velocity, and the forced harmonic oscillator. Two-dimensional motions include projectiles with air friction and motion under an inverse-square law central force. Motion of a system of particles includes the rocket problem, the two-body problem, coupled harmonic oscillators, and rigid-body rotation. Coriolis and centrifugal forces on the rotating Earth are studied. Finally, a thorough introduction of Lagrangian dynamics is presented.

Prerequisite: PHYS 221 and MATH 241

GPA units: 1

Typically Offered: Spring

**PHYS 344 – Thermal Physics** Course count: 1

How does a refrigerator work, and what is its maximum efficiency? How much energy do we need to add to a kettle of water to change it to steam? How and why does a snowflake form and how and why do liquids turn into solids? Why does an iron magnet lose its magnetism above a certain temperature? In fact, what do we mean by temperature, heat, and energy? Our understanding of these topics formed in two distinctly different ways starting about two-hundred years ago. James Joule, Sadi Carnot, and others developed what we now call classical thermodynamics, which treats matter and energy in terms of macroscopic quantities that obey the four "laws of thermodynamics." Later, Ludwig Boltzmann, James Clark Maxwell, Josiah Willard Gibbs, and others applied classical mechanics and probability theory to molecules in an approach now called statistical mechanics and kinetic theory. In our modern approach to thermal physics, we add our understanding of quantum physics and use both classical and statistical approaches as best suits the question under investigation.

Prerequisite: PHYS 221 and MATH 241

GPA units: 1

Typically Offered: Fall

**PHYS 351 – Electromagnetic Theory** Course count: 1

The aim of this course is to introduce the basic principles of electricity and magnetism and their application in a variety of situations. The focus is on the physics behind how electric and magnetic fields are created, but the course includes substantial mathematical complexity. A solid foundation of multivariable calculus is, therefore, required. Specific topics covered include: the electrostatic field and potential; work and energy in electrostatics; special techniques for calculating potentials; electric fields in matter; the Lorentz force and the Biot-Savart law; magnetic vector potential; magnetostatic fields in matter; electromagnetic induction and Maxwell's equations.

Prerequisite: PHYS 221 and MATH 241

GPA units: 1

Typically Offered: Spring

**PHYS 353 – Quantum Mechanics** Course count: 1

The formalism of quantum mechanics; solutions of the one-dimensional Schrödinger equation including the infinite square well, the harmonic oscillator, and the finite well/barrier; solutions of the three-dimensional Schrödinger equation; the hydrogen atom; angular momentum and spin.

Prerequisite: PHYS 221 and PHYS 223 and MATH 241

GPA units: 1

Typically Offered: Fall

**PHYS 355 – Introduction To Astrophysics** Course count: 1

Celestial mechanics; spectra; solar physics; equations of stellar structure; thermonuclear reactions; stars and stellar systems; polytropes; stellar evolution; white dwarfs, neutron stars, and black holes; Milky Way galaxy; Hubble's law; active galactic nuclei; big-bang model.

Prerequisite: PHYS 223

GPA units: 1

Typically Offered: Alternate Years

**PHYS 461 – Independent Study** Course count: 1

One unit each semester.

GPA units: 1

Typically Offered: Fall, Spring

**PHYS 471 – Undergraduate Research** Course count: 1

Supervised research in theory or experiment.

GPA units: 1

Typically Offered: Fall, Spring

**PHYS 472 – Undergraduate Research** Course count: 1

Supervised research in theory or experiment.

GPA units: 1

Typically Offered: Fall, Spring

## Physics Major

### Department Advanced Placement Policy

Students who scored 4 or 5 on the AP Physics exam may receive advanced standing in the Physics curriculum. Contact the department chair to discuss this option.

## Requirements

The requirements for a major in physics are the following:

Code	Title
<b>Required Math courses:</b>	
MATH 135	Calculus 1
MATH 136	Calculus 2
MATH 241	Multivariable Calculus (or the equivalent) <sup>1</sup>
<b>Required Physics courses:</b>	
PHYS 115 & PHYS 116	Introductory Physics 1: Mechanics, Fluids and Waves and Introductory Physics 2: Electromagnetism, Optics and Modern Physics <sup>2,3</sup>
PHYS 221	Methods Of Physics <sup>1,4</sup>
PHYS 223 & PHYS 225	Modern Physics and Modern Physics Lab
PHYS 342	Classical Mechanics
PHYS 344	Thermal Physics
PHYS 351	Electromagnetic Theory
PHYS 353	Quantum Mechanics
<b>At least two additional lecture courses and one laboratory course, at the 200 level or above.</b>	
PHYS 231	Optics
PHYS 233	Optics Lab
PHYS 234	Electronics

	PHYS 236	Electronics Lab
	PHYS 355	Introduction To Astrophysics
1	MATH 241 Multivariable Calculus and PHYS 221 Methods Of Physics are prerequisites for most 300 level physics courses.	
2	PHYS 115 Introductory Physics 1: Mechanics, Fluids and Waves and PHYS 116 Introductory Physics 2: Electromagnetism, Optics and Modern Physics are prerequisites for all 200 level physics courses.	
3	A minimum grade of C in PHYS 115 Introductory Physics 1: Mechanics, Fluids and Waves and PHYS 116 Introductory Physics 2: Electromagnetism, Optics and Modern Physics is required to continue in the major.	
4	Physics majors, who are also Mathematics majors, are not required to take PHYS 221 Methods Of Physics.	

In some instances, after consulting with the chair, a course taken outside the department may be substituted for an advanced elective. Students may take PHYS 461 Independent Study under faculty guidance to pursue topics of interest that fall outside the regularly offered courses. Programs of supervised research in theoretical or experimental physics (PHYS 471 Undergraduate Research, PHYS 472 Undergraduate Research) are available for qualified physics majors. In addition, summer research positions with a stipend are usually available, on a competitive basis.

**Notes:** A laboratory course is taken as a fifth course in any given semester. Two special academic programs may be of interest to Physics majors.

1. The 3-2 Program in Engineering provides the opportunity to combine the study of physics with training in engineering.
2. The Teacher Education Program leads to state licensure as a secondary school teacher of physics.

Students interested in one of these programs should consult early in their career with the department chair and either the 3-2 program advisor or the director of the Teacher Education Program.

## Physics Minor

### Department Advanced Placement Policy

Students who scored 4 or 5 on the AP Physics exam may receive advanced standing in the Physics curriculum. Contact the department chair to discuss this option.

### Requirements

A minor in physics is also offered for those seeking an exploration of physics beyond the introductory level.

Code	Title
<b>Required Math courses:</b>	
MATH 135 & MATH 136	Calculus 1 and Calculus 2 (or the equivalent)
<b>Required Physics courses:</b>	
PHYS 115 & PHYS 116	Introductory Physics 1: Mechanics, Fluids and Waves and Introductory Physics 2: Electromagnetism, Optics and Modern Physics
PHYS 223	Modern Physics
<b>Select three additional physics courses, two of which must be lecture courses at the 200 level or above, in consultation with advisor.</b>	

PHYS 221	Methods Of Physics
PHYS 231	Optics
PHYS 234	Electronics
PHYS 342	Classical Mechanics
PHYS 344	Thermal Physics
PHYS 351	Electromagnetic Theory
PHYS 353	Quantum Mechanics
PHYS 355	Introduction To Astrophysics

## Political Science

Political science is the study of government, including the empirical study of American and foreign political regimes; theoretical approaches that attempt to explain political action in its various forms, both within nations and among them; and the study of philosophic texts that address questions of the nature of justice, the best way of life, and the best political order.

The study of political science is valuable for non-majors as well as for majors. Today, just as in the ancient republics, every citizen has a duty to learn about the workings of his/her country's political system and of other political regimes as well as that of the international system so as to make informed judgments regarding issues of domestic and foreign policy. The citizen needs in addition a developed capacity to understand and evaluate the principles underlying the various political regimes, ways of life, and policy choices.

Beyond helping to promote intelligent and active citizenship, a political science major provides good training for careers in teaching, law, politics, government service, business, journalism, the armed forces, and international organizations. Finally, apart from a student's ultimate career plans, the study of political science helps to develop powers of reasoning, critical and analytical skills, and competence in oral and written expression.

Membership in Pi Sigma Alpha, the national student honor society in political science, is open to students with distinguished academic records.

### Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Students with a score of 5 in American Politics and Government and/or Comparative Politics and Government do not have to take the relevant

introductory course (Principles of American Government or Comparative Politics), but still have to take a minimum of 10 courses.

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

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

Judith A. Chubb, Ph.D., *Distinguished Professor of Ethics and Society*

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

Maria G. M. Rodrigues, Ph.D., *Professor and Chair*

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

Denise Schaeffer, Ph.D., *Professor*

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

Denis V. Kennedy, Ph.D., *Associate Professor*

Stephen A. Kocs, Ph.D., *Associate Professor*

Vickie Langohr, Ph.D., *Associate Professor*

Faisal R. Baluch, Ph.D., *Assistant Professor*

Nina S. Barzachka, Ph.D., *Assistant Professor*

Gregory Burnep, Ph.D., *Assistant Professor*

Alex E. Hindman, Ph.D., *Assistant Professor*

Aditi Malik, Ph.D., *Assistant Professor*

Joshua Boucher, Ph.D., *Visiting Assistant Professor*

Samuel V. Stoddard, Ph.D., *Visiting Assistant Professor*

Tyler Schuenemann, Cand., Ph.D., *Visiting Instructor*

Brian A.N. Bitar, Ph.D., *Visiting Lecturer*

Erin E. Brooks, Cand., Ph.D., *Visiting Lecturer*

Clayton J. Cleveland, Ph.D., *Visiting Lecturer*

## Academic Plans within Political Science

- Political Science Major (p. 170)

## Other Academic Plans Accepting/Requiring Political Science Coursework

- Africana Studies Concentration (p. 56)
- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- International Studies Major (p. 125)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
- Peace and Conflict Studies Concentration (p. 59)

- Russian Major (p. 237)
- Russian Minor (p. 238)

**POLS 100 – Principles American Government** Course count: 1  
Provides an introductory overview of American government through study of the principal public documents, speeches, and constitutional law cases that define the American political tradition. By tracing the development of U.S. political institutions from the founding to the present, the course examines the ways in which American political ideals have become embodied in institutions as well as the ways in which practice has fallen short of these ideals. Introduces students to contemporary ideological and policy debates, and prepares them for the role of citizen. American Government.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**POLS 101 – Intro To Political Philosophy** Course count: 1  
A concise survey of the history of political philosophy. Intended to introduce students to some of the major alternative philosophic answers that have been given to the fundamental questions of political life, such as the nature of the best political order and the relation of the individual to the community. Authors to be studied include Plato, Aristotle, Machiavelli, Hobbes, Rousseau, Marx and Nietzsche. Political Philosophy.

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Fall, Spring

**POLS 102 – Intro To Comparative Politics** Course count: 1  
A comparative analysis of political processes and institutions in Western liberal democracies, Communist and post-Communist states, and developing nations. Focuses on alternative models of economic and political modernization and on the causes of and prospects for the current wave of democratization throughout the world. Comparative Politics.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**POLS 103 – Intro To Internat'l Relations** Course count: 1  
Introduces students to major theories and concepts in international politics and examines the evolution of the international system during the modern era. Principal topics include: the causes of war and peace, the dynamics of imperialism and post-colonialism, the emergence of global environmental issues, the nature and functioning of international institutions, the legal and ethical obligations of states, and the international sources of wealth and poverty. International Relations.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**POLS 201 – Const. Law: National Powers** Course count: 1

Course examines the ways in which the U.S. Constitution defines national powers, both between the branches and their relationships to states and individuals in our federal system. Using Supreme Court opinions as a guide, topics include: the formation of the Constitution, the separation of powers, judicial review, constitutional interpretation, the authorities of the political branches and the authorities of state governments. Particular emphasis is placed on legal reasoning and the judicial process. American Government.

Prerequisite: POLS 100. Students without prerequisite should consult the Department.

GPA units: 1

Typically Offered: Annually

**POLS 202 – Const Law: Rights & Liberties** Course count: 1

Course examines the ways in which the U.S. Constitution defines individual rights and their limits relative to governmental powers. Using Supreme Court opinions as a guide, topics include: the formation of the Bill of Rights, the Fourteenth Amendment, incorporation doctrines, citizenship, suffrage and representation, individual liberties, equal protection and discrimination. Particular emphasis is placed on legal reasoning and the judicial process. American Government.

Prerequisite: POLS 100 or permission of Instructor.

GPA units: 1

Typically Offered: Annually

**POLS 206 – Public Policy** Course count: 1

Seeks to broaden the student's understanding of policymaking in the United States. Begins with an overview of the theory and practice of public policy, then builds upon this through multiple case studies of specific policy areas. Case studies vary by semester, but may include social welfare policy, education policy, environmental policy, and civil rights. Special attention is paid to the ways in which the distinctive features of the American political system influence policy outcomes. Students evaluate the effectiveness of existing policies and explore alternatives. American Government.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 207 – American Presidency** Course count: 1

Studies the presidency as an office that shapes its occupants just as profoundly as specific presidents have shaped the character of the office. Traces the historical evolution of the presidency from the founding to the present. Among the topics considered are: presidential selection, the president as party leader, war powers and the president as commander in chief, the president as the nation's chief administrator, and the president as legislative leader. American Government.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 211 – The Policymaking Process** Course count: 1

In the United States, public policy is often the product of complex interactions between different institutions of government. This course focuses on the processes by which policies are created, implemented, and reformed. Through a series of case studies, students will be asked to explore the distinctive roles that legislators, bureaucrats, judges, and other actors play in the policymaking process. (Prerequisite POLS 100, Principles of American Government)

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 214 – Presidential Selection** Course count: 1

This course will examine the way the United States chooses its presidents. This course is generally taught during presidential campaigns and focuses considerable attention on current events, but it seeks to understand each campaign in its institutional and historical context. We study the historical development of the presidential selection system from the American Founding to the contemporary period, focusing particular attention on the rise of political parties and the development of the primary system. We examine the strengths and weaknesses of the electoral college, the role of presidential debates, the influence that the media and campaign ads have in determining voter preferences, and the plausibility of claims that presidential elections provide mandates for governance. American Government.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**POLS 217 – The Constitution in Wartime** Course count: 1

Examines the interpretation and operation of the U.S. Constitution in times of war. Investigates how the Constitution's war powers are allocated between the branches of government and the ways in which constitutional rights and liberties are protected - or not protected - in wartime. The inquiry includes a series of historical and contemporary case studies, including the Civil War, World War II, the Cold War, and the war on terror. American Politics.

Prerequisite: POLS 100 or permission of instructor.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 219 – State and Local Politics** Course count: 1

State and local governments are the most visible and impactful forms of government for most Americans. The course introduces students to the functions of state government, the roles of important actors, and the details of important policy issues. Throughout the course, students will conduct research on an assigned state and share their findings with the class to better understand how state government policies and politics vary across states. Students will also engage in a Community Based Learning activity, providing hands-on opportunities for students to actively participate in the work of a state or local government or political organization.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 220 – Capitalism in Crisis** Course count: 1

The use of markets to allocate economic resources is the dominant mode of economic organization in the modern world. Market systems, however, have at times experienced crises that have threatened the foundations of their economic order. These crises, which go beyond the travails associated with recessions in the ebb and flow of the business cycle, raise questions about the political, economic and cultural preconditions of a capitalist economic order. This course examines various theories regarding the causes of two such crises, the Great Depression and the current Great Recession, and appropriate policy responses to them. American Government.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 227 – Classical Political Philosophy** Course count: 1

Close study of several works by major classical political thinkers such as Plato, Aristotle, Thucydides, Aristophanes, and/or Cicero. Focus is on such themes as the nature of justice; the relation among politics, science, and religion; the variety of political regimes; and the possibilities and limits of political reform. Political Philosophy.

Prerequisite: POLS 101 or students in the Classics major

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**POLS 228 – Modern Political Philosophy** Course count: 1

Close study of works by several major modern political philosophers such as Bacon, Montesquieu, Rousseau, Burke, Hume, and Nietzsche. Central themes include the rise and political consequences of the modern project of "mastering" nature; the political effects of commerce; the replacement of virtue by freedom and/or security as the goal of politics; the relation of political philosophy to history; and the Nietzschean critique of modern egalitarianism. Political Philosophy.

Prerequisite: POLS 101 or permission of instructor.

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**POLS 230 – Politics and Literature** Course count: 1

Examination of fundamental problems of political life through the study of literary works such as Aristophanes, Sophocles, Shakespeare, Swift, Melville, and Faulkner. Themes include the effects of various forms of government on human character; the central ethical conflicts of political life; and the problem of race in the American polity. Political Philosophy.

Prerequisite: POLS 101 or permission of instructor.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**POLS 233 – American Political Thought 1** Course count: 1

Focuses on some of the most important texts setting forth the principles underlying the founding of the American regime, as well as the subsequent development of those principles in the early nineteenth century. Two non-American writers (Locke and Tocqueville) are included because of the influence of their works on American political thought. Other writers and works studied include John Winthrop, Jefferson, The Federalist, and the Antifederalists. Political Philosophy.

Prerequisite: POLS 101 or Classics major.

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**POLS 234 – American Political Thought 2** Course count: 1

Traces the development of American political thought from the slavery controversy and the Civil War up to the present. Major themes include Lincoln's refounding of the American regime, the transformation of American liberalism by Woodrow Wilson and Franklin Roosevelt, and New Left and neoconservative thought. Other readings include works by Calhoun, Thoreau, Frederick Douglass, and Mark Twain. Political Philosophy.

Prerequisite: POLS 100 or POLS 101

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**POLS 235 – Islamic Political Thought** Course count: 1

Political movements inspired by Islam continue to shape politics across the world. In this course we will attempt to get behind the headlines and familiarize ourselves with the various currents of political thought in Islam. We will study the historical origins of political thought in Islam, the fundamentalist currents, and the efforts to present a liberal understanding of Islam. We will consider a range of political issues including: Islam and democracy, Islam and women's rights, Islam and the rights of minorities, and Islam and political violence. We will study a range of authors from the medieval period to present day.

Prerequisite: POLS 101

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**POLS 236 – Science, Technology & Politics** Course count: 1

This course is designed to introduce students to the ways in which science and technology have historically been viewed through the lens of American political values. This means both that there are ways in which political actors attempt to shape the trajectory of scientific and technological development, and ways in which the rhetoric of science and technology shapes political decisions. Through an examination of social scientific, historical, literary, and philosophical works, the course examines how this has happened in the past, and invites students to think about how it continues to shape politics today. American Government.

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**POLS 237 – Rhetoric In Politics** Course count: 1

Do markets emerge spontaneously, or are they constructed by governments? Once markets have been established, under what circumstances are markets properly subject to government regulation? Economists have extensively analyzed markets. Ideally, competitive markets optimally price commodities and efficiently allocate resources. In the real world, however, markets never live up to the ideal. Markets are subject to market failures, which may require government intervention to remediate or mitigate the failure. On the other hand, governments are not ideal either. Market failures must be weighed against government failures. In some circumstances government attempts to correct market failures can produce worse outcomes than the market failure they seek to correct. In such circumstances deregulation rather regulation may be preferable. This course will cover a variety of examples of regulation and deregulation. We will begin our analysis with a focus on financial markets and financial crises, and the response of government in this sector of capitalism. We will then turn our attention to regulation in non-financial markets. The course will conclude with a look at corporate malfeasance and corporate governance.

Prerequisite: POLS 101 or permission of instructor.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 238 – Government & Business** Course count: 1

Government and Business explores the regulatory role that government plays in a market economy. The course considers the justifications for government actions (public goods, externalities, information asymmetries, and other market failures), the strengths and weaknesses of government regulation (bureaucratic efficiencies and inefficiencies, adversarial legalism), and the various interactions among Congress, the President, and the courts in the regulatory process. We will examine cases of regulatory success and regulatory failure; cases of successful deregulation and cases of failed deregulation.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 239 – Justice and Power** Course count: 1

The quest for justice and desire for power are profoundly compelling human motivations, and arguably the most politically decisive. But what exactly are justice and power? Why do we want them? In what sense is power or justice good or bad for us, as individuals and as a society? Is love of justice or power intrinsically good or evil, how do we evaluate their ethical worth? What is the relation between power and justice? Opposition or tension or potential harmony? What is the basis of political authority does power depend on justice, or does justice depend on power? We will study ancient and modern conceptions of justice and power, including consideration of their philosophical or theological foundations. Attention to their significance for liberal-democratic understandings of freedom and rights, equality and difference, the sovereign state and market society, and war and peace. Readings from Aristotle, Augustine, Hobbes, and Nietzsche. One Unit.

Prerequisite: POLS 101

GPA units: 1

Common Area: Philosophical Studies, Social Science

Typically Offered: Alternate Years

**POLS 242 – European Political Parties** Course count: 1

This course examines the role that political parties play in modern European democracies. The course is organized around the following questions: What factors shape party systems in different countries? How do parties craft electoral rules? How are governments formed? Does it matter who governs for policy outcomes? How to explain the rise of populist and far-right parties? Are European democracies in peril? The first part of the course focuses on Western Europe, while the second examines Eastern Europe.

Prerequisite: POLS 102 or POLS 265.

GPA units: 1

Common Area: Social Science

Typically Offered: Spring

**POLS 245 – American Political Development** Course count: 1

Examines the recurring problems associated with political change, the evolution of national institutions, and the emergence of increased state capacities in the unique context of America's restlessness with authority and attachment to democratic ideals. Considers how a nation committed to what Samuel Huntington identifies as a creed of "opposition to power and concentrated authority," created solutions to the unique problems of governance in the "modern" age. Course is both historical survey and historical analysis, and covers the emergent national state in the immediate post-Founding era, the Jacksonian hostility to centralization, the effect of the Civil War on national capacities, the reform of the civil service in the nineteenth century, and the construction of the American welfare state under Roosevelt's New Deal. This is not a history course, but a political science course that takes history seriously, using it as a departure for resolving persistent problems in American politics. American Government.

Prerequisite: POLS 100.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 248 – U.S. Environmental Policy** Course count: 1

This course introduces students to the politics surrounding the formation and administration of environmental policies in the United States. Students in this course use a variety of sources, including academic research, essays, journalistic articles, and government reports to better understand the history and current state of American environmentalism. The course begins with an examination of Americans' relationships with the natural world and how these conceptions have informed our environmental practices. Next, we explore the roles of actors such as politicians, public officials, corporations, and interest groups in creating environmental policies and influencing public opinion of environmental issues. Finally, we examine the politics and policies surrounding a variety of important environmental problems.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 251 – Latin-American Politics** Course count: 1

A comparative study of political institutions and processes in selected Latin American countries, and an analysis of theories that attempt to explain Latin American development and underdevelopment. Examination of Latin America's experience with authoritarianism, democracy, revolution, and civil war, and of contemporary political challenges including drug trafficking, environmental degradation, human rights abuses, regional integration, and economic globalization. Comparative Politics.

Prerequisite: POLS 102 or POLS 103.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**POLS 252 – The Politics of Post-Communism** Course count: 1

This course explores the politics of the successor states to the former Soviet Union. It will focus in particular on Russia, Ukraine, the Caucasus and Central Asia. Topics to be covered include: democratization vs. a reversion to authoritarian rule, the transition to market economy, organized crime and corruption, the search for new post-Communist national identities, the Chechen conflict, the impact of so-called "color revolutions" in former Soviet republics, Russia and the West, and the roles of Islam and oil politics in Central Asia. Comparative Politics.

Anti-requisite: Students who took HIST 299-Russia Reborn? 1991-Present or HIST 329, will not be permitted to take POLS 252.

GPA units: 1

Typically Offered: Annually

**POLS 257 – Politics Of Development** Course count: 1

How can the world's less developed countries achieve sustainable development (in environmental, economic, and political terms)? This course discusses structural and institutional challenges to sustainable development in the global South, investigates different responses to these challenges (and their different degrees of success), and assesses the impact of development--and underdevelopment--on both societies and the environment. Comparative Politics.

Prerequisite: POLS 102 or POLS 103.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 259 – Nat Res Conflicts in Latin Am** Course count: 1

The course will investigate the nature of conflicts over natural resources in Latin America, their causes, and the position of the many stakeholders involved in them. It will also evaluate the diverse governance schemes that have been either proposed or implemented to solve such conflicts. The course will pay particular attention to the struggles of Latin American grassroots groups and social movements -- indigenous peoples, landless peasants, and fishing folk, among others -- for access to natural resources and environmental goods. Not all Latin American citizens have enjoyed unimpeded access to natural resources, whether such resources are common (as in public forests, oil and gas reserves, or clean air), formally owned by them, or located on their land. This reality which has historical roots persists today and may be aggravated in the future, despite the formal adoption of liberal democracy and the rule of law in most countries in the region. Acute economic and political power disparities among groups competing for natural resources contribute to create a permissive climate for systematic violations of environmental, social and cultural rights associated with such resources. Violations lead to new conflicts and aggravate old ones. Comparative politics.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 262 – Latinx Politics** Course count: 1

This course explores the political trajectory of Latinos in the United States. In particular, it examines how Latinos' varying socioeconomic realities and different processes of political incorporation impact their group identity, political behavior, and attitudes toward public policy. Comparative Politics.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Annually

**POLS 265 – European Politics** Course count: 1

Explores the relationship between states and citizens in Western Europe, with particular focus on Britain, France, Germany, and Italy. Major topics include the nature and sources of nationalism, the ongoing transformation of national identity, revolutionary and reactionary traditions in European politics, the politics of immigration, the political effects of economic modernization, and the politics of European integration. Comparative Politics.

Prerequisite: POLS 102

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 269 — Power & Protest: A View From Below** Course count: 1

What is the meaning and impact of politics seen from the perspective of those at the bottom of the pyramid of political power rather than from the usual focus on the actions and perceptions of political elites? In what ways do "the masses" become involved in politics? Under what circumstances are they likely to be successful in bringing about change? This course addresses these questions by exploring political power, political participation and political change from a broad historical and cross-cultural perspective - but always focusing on a view of politics from the bottom up. Cases studied include peasant protests and city mobs in pre-industrial Europe, the rise of labor politics in the United States, the Chinese Communist Revolution, post-World War II Third World national liberation movements, and the Black Power movement in the United States. Comparative Politics.

GPA units: 1

Typically Offered: Annually

**POLS 270 — African Politics** Course count: 1

This course is designed to examine the countries of Africa in comparative perspective. In doing so, the class highlights the most important issues in African politics and governance and the most difficult problems that African states face. The course presents a holistic view of Africa and a multifaceted look at countries found on the continent. Instead of merely focusing on the various problems facing the continent, this course looks at examples of both the successes and failures of African states in addressing the challenges they face. Comparative Politics.

Prerequisite: POLS 102 or African Studies Concentrator or permission of instructor.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**POLS 272 — Politics Of The Middle East** Course count: 1

An examination of politics in selected Middle Eastern countries. Begins with a brief overview of the rise and spread of Islam in the region and the establishment of Muslim empires, then turns to an exploration of the role of European colonialism in post-independence Middle Eastern politics. Analyzes various explanations for the difficulty of establishing durable democracies in the region, explores the political implications of religious identity and secular nationalism, and assesses prospects for peaceful resolution of the Israeli-Palestinian conflict. Comparative Politics.

Prerequisite: POLS 102 or Middle Eastern Studies majors or minors.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Fall, Spring

**POLS 273 — Race & Politics in the Americas** Course count: 1

The construction of race and ethnicity in Latin America has followed distinct historical and institutional trajectories. In some ways, racial politics in Latin America looks very different than in the United States. In other ways, however, racial paradigms in parts of Latin America and the United States mirror one another. This seminar will explore the interaction between race, ethnicity, and politics in the United States and Latin America. Specifically, it will examine the following questions: How do constructions of racial and ethnic identity vary across countries in the Americas? Why is ethnoracial group identity salient for some populations but not for others, and to what extent does ethnoracial identity formation shape candidate evaluation, political mobilization, and voting patterns? We will first focus on the politics of Afro-descendant and Indigenous populations in Latin America. In the last weeks of the course, we will study changes and continuity in the identity and political behavior of Latin Americans and their descendants in the United States. Comparative Politics.

Prerequisite: POLS 102 and POLS 272

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**POLS 274 — China from Mao to Market** Course count: 1

Explores the history of modern China from the Opium Wars of the 1840s to the present. Two central themes are the tension between reform and revolution as alternative paths for the modernization of China and whether, in order to emerge as a great power, China should embrace or reject Western models and values. This course focuses on the following questions: (1) the rise of the Communist Party and the reasons for its victory over the Nationalists; (2) Mao's ideological campaigns of the 1950s and 1960s, culminating in the Cultural Revolution; (3) the dynamics and dilemmas of post-Mao economic and political reform; (4) the 1989 Democracy Movement and the prospects for democratization in present-day China. Comparative Politics.

Prerequisite: POLS 102

GPA units: 1

Common Area: Cross-Cultural Studies, Historical Studies

Typically Offered: Annually

**POLS 275 — International Political Economy** Course count: 1

This course is designed to be an introduction to international political economy. Provides an overview of theories of international political economy, a historical review of the international political economy in light of these theories, and an application of the theoretical approaches to issues of trade, monetary relations, finance, and development. Readings and discussion focus on issues of conflict and cooperation; the relationship between the international system and domestic politics; economic growth, development, and equity; and the connections between the study of economics and politics. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Typically Offered: Annually

**POLS 276 — South Asian Politics** Course count: 1

Prerequisite: POLS 102 or POLS 103

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually



**POLS 278 — East Asia in World Politics** Course count: 1

This course examines China's emergence as a major power, and surveys the relationships of East Asian states with each other and with external powers including the United States. In addition to China, substantial attention is given to Japan, Korea, and Southeast Asia. Topics covered include military competition and regional security, trade relations, globalization, human rights, and potential conflict flashpoints such as North Korea and Taiwan. International Relations.

Prerequisite: POLS 103 or permission of instructor.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 281 — Global Governance** Course count: 1

Although the international system is characterized by anarchy by the absence of central government it is not without order. Relations among states and other actors are increasingly characterized by transnational rules, regulations, and authority relationships. How is global order produced, sustained, and regulated? Whose order is it? This course examines the structures through which international actors attempt to organize their relations with each other. Topics include the history and function of international organizations (including the United Nations), rules governing the use of force, economic integration, and global civil society. International Relations.

Prerequisite: POLS 103

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 282 — American Foreign Policy** Course count: 1

Explores major themes in U.S. foreign policy, focusing on the longstanding and ongoing debate between international engagement and isolationism. Topics discussed include the historical evolution of U.S. foreign policy, the roles played by specific institutional and societal actors in the formulation of policy, and contemporary issues facing the United States including international trade and finance, proliferation and regional security, the resort to force, human rights, and humanitarian intervention. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 284 — Human Rights** Course count: 1

Since World War II, questions of human rights have come to occupy a central place in international politics. This course examines the historical evolution and political effects of international human rights norms. Topics include the philosophical and legal basis of human rights, the origins of modern human rights, the origins of modern human rights covenants in the aftermath of Nazi atrocities, the effects of the Cold War on human rights politics, the tensions between national sovereignty and international human rights standards, the debate between universalist and particularist conceptions of human rights, patterns of compliance with human rights agreements, and the development of human rights enforcement mechanisms. International Relations.

Prerequisite: POLS 103

GPA units: 1

Typically Offered: Annually

**POLS 285 — Global Environmental Politics** Course count: 1

This course analyzes the roles of national governments, international institutions, and non-state actors in managing global and cross-border environmental problems. Principal topics include the process of international environmental negotiation, the nature of existing international environmental agreements, and the theoretical and practical problems involved in environmental protection and regulation at the international level. International Relations.

Prerequisite: POLS 103 or ENVS majors or minors.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**POLS 287 — Humanitarianism** Course count: 1

The aim of this course is to develop a nuanced understanding of the history and practice of humanitarianism, defined as the desire to relieve the suffering of distant strangers. Once the domain of volunteers, humanitarianism is today an expansive, professional field of endeavor; its study offers insights into the motivations as well as consequences of organized forms of compassionate action. Students in this course investigate current themes and debates in the field of humanitarianism, including questions of politicization and military intervention, professionalization, human rights and advocacy, and accountability; explore different hypotheses regarding the causes and consequences of humanitarian crises; and critically analyze the effects intended and unintended of humanitarian action. International Relations.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 288 — Politics of Globalization** Course count: 1

Economic globalization has wrought far-reaching changes on the United States and the world. Although globalization has made the world wealthier, it has not met with universal approval. In the United States, some of the changes associated with globalization such as the outsourcing of large numbers of factory jobs and the influx of large numbers of immigrants have provoked a political backlash. This course examines the political consequences of globalization, especially in the United States, and asks how the United States might adapt itself more effectively to a globalized world. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 289 – International Law** Course count: 1

Given the anarchical structure of the international system, the very existence of international law is paradoxical. Nevertheless, despite the emphasis often placed upon conflict and discord in global politics, for centuries states have propagated rules to facilitate cooperation and mutual restraint. What motivates these efforts? How successful are they in moderating the effects of international anarchy? This course will address these questions. Topics will include the historical development of international law, defenses and critiques of international law in theories of global politics, how international law is made, interpreted and enforced in international institutions, and the working of international law in various issue-areas, including the use of military force, the regulation of global trade, and the protection of the global environment. International Relations.

Prerequisite: POLS 103 or International Studies major.

GPA units: 1

Typically Offered: Annually

**POLS 290 – National Security Policy** Course count: 1

Focuses on contemporary national security problems faced by the United States as it seeks to manage the post-Cold War international order. Topics include relations with other major powers and with the Islamic world, U.S. military interventions abroad, terrorism, the proliferation of weapons of mass destruction, and nuclear strategy. Attention is also given to the domestic dimensions of U.S. security policy, including the politics of weapons procurement and the longstanding ideological debate regarding American national interest. International Relations.

Prerequisite: POLS 103

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 300 – Law, Politics & Society** Course count: 1

Course examines the relationship between law and American society across critical social issues. After a survey of principles at the core of the American system, the course turns to address the relationship of the law and U.S. courts to contemporary social issues that may include: race in American life, community policing and mass incarceration, drug and pharmaceutical laws, women's rights, homosexual rights, discrimination, and other issues. Particular attention is focused on the courts' role in enacting (or failing to enact) social change, as well as challenges of the law in addressing critical social concerns. American Government.

Prerequisite: POLS 100

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 301 – Politics and Technology** Course count: 1

This course examines the effect of technology on the practice of politics. While there are a number of ways of conceptualizing the politics of technology, the focus here will be on how the adaptation of technology to political life alters the practice of politics itself. Contemplating such change is particularly important in the early 21st century because we live in an age in which pundits are constantly telling us that technology will change the way we practice politics. To the extent that they are correct, it is important to anticipate exactly how such changes will affect politics; but it is also important to separate the overwrought claims that technology will change everything from the more realistic recognition that politics-as-usual is the norm. This seminar points to the question: how have the Internet and related technologies changed politics? But it does so by asking how technology has tended to change politics over time by looking at the effect of technology on politics in history, from the printing press to the railroad to television, before turning to the ways in which politics in the twenty-first century operates in the shadow of technology. Along the way we will think about how technology shapes advocacy, campaigning, government operations, policy-making, public discourse, public information, and civic engagement. American Government.

Prerequisite: POLS 100

GPA units: 1

Typically Offered: Alternate Years

**POLS 310 – Democratization&Women's Rights** Course count: 1

"Democratization" is the process of changing an authoritarian political system - in which leaders are not chosen in free elections and individual rights are limited - to a democratic political system with regular, fair elections and extensive political and civil rights. This class will examine transitions to democracy in Argentina, South Africa, and Tunisia, explore Egypt's return to military rule, and analyze possibilities for democratization in China. These cases will test the relevance of contending schools of thought about how authoritarian regimes collapse and democracies replace them. The first are structural arguments, which suggest that the democratization is more likely the wealthier, more industrialized, and better educated a country is. If structural arguments explain democratization, why did Argentina, with the highest education rates in Latin America, also produce an extreme authoritarian regime? The second school of thought prioritizes the role of political agency, contending that the decisions of elites are central to establishing democracy. Did South Africa dismantle apartheid because of the skill with which negotiators such as Nelson Mandela decreased the white minority's fears of democracy, or because black miners threatened wealth through strikes? We will also explore the conditions under which democratization increases women's rights. Democracy can empower women's rights groups, but it can also strengthen groups with conservative views of women's role, such as Islamist movements in the Arab world and the institutional Catholic Church in much of Latin America. We will also examine the relationship between women's representation in government, women's rights in the law and women's right in practice. For example, post-apartheid South Africa has very high levels of representation of women in parliament (42%) and strong protections for women's rights in the constitution, but rates of sexual violence are among the world's highest.

Prerequisite: POLS 102 or Gender, Sexuality Women's Studies Concentration.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**POLS 315 – Feminist Political Theory** Course count: 1

Examines some of the core concepts, questions and tensions that cut across various strands of contemporary feminism. Topics include: What is feminist political theory trying to explain, and how might we go about it? Why is it that feminist inquiries into political matters so often lead to questions about the foundations of knowledge? What are the political implications of feminist struggles to combine unity and difference? How have questions of race and class transformed feminist theory? This course also applies various feminist perspectives to specific policy debates. Political Philosophy.

Prerequisite: POLS 101 or GSWS 120.

GPA units: 1

Typically Offered: Every Third Year

**POLS 316 – Nietzsche and Modernity** Course count: 1

The focus of this seminar is Friedrich Nietzsche's provocative and controversial critique of the ideals associated with modernity and the alternative view he proposed in response. The sense in which we shall consider "modernity" encompasses both the philosophical and political ideas that took center stage in Europe during what is known as the Enlightenment, and to the crisis of legitimacy and justification with regard to those very ideals that also emerged, especially into the 19th century. This course will also explore the lasting influence of Nietzsche's work. Since it is impossible to do justice to the full range of that influence (which extends across many disciplines) in one semester, we shall focus in particular on the way he has influenced how contemporary political theorists understand power and freedom. Students will engage in close study of at least three of Nietzsche's major works, along with works by contemporary theorists (such as Foucault) who were influenced by Nietzsche, and finally one modernist novel that dramatizes (in its narrative as well as its structure) some of the ideas Nietzsche popularized. Political Philosophy.

Prerequisite: POLS 101 or permission of instructor.

GPA units: 1

Typically Offered: Every Third Year

**POLS 320 – Political Violence** Course count: 1

Explores contemporary political violence through a series of in-depth case studies across time and space. Topics include the psychological/ sociological profile of revolutionaries or terrorists, the causes of and justifications for political violence, the internal dynamics of revolutionary or terrorist movements, explanations for their success or failure, and the ways in which states have attempted to deal with the aftermath of mass political violence. Comparative Politics.

Prerequisite: POLS 102 or POLS 103 or PCON Concentrators.

GPA units: 1

Typically Offered: Alternate Years

**POLS 325 – Politics of the Undocumented** Course count: 1

Why are some native and immigrant populations undocumented? What conditions produce undocumented populations, and how do undocumented populations affect labor market structures, social welfare, inter-ethnic relations, processes racialization, and electoral politics? This course will explore these questions using case studies of undocumented and legally precarious populations primarily in the Americas. The course will also examine how states document and regulate their populations, and how states enforces constructions of citizenship and ethno-national identity through its legal-bureaucratic apparatus. It will draw from theories on welfare-state development and international norms, among others, and study specific cases in the region, including the United States, Canada, the Dominican Republic, Puerto Rico, and a few countries in South America.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Typically Offered: Annually

**POLS 326 – Citizenship/Contemp Latin Amer** Course count: 1

An interdisciplinary course that fulfills major and concentration requirements for Political Science, Latin American Studies and Peace and Conflict Studies. Aims to maximize students' understanding and actual experience of citizenship struggles in Latin America. Discusses key concepts and approaches to the study of social movements in the region, as well as empirical citizenship struggles implemented by different populations (indigenous peoples, forest people, landless groups, labor, and women, in different Latin American countries). Active participation by students, through class discussions and presentations, is a major requirement of the course.

Prerequisite: POLS 102 or POLS 103 or LALC majors or concentrators.

GPA units: 1

Typically Offered: Annually

**POLS 333 – Sem: Ethics & Intn'l Relations** Course count: 1

Can considerations of justice and morality be incorporated successfully into national foreign policies, given the will to do so? Or must a successful foreign policy always be amoral? This course examines problems of ethical choice as they relate to international politics. Topics include the relationship between ethical norms and international law, the laws of war, the tension between human rights and state sovereignty, the ethical implications of global inequity, and the difficulties involved in applying standards of moral judgment to the international sphere. International Relations.

Prerequisite: POLS 103 or International Studies majors with POLS 103.

GPA units: 1

Typically Offered: Annually

**POLS 451 – Tutorial** Course count: 1

Individual research on selected topics or projects. Permission of the instructor and the department chair is required.

GPA units: 1

Typically Offered: Fall, Spring

**POLS 490 — Political Science Honors Thesis** Course count: 1  
An individual, student-designed, professor-directed, major research project. Usually available only to out-standing fourth-year majors. A lengthy final paper and public presentation are expected. By permission.

GPA units: 0  
Typically Offered: Annually

**POLS 491 — Political Science Honors Thesis** Course count: 1  
An individual, student-designed, professor-directed, major research project. Usually available only to out-standing fourth-year majors. A lengthy final paper and public presentation are expected. By permission.

GPA units: 2  
Typically Offered: Annually

## Political Science Major

### Department Advanced Placement Policy

Depending on the year AP tests were taken, students with AP courses in American Politics and Government and/or Comparative Politics and Government may earn placement in the curriculum, but not progress toward the minimum number of courses required by the major. If they are majors, students may skip POLS 100 or 102, but must substitute them with another more advanced course in order to complete at least ten courses in the major. Students with AP credit in American Politics and Government and/or Comparative Politics and Government may receive credit toward the social science common area requirement. Students who choose to enroll in POLS 100 or 102 will forfeit their AP credit for the major. We strongly encourage students to discuss these possibilities with their advisors before making a decision. For the 2020-21 academic year the department will not accept AP American Politics and Government credit toward completion of the major

## Requirements

**Code Title**

### Required introductory courses:

POLS 100	Principles American Government
POLS 101	Intro To Political Philosophy
POLS 102	Intro To Comparative Politics
POLS 103	Intro To Internat'l Relations

### Select six upper division courses, at least one of which must be in each of the following areas:

#### American Government:

POLS 201	Const. Law: National Powers
POLS 202	Const Law: Rights & Liberties
POLS 206	Public Policy
POLS 207	American Presidency
POLS 214	Presidential Selection
POLS 217	The Constitution in Wartime
POLS 220	Capitalism in Crisis
POLS 300	Law, Politics & Society
POLS 301	Politics and Technology

#### Political Philosophy:

POLS 227	Classical Political Philosophy
POLS 228	Modern Political Philosophy
POLS 230	Politics and Literature

POLS 233	American Political Thought 1
POLS 234	American Political Thought 2
POLS 235	Islamic Political Thought
POLS 315	Feminist Political Theory
POLS 316	Nietzsche and Modernity
International Relations or Comparative Politics:	
POLS 251	Latin-American Politics
POLS 252	The Politics of Post-Communism
POLS 257	Politics Of Development
POLS 259	Nat Res Conflicts in Latin Am
POLS 262	Latinx Politics
POLS 265	European Politics
POLS 269	Power & Protest: A View From Below
POLS 270	African Politics
POLS 272	Politics Of The Middle East
POLS 273	Race& Politics in the Americas
POLS 274	China from Mao to Market
POLS 275	International Political Economy
POLS 276	South Asian Politics
POLS 278	East Asia in World Politics
POLS 281	Global Governance
POLS 282	American Foreign Policy
POLS 284	Human Rights
POLS 285	Global Environmental Politics
POLS 287	Humanitarianism
POLS 288	Politics of Globalization
POLS 289	International Law
POLS 290	National Security Policy
POLS 310	Democratization&Women's Rights
POLS 320	Political Violence
POLS 326	Citizenship/Contemp Latin Amer
POLS 333	Sem: Ethics & Intn'l Relations

Students majoring in political science are required to take the department's introductory course in each of the four sub-fields. We strongly encourage students to complete all four introductory courses by the end of the sophomore year. In addition to these introductory courses, political science majors must take at least six upper-division courses for a minimum total of 10 courses and a maximum of 14 to complete the major. Of the six upper-division courses, at least one must be in American government, one in political philosophy, and one in either international relations or comparative politics. For outstanding students, there is the possibility of undertaking a two-semester honors thesis in the senior year. Both course credits may be applied toward the minimum 32 course credits necessary for graduation, but only one course credit may be applied toward the minimum ten required courses in the Political Science major. Majors are also strongly encouraged to take courses in related fields like history, economics, and sociology. Proficiency in a modern foreign language is highly recommended as well.

## Psychology

Psychology is the scientific study of behavior and mental life. The discipline is broad, with different fields of study that range from conducting basic research in laboratory or field settings, to meeting the needs of individuals or groups in clinical settings, to addressing

philosophical questions of the discipline. The department represents these various orientations, encouraging students to engage in the analysis of psychological phenomena from diverse perspectives.

To declare a psychology major, students must be enrolled in or have completed Psychology 100 - Introductory Psychology or the equivalent. A minimum grade of a C in Introductory Psychology is required to continue in the major. All students who wish to major in psychology must complete Psychology 200 - Statistics and Psychology 201 – Research Methods by the end of their third year.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

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

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

Danuta Bukatko, Ph.D., *Distinguished Professor of Education*

Mark P. Freeman, Ph.D., *Distinguished Professor of Ethics and Society*

Jumi Hayaki, Ph.D., *Professor*

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

Richard C. Schmidt, Ph.D., *Distinguished Professor Liberal Arts and Chair*

Florencia K. Anggoro, Ph.D., *Associate Professor*

Alo C. Basu, Ph.D., *Associate Professor*

Stephenie R. Chaudoir, Ph.D., *Associate Professor*

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

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

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

Noah Chase Berman, Ph.D., *Assistant Professor*

Alexander S. Browman, Ph.D., *Assistant Professor*

Ryan E. B. Mruczek, Ph.D., *Assistant Professor*

Muhammad Ali Qadri, Ph.D., *Assistant Professor*

Lauren Bryant, Ph.D., *Visiting Assistant Professor*

Colleen Smith, Ph.D., *Visiting Assistant Professor*

Reihonna Frost-Calhoun, Cand., Ph.D., *Visiting Lecturer*

## Academic Plans within Psychology

- Psychology Major (p. 176)

## Other Academic Plans Accepting/Requiring Psychology Coursework

- Education Minor (p. 84)
- International Studies Major (p. 125)
- Neuroscience Minor (p. 60)
- Peace and Conflict Studies Concentration (p. 59)

### PSYC 100 – Introduction To Psychology Course count: 1

An introduction to the principles of psychology as emerging from the areas of physiological, sensation and perception, development, learning, cognition, and memory, social, personality, and abnormal. Required for the psychology major.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

### PSYC 200 – Statistics Course count: 1

An introduction to descriptive and inferential statistical methods in analysis and interpretation of psychological data. Required for the psychology major.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1.25

Common Area: Mathematical Science

Typically Offered: Fall

### PSYC 201 – Research Methods Course count: 1

A thorough survey of methods and techniques employed in psychological research is covered. Topics include observational research, surveys, case studies, experimental designs, and ethical issues in research. Emphasis is on critical evaluation of research. Students develop the skills to design an experiment, statistically analyze and interpret the results, and to present the findings in a written and oral report. Required for the psychology major. One and one-half units.

Prerequisite: PSYC 200 or ECON 249. This class is for PSYC majors only.

GPA units: 1.5

Typically Offered: Spring

### PSYC 214 – Life-Span Development Course count: 1

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology. TEP students can use EDUC 167 as the prerequisite course.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**PSYC 220 – Perception & Social Neuroscience** Course count: 1

The two major contemporary theories of perception are discussed for each of the sensory/perceptual systems (e.g., vision, audition, and haptics). For both theoretical approaches, a critical examination is made of the relation of sensory processes, perceptual abilities, and action systems with the goal of explaining how we are able to perceive the world.

Prerequisite: PSYC 100 or CISS 110. Students enrolled in PSYC 299 (0102) Sensation Perception are unable to enroll in PSYC 220. Enrollment limited to 2nd, 3rd and 4th year students only.

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

**PSYC 221 – Physiology and Behavior** Course count: 1

The structure and function of the nervous system is studied to provide an appreciation of the biological basis of behavior. The first half of the course emphasizes neuroanatomy, basic cell physiology, effects of drugs on behavior, and the autonomic nervous system. Later topics include physiological influences on sleep-wake and circadian rhythms, reproductive behavior, eating and drinking, learning and memory, emotions, and mental illness.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology. Students without prerequisite should consult instructor.

GPA units: 1

Common Area: Natural Science

Typically Offered: Fall, Spring

**PSYC 223 – Animal Learning** Course count: 1

An intensive evaluation of how behavior is acquired and maintained. Focuses on Pavlovian and operant conditioning in animals and human subjects. Special topics include the application of these principles to psychotherapy, drug addiction, self-control, and biological influences and constraints on learning.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Common Area: Natural Science

Typically Offered: Alternate Years

**PSYC 225 – Developmental Psychology** Course count: 1

A survey of theory and research pertaining to both cognitive and social development from birth to adolescence. Special topics include prenatal development, early experience, perception, learning, memory, language, emotions, achievement, moral development, gender role development, parenting, schools, and peer relationships.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology. TEP students can use EDUC 167 as the prerequisite course. Enrollment is limited to 2nd, 3rd and 4th year students.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**PSYC 226 – Personality and the Life Story** Course count: 1

Covers several major conceptions of personality such as the psychoanalytic, humanistic, cognitive, trait, and behavioral approaches. The theories of such psychologists as Freud, Maslow, Kelly, Allport, and Skinner are presented to attain a broad understanding of human personality.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**PSYC 227 – Social Psychology** Course count: 1

An overview of the methods and research findings of social psychology. Emphasis is on the experimental analysis of topics such as person perception, interpersonal attraction, prosocial behavior, aggression, social exchange, and group behavior.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**PSYC 228 – Psychology of Adolescence** Course count: 1

A survey of research and theories related to physical, social and cognitive development during adolescence with a particular emphasis on identity and school, family, and peer contexts. Topics include puberty and brain development, social transitions and culture, peer pressure, motivation and achievement, identity formation, extracurricular involvement, autonomy and moral development, sexuality, problem behaviors, eating disorders, and emerging adulthood. One unit.

Prerequisite: PSYC 100 or a score of 4 or 5 on Psychology AP exam. TEP students can use EDUC 167 as the prerequisite course.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**PSYC 229 – Psychopathology** Course count: 1

Examines mental illness throughout the life span, with discussions of the developmental, biological, behavioral, psychosocial, cultural, and other theories that attempt to explain emotional and behavioral problems. One goal for the course is to develop an understanding of how information about mental illness and mental health is obtained, and the problems associated with the evaluation and interpretation of this information.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

Enrollment limited to 2nd, 3rd and 4th year students only.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**PSYC 232 – Developmental Science & Educ** Course count: 1

Prerequisite: One previous EDUC or PSYC Course

GPA units: 1

Typically Offered: Alternate Years

**PSYC 235 – Cognitive Neuroscience** Course count: 1

This course is a topical introduction to the field of cognitive neuroscience, in which we look specifically at the neural substrates of cognitive function: from how we remember and see, to how we control our own actions and thoughts and have conscious awareness. We will cover the experimental toolkit of cognitive neuroscience (ranging from reaction time tests to functional MRI), and the results of recent research into perception, attention, learning and memory, and their neurological underpinnings. Throughout the course, special attention is given to dysfunctions of cognitive functioning resulting from brain damage or psychopathologies.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology. Enrollment limited to 2nd, 3rd and 4th year students only.

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

**PSYC 236 – Cognition & Memory** Course count: 1

Examines current perspectives on how a physical system can have intelligence and know its world. Historical, cognitive science (computer metaphor) and connectionist perspectives will be surveyed. Of interest is how we can model cognitive 'machinery' and how this machinery produces such phenomena as attention, pattern recognition, and information storage. One unit.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology. TEP students can use EDUC 167 as the prerequisite course.

GPA units: 1

Common Area: Natural Science

Typically Offered: Annually

**PSYC 237 – Psychology of Language** Course count: 1

An overview of the psychology and neuropsychological bases of language. Language is defined through the evaluation of human and animal communication. Topics such as Chomsky's linguistic principles, speech perception, speech production, language acquisition, reading and bilingualism are included. These basic concepts of language are then applied to an understanding of different forms that language can take: spoken, written, and sign, and language disorders (e.g. aphasia, dyslexia).

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Typically Offered: Annually

**PSYC 238 – Judgment and Decision Making** Course count: 1

This course will provide an overview of the psychological research on human choice and decision making. It will investigate sources of bias and error in decision making and consider whether the actual choices that people make in their own lives align with theories that prescribe how decisions should ideally be made. Topics will include risk and uncertainty, emotion and intuitive judgment, self-control, moral decisions, and social influences on decision making. When possible, the course will consider how existing research findings can be applied to reduce biases and improve the quality of decision making.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

Enrollment is limited to 2nd, 3rd and 4th year students.

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**PSYC 244 – Health Psychology** Course count: 1

This course provides an introduction to major theories, methodologies, and concepts in health psychology. Students will consider what health means; appraise strengths and weaknesses of biomedical and Ayurvedic health care approaches; identify how health behaviors and stress contribute to the onset of chronic illnesses (e.g., diabetes, cancer, cardiovascular disease); appreciate how sociopolitical and historical contexts shape the etiology and treatment of HIV/AIDS and cancer in the U.S.; and improve the ability to locate, read, and synthesize original research.

Prerequisite: PSYC 100 or a score of 4 or 5 on Psychology AP examination.

GPA units: 1

Typically Offered: Annually

**PSYC 252 – Food Nutrition & Health** Course count: 1

The primary goal of this course is to help students consider the importance of diet for our overall health and well-being. Questions addressed in this course include the following. What are the basic macronutrients found in food? What are the differences between reductionistic and wholistic approaches to studying food and nutrition? How does the food industry manufacture processed foods to create desire? How do various environmental factors (e.g., social setting, container size and shape) influence food consumption? This course will emphasize the health and environmental benefits of eating less meat and dairy while increasing consumption of non-processed plant-based foods. This is not a course on eating disorders. Students applying to graduate programs (e.g., Nursing) that require applicants to complete a course in nutrition should know this course does not satisfy that requirement. Format will be lecture and some discussion.

Prerequisite: PSYC 100 or a 4 or 5 on the AP exam. Enrollment limited to 2nd, 3rd and 4th year students only.

GPA units: 1

Typically Offered: Annually

**PSYC 253 – Evolution of Behavior** Course count: 1

Explores the origins and nature of human nature. Focuses on the evolutionary origins of human nature as revealed through the available fossil record and through analysis of other primate species, particularly chimpanzees. Topics include sex differences, language development, the origins of psychiatric disorders, and the evolutionary basis for human social behavior and human intelligence.

Prerequisite: PSYC 100 or a score of 4 or 5 on Psychology AP examination.

GPA units: 1

Common Area: Natural Science

Typically Offered: Alternate Years

**PSYC 305 – History & Theory** Course count: 1

An examination in historical perspective of what are considered to be the major systems (e.g., psychoanalysis, behaviorism, existential psychology) of psychology. The course begins by using a number of philosophical questions regarding the status of psychology as a scientific discipline, moves on to a comprehensive treatment of the systems themselves, and finally, returns to initial questions to determine the extent to which they have been answered.

Prerequisite: PSYC 100 or a score of 4 or 5 on AP exam in Psychology.

GPA units: 1

Typically Offered: Fall, Spring

**PSYC 314 – Science, Medicine & the Holocaust** Course count: 1  
 What can be learned of biomedical ethics from a study of the Holocaust? How did a healing profession justify its murderous actions? Were physicians and scientists pawns of a totalitarian regime, or were they active contributors to the racial Nazi ideology? Is the study of genetics susceptible to the same political forces that corrupted the field of eugenics? How did the Holocaust come to shape our current code of ethics in human experimentation? This seminar will seek answers to these and many related questions from a voluminous literature that is populated by contributions from historians, biomedical ethicists, philosophers, theologians, journalists, and artists. Far from a value-free discipline, ideological forces will be shown to be at the core of scientific inquiry. This lesson is of particular importance to aspiring scientists and health practitioners.

GPA units: 1  
 Typically Offered: Annually

**PSYC 315 – Biology of Mental Disorders** Course count: 1  
 A brief consideration of the historical and philosophical basis of biological psychiatry is followed by a thorough overview of the major neurotransmitter systems and behavioral genetics necessary for an understanding of the biological aspects of major psychological disorders, including anxiety disorders, psychosomatic disorders, affective disorders (unipolar and bipolar depression), schizophrenia, and Alzheimer's disease. For each of these disorders, the current state of knowledge concerning modes of treatment is reviewed, with an emphasis on the relative efficacy of pharmacotherapeutic agents, including minor tranquilizers, antidepressants, and antipsychotics.

Prerequisite: PSYC 221, or CISS 110, or Biol 161.  
 GPA units: 1  
 Typically Offered: Alternate Years

**PSYC 316 – Drug Abuse: Brain and Behavior** Course count: 1  
 Drug addiction is the central theme of this course. Understanding drug action begins with a consideration of how drugs affect the brain. A basic working knowledge of brain chemistry is established with emphasis on information concerning the various major neurotransmitter systems that are affected by drugs of abuse. Considered next are the different addictive drugs, including alcohol, cannabis, heroin, cocaine and amphetamines, and the hallucinogens, and specific issues pertaining to the drug addict. The impact of drugs and addiction on society is the subject of the last part of the course. Issues with regard to prevention and treatment are considered. The ultimate goal of this course is to provide sound biological and psychological information from which a rational drug policy can be formed. Fulfills the Advanced Course Requirement or the Elective Course Requirement.

Prerequisite: PSYC 221 or by permission.  
 GPA units: 1  
 Typically Offered: Alternate Years

**PSYC 321 – Neuroanatomy & Behavior** Course count: 1  
 Open to third- and fourth-year students interested in a comprehensive study of brain and spinal cord anatomy and function. Structure is studied to provide a foundation for understanding clinical applications of nervous system injury and disease. Begins with study of gross anatomy of the sheep brain. Topics include motor and sensory systems, limbic system, cranial nerves, cerebral cortex, and blood supply to the brain.

GPA units: 1  
 Typically Offered: Alternate Years

**PSYC 326 – Cognition Across Cultures** Course count: 1  
 This course examines empirical and theoretical approaches to understanding human thinking across languages and cultures.

Prerequisite: Students must have completed at least one of the following courses before enrolling in PSYC 326: PSYC 225 or PSYC 232 or PSYC 236 or PSYC 237 or EDUC 221.  
 GPA units: 1  
 Common Area: Cross-Cultural Studies  
 Typically Offered: Alternate Years

**PSYC 328 – Adolescent Health** Course count: 1  
 An advanced seminar in the field of adolescent development that focuses on the epidemiology and etiology of health-related behaviors during adolescence. This course emphasizes a public health perspective and covers topics such as reproductive health, substance use, nutrition and exercise, sleep, violence, mental health, injuries, and disease. Further, students will explore health disparities, health education, and domestic and global perspectives on adolescent health.

Prerequisite: PSYC 225 or PSYC 228.  
 GPA units: 1  
 Common Area: Social Science  
 Typically Offered: Alternate Years

**PSYC 332 – Processes in Psychotherapy** Course count: 1  
 What are the common mechanisms by which psychotherapy works? To answer this question, this seminar will examine the theoretical foundations of contemporary psychotherapies, such as psychodynamic, cognitive-behavioral, and acceptance-based treatments. Through readings, videos, and lectures by experts in the field, we will consider how change occurs within and across the types of therapy and the best practices for studying symptom change over time. Additionally, by integrating research methodology into the course structure, we will examine how randomized controlled trials test the efficacy of psychological therapies.

Prerequisite: PSYC 201 and PSYC 229.  
 GPA units: 1  
 Typically Offered: Annually

**PSYC 334 – Eating and Its Disorders** Course count: 1  
 An advanced seminar in the field of clinical psychology that closely examines contemporary research in the eating disorder field. Students explore topics such as the following: problems in the assessment, diagnosis, and classification of eating disorders; risk factors for developing disordered eating; comorbidities between eating pathology and other psychiatric conditions; the roles of gender, sexuality, ethnicity, and culture in the etiology and maintenance of disordered eating; prevention and treatment of eating disorders.

Prerequisite: PSYC 229  
 GPA units: 1  
 Typically Offered: Alternate Years



**PSYC 337 — Substance Use, Misuse and Abuse** Course count: 1

An advanced seminar in the field of clinical psychology that closely examines the substance (ab)use field, with a particular emphasis on alcohol. Students explore topics such as the following: definitions of harmful/hazardous drinking, familial transmission of alcohol use problems; alcohol, sex, and sports on college campuses; legal debates in the substance use field; philosophies regarding, and clinical approaches to, substance abuse recovery.

Prerequisite: PSYC 229

GPA units: 1

Typically Offered: Annually

**PSYC 338 — Consciousness & Control** Course count: 1

This seminar focuses on the neurobiological mechanisms underlying cognitive control and consciousness and its disturbances following brain injury or psychiatric illness. We define cognitive control as the ability to flexibly adapt behavior to current demands, by promoting task-relevant information and behaviors over temporally-extended periods and in the face of interference or competition. Consciousness we define as a subjective awareness of the world and free will. These abilities seem central to most higher cognitive functions, and contribute to the unique character of human behavior. Our goals are to define the neural mechanisms that underlie cognitive control and consciousness, to understand how these mechanisms govern behavior, and to use this knowledge to improve our understanding of the relationship between brain and behavior in psychiatric disorders and neurological damage.

Prerequisite: PSYC 100, 200 201

GPA units: 1

Typically Offered: Annually

**PSYC 342 — Seminar: Gender-Role Development** Course count: 1

Provides an examination of the role that gender plays in psychological development. Topics include depression and self-esteem, aggression, emotion control and emotion expression, and social interaction. Theoretical perspectives as well as the empirical literature on gender development will be explored to assess the nature of gender-patterned behaviors.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 345 — Seminar: Face Perception** Course count: 1

Investigates the vast amount of information available from faces, such as age, gender, emotions, traits, and aesthetics. Discussion focuses on how we encode and remember faces and how we use information from faces in social interactions.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 351 — Rational Choice/Irrational Mind** Course count: 1

Examines the psychology of choice and decision making with a focus on broad questions about the extent to which human behavior can be considered rational. Examples of questions that will be addressed include: What is the source of people's sense of happiness and subjective well-being? How do people understand risk and uncertainty? How do emotions influence decision making? Do people have stable, well-defined preferences that can be accurately known? To what extent do considerations such as fairness, social norms, and the need for control influence people's decisions? The course will also explore the social context of decision making in relation to topics such as altruism and cooperation.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 353 — Seminar: Language Thought and Culture** Course count: 1

Do language and culture affect how people perceive their physical and social world? This seminar will examine a variety of topics relevant to this question. Specific topics will include cross-linguistic differences in areas ranging from color categorization to person perception; the universal and culture-specific effects of status on interpersonal communication; gender differences in communication style; cultural differences in the understanding of the self and their effect on basic psychological processes; and expert-novice differences in perception, categorization, and communication.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 354 — Psychology of Stigma** Course count: 1

This is a seminar course that provides students with the opportunity to more deeply understand the phenomenological experience of stigmatization and to critically evaluate the empirical psychological literature examining the causes and consequences of stigmatization.

Prerequisite: PSYC 227 or permission of the instructor.

GPA units: 1

**PSYC 355 — Seminar: Resilience and Development** Course count: 1

Covers risk and resiliency from early childhood through adulthood and focuses on defining resilience; sources of risk and protection within families, schools, and communities; and prevention programs. Special topics will include strengths-based models of resiliency, child maltreatment and health, problem-solving and creativity, resiliency across cultures, mentoring, and school- and community-based prevention and intervention. Fulfills the Advanced Course Requirement or the Elective Course Requirement.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 359 — Stress & Neuroplasticity** Course count: 1

This advanced seminar explores the short- and long-term effects of psychosocial stress on the nervous system, and the role of stressful experience in adaptation and survival. Questions will include: How does activation of physiological stress responses affect the structure and function of the brain? In what ways might these effects be adaptive or deleterious? How do these effects relate to risk of neurological and psychiatric disorders? Through reading and discussion of scholarly literature in neuroscience, students will encounter current approaches to understanding the brain as a mediator of stress response and explore mechanisms of stress-induced neuroplasticity.

Prerequisite: PSYC 221 or BIOL 267 or by permission.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 362 — Cognitive Neuropsychiatry** Course count: 1

Prerequisite: PSYC 100, or PSYC 221, or PSYC 235.

GPA units: 1

Typically Offered: Alternate Years

**PSYC 363 — Psychology & Economic Behavior** Course count: 1

This course will examine psychological aspects of economic behavior. Examples of questions that will be addressed include: Do people make choices in way that could be considered rational? How do people respond to scarcity and uncertainty? What conditions are important for producing happiness and well-being? To what extent do people accurately know their own preferences and make choices that are in their own best interest? Does thinking about exchanges in terms of money and markets influence whether people will be fair, ethical, and cooperative? When possible, we will discuss applications for public policy, market events such as panics and bubbles, and individual financial decision making. The course will primarily cover psychological research on human choice and decision making but also will include some research on other species and from other academic disciplines.

GPA units: 1

Typically Offered: Annually

**PSYC 366 — Mind, Body, Health & Medicine** Course count: 1

Examines a range of topics related to mind-body interactions, health care, and life style. Topics include mind-body relationships, placebo, stress and stress-reduction therapy, and a critical analysis of complementary and alternative medicine. This course should be of particular interest to premedical students considering a career in health care.

GPA units: 1

Typically Offered: Annually

**PSYC 370 — Mindfulness Meditation Prayer** Course count: 1

The goal of this course is to explore the experiences and practices of mindfulness. Weekly topics will allow us to examine the process, content and health benefits of such contemplative activities. The topics will include the psychological and neurophysiological bases of mindfulness, how it is practiced in specific activities such as eastern meditation and western spiritual exercises as well as how it appears in everyday life. One Unit.

Prerequisite: Either PSYC 236 or PSYC 221, or PSYC 237 and permission of the instructor.

GPA units: 1

**PSYC 470 — Directed Readings** Course count: 1

A reading program conducted under the supervision of a faculty member, generally focusing on an area of psychology not covered in-depth in course offerings. Fulfills the Elective Course Requirement.

GPA units: 1

Typically Offered: Fall, Spring

**PSYC 480 — Research Projects** Course count: 1

Students may undertake an independent research project under the direction of a particular faculty member. Fulfills the Elective Course Requirement.

GPA units: 1

Typically Offered: Fall, Spring

## Psychology Major

The Psychology Major curriculum is structured to ensure an exploration of the diversity of topics that compose the modern field of Psychology. It provides courses in which students can think deeply and critically about human behavior, mental life, and the nature of inquiry into the human condition. Furthermore, it is designed to provide students with a foundation in both the natural science and social science perspectives in Psychology with enough flexibility and depth to prepare undergraduates for any number of career paths.

Our discipline is a broad one in which we study human behavior from multiple perspectives, from the biological to the social/cultural. Our introductory course PSYC 100 Introduction To Psychology surveys the intellectual range of the field. Majors are then required to further sample this breadth in taking one course from each of Psychology's fundamental areas (Biological Processes; Cognitive and Behavioral Processes; and Individual, Social, and Cultural Processes). Moreover, majors are required to take a two-semester sequence of courses—Statistics (PSYC 200 Statistics) and Research Methods (PSYC 201 Research Methods)—in which they learn the methodological tools that psychologists use to investigate psychological phenomena. Majors further investigate specific areas within the discipline with three developing interest courses (four electives, one of which must be an advanced course). The department also provides students with ample opportunity to work independently under the individual direction of their professors, including courses for advanced study (PSYC 470 Directed Readings ) and research (PSYC 480 Research Projects). Our faculty is actively engaged in research on a variety of topics, including the neurobiology of learning and memory, cognitive development in children, interpersonal coordination, face perception, the neuropsychological basis of attention, social and cultural psychology, emotional dysregulation and eating disorders, and stigma. Many of the department's majors have presented papers at regional and national undergraduate and professional meetings and have published their work in professional journals.

## Department Advanced Placement Policy

Students with AP credit in psychology (a score of 4 or 5) are awarded advanced placement in the curriculum and forfeit that credit if they take Psychology 100, Introduction to Psychology. AP credit counts toward the minimum number of courses required in the major. Students with AP credit in Psychology should contact the department chair to discuss enrollment in an appropriate 200-level course.

## Major Change

The Psychology Major changed in 2019. For previous versions of this major, visit the Archives (<https://catalog.holycross.edu/archives/>).

## Requirements

Majors must take a minimum of 10 courses in psychology as well one mathematics or natural science course and one social course outside of Psychology.

### Code Title

#### Required courses:

PSYC 100	Introduction To Psychology
PSYC 200	Statistics
PSYC 201	Research Methods

#### Select one course in each of the following areas:

##### Biological Processes:

PSYC 220	Perception&Social Neuroscience
PSYC 221	Physiology and Behavior
PSYC 235	Cognitive Neuroscience
PSYC 253	Evolution of Behavior

##### Cognitive and Behavioral Processes:

PSYC 223	Animal Learning
PSYC 225	Developmental Psychology
PSYC 236	Cognition & Memory
PSYC 237	Psychology of Language
PSYC 238	Judgment and Decision Making

##### Individual, Social, and Cultural Processes:

PSYC 226	Personality and the Life Story
PSYC 227	Social Psychology
PSYC 228	Psychology of Adolescence
PSYC 229	Psychopathology

#### Three electives at any level including the following courses or any non-required course (e.g., any fundamental area or advanced course):

PSYC 214	Life-Span Development
PSYC 232	Developmental Science & Educ
PSYC 244	Health Psychology
PSYC 252	Food Nutrition & Health

#### One elective at the 300 level:

PSYC 305	History & Theory
PSYC 314	Science, Medicine & the Holocaust
PSYC 315	Biology of Mental Disorders
PSYC 316	Drug Abuse: Brain and Behavior
PSYC 321	Neuroanatomy & Behavior
PSYC 326	Cognition Across Cultures
PSYC 328	Adolescent Health
PSYC 332	Processes in Psychotherapy
PSYC 334	Eating and Its Disorders
PSYC 337	Substance Use, Misuse and Abuse
PSYC 338	Consciousness & Control
PSYC 342	Seminar: Gender-Role Development
PSYC 345	Seminar: Face Perception
PSYC 351	Rational Choice/Irrational Mind
PSYC 353	Seminar: Language Thought and Culture

PSYC 354	Psychology of Stigma
PSYC 355	Seminar: Resilience and Development
PSYC 359	Stress & Neuroplasticity
PSYC 362	Cognitive Neuropsychiatry
PSYC 366	Mind, Body, Health & Medicine

#### One social science course outside of Psychology.

#### One natural science or mathematics course outside of Psychology.

**Note:** Academic advisors can assist students in selecting courses that help provide a coherent, well-integrated program of study.

## Religious Studies

The study of religion is a quintessential task of a Catholic, Jesuit college. It invites students, in an academic context, into a long tradition of theological and historical questions about the nature of humanity in relation to God and to the world, and it engages them in the interreligious and intercultural encounter that is taking place today. The study of religion requires a variety of contemporary methodologies and is interdisciplinary. But it also carries the resonances of centuries of critical examinations—theological, philosophical, sociopolitical, and scientific—of religious beliefs, texts, doctrines, rituals, ascetical practices, and moral values.

Given the impetus of the Second Vatican Council (1962-65), which addressed the relationship between the Catholic Church and other religions, and given our present historical moment, the Department of Religious Studies is committed to integrating the study of Christian theology with the study of the world's religions. Through the courses it offers and the structure of its major the Department's approach to the study of religious belief and practice reflects Catholic theological commitments even as it responds to the needs of all students, Catholic and not, who will make their lives in a diverse, interconnected, and religiously pluralistic world. To major in Religious Studies at Holy Cross is to undertake an integrated study, both intellectual and spiritual, of four areas central to understanding Catholicism and every faith tradition, namely, world religions, theology, sacred texts, and religious ethics.

The Department offers a wide variety of courses that enable students to know and understand the Catholic tradition more deeply and to situate that tradition in the larger religious context of today's world. Equally important, Catholicism has a distinctive religious culture and rich intellectual heritage that ground and support the study of the liberal arts. As is appropriate in a Catholic Jesuit academic institution committed to diversity and a mission to think critically, the Department offers a range of courses that enable students of all faiths to understand and to appreciate their own particular tradition, to situate that tradition in the wider context of other world religions, and to discover how diverse religious beliefs and practices are related and relevant to global concerns of poverty, injustice, and an environment in distress.

The Department's courses and its faculty's research facilitate an appreciation of religion as a central dimension of human life. In a world marked by pluralism, globalization, and multiculturalism, religion—even as it has been associated with violence—also opens a path to peaceful coexistence amidst political conflicts, human failing, and humanitarian crises. Our approach to the study of religion affirms that enduring commitments to faith—while always in need of study and discernment—are reasonable, responsible, and essential to human flourishing.

Alan J. Avery-Peck, Ph.D.,

*Kraft-Hiatt Professor in Judaic Studies*Todd T. Lewis, Ph.D., *Distinguished Professor of Arts and Humanities*Tat-siong Benny Liew, Ph.D., *Professor and Class of 1956 Chair in New Testament Studies*Joanne M. Pierce, Ph.D., *Professor*William E. Reiser, S.J., Ph.D., *Professor*Mathew N. Schmalz, Ph.D., *Professor*William A. Clark, S.J., S.T.D., *Associate Professor*Caner K. Dagli, Ph.D., *Associate Professor*Matthew T. Eggemeier, Ph.D., *Associate Professor*Peter J. Fritz, Ph.D., *Associate Professor*John F. Gavin, S.J., S.T.D., *Associate Professor*Karen V. Guth, Ph.D., *Associate Professor*Caroline E. Johnson Hodge, Ph.D., *Associate Professor*Mary M. Doyle Roche, Ph.D., *Associate Professor and Chair*Mahri S. Leonard-Fleckman, Ph.D., *Assistant Professor*Gary P. DeAngelis, Ph.D., *Lecturer*Michael Joseph Stahl, Ph.D., *Visiting Assistant Professor*Matthew David Farley, Cand. Ph.D., *Visiting Instructor*Peter K. Fay, Cand., Ph.D., *Visiting Lecturer*Travis LaCouter, Cand., Ph.D., *Visiting Lecturer***Academic Plans within Religious Studies**

- Religious Studies Major (p. 186)
- Religious Studies Minor (p. 186)

**Other Academic Plans Accepting/Requiring Religious Studies Coursework**

- Africana Studies Concentration (p. 56)
- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- International Studies Major (p. 125)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
- Peace and Conflict Studies Concentration (p. 59)

**RELS 101 — Intro to the Comparative Study of Religion** Course count: 1  
Introduction to the nature and place of religion in the human experience as critically understood through the modern disciplines of comparative history, text criticism, and social science. Viewpoints covered include the psychoanalytic, philosophical, biological, artistic, and anthropological. Sources range broadly from the Bible to modern fiction, Lao Tzu to Celtic myths. The course also examines the effects of modern change on religion in global perspective.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 102 — Mary in Christian Theology** Course count: 1  
Mary, the mother of Jesus, has held great significance for Christians over the centuries. This class will examine the following topics: Mary in the Scriptures, the development of Marian doctrines (the Virgin Birth, the Immaculate Conception, etc.), depictions of Mary in art and film, popular devotions to Mary (the rosary, the scapular, novenas, etc.) and Marian apparitions (especially Lourdes, Fatima, and Guadalupe). Authors and works for the course include the Scriptures, John of Damascus, Thomas Aquinas, John Duns Scotus, Ineffabilis Deus, Munificentissimus Deus, Adrienne von Speyr, John Paul II, Hans Urs von Balthasar and Benedict XVI. This study of Mary's significance will help students to understand better the importance of Christian theology and culture throughout history.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years, Spring

**RELS 106 — Buddhism** Course count: 1  
Survey of the Buddhist tradition, from its origins in ancient India through its evolution as a pan-Asian faith. Topics include the legends of the Buddha, the early monastic community, the emergence of Theravada and Mahayana teachings, Buddhist ethics and social philosophy, meditation traditions, and the later development of distinctive Tibetan, Chinese, and Japanese schools. Utilizes textual and anthropological sources.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Fall, Spring

**RELS 107 — Islam** Course count: 1  
Examination of Islamic religious beliefs and practices from the origins of Islam to the present. Particular stress is placed on Islamic religious ideals, institutions and personalities. Central topics include: Islamic scripture and traditions, prophecy, law, rituals, theology and philosophy, sectarianism, mysticism, aesthetic ideals, art and architecture, pedagogy, and modern reinterpretations of the tradition. Also explores wider issues of religious identity by looking at the diversity of the Islamic tradition, tensions between elite and popular culture, and issues of gender and ethnicity.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Fall, Spring

**RELS 114 – Introduction To Theology** Course count: 1

Introduction to major claims in Christian theology through a close examination of historical and contemporary Catholic and Protestant theologies. Topics include: methods in doing theology and in biblical interpretation; images of God and of Jesus; the human condition; different marks and models of the church; and religious diversity. Readings address the interplay in theological reflection between religious tradition and social location, and analyze the implications and challenges of Christian claims in light of gender, race and poverty. One unit.

GPA units: 1

Common Area: Studies in Religion

**RELS 115 – Angels and Demons** Course count: 1

An introduction to the Christian tradition regarding angels and demons, focusing upon how Christians relate angelic beings to their own experience of God. Topics include the place of angels in the Scriptures, the nature of angelic beings, the role of angels and demons in creation, the question of demonic temptation and possession, and the distinctions between angels and humans. Readings will include works by Origen and Athanasius of Alexandria, Evagrius Ponticus, Pseudo-Dionysius, Thomas Aquinas, Mortimer Adler, and C.S. Lewis. Students will also have the opportunity to discuss the theology and practice of the contemporary rite of exorcism in the Church. One unit.

GPA units: 1

Common Area: Studies in Religion

**RELS 116 – Catholicism** Course count: 1

Introduction to the academic study of the beliefs and practices of Roman Catholic Christianity, and of the situation of the church in the contemporary United States. Topics include: approaches to the study of Catholicism; creeds and doctrinal foundations of the Church; structure, authority, and community; spirituality, worship, and the sacramental tradition; Catholic moral and social teaching; current issues and controversies in Catholicism.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Spring

**RELS 117 – History Of Christianity 1** Course count: 1

A survey of the origins and development of Christianity, both its theology and its structures, from the apostolic period to the eve of the Reformation. Special attention is paid to the evolution of Christian doctrine and worship during the early and medieval periods of the Christian history. The interplay between orthodoxy and heterodoxy will be stressed in a close examination of heretical movements and their impact on the formation of the tradition. The interaction between Church and society will also be addressed.

GPA units: 1

Common Area: Historical Studies, Studies in Religion

Typically Offered: Fall

**RELS 118 – New Testament** Course count: 1

Introduction to early Christian literature and thought in light of the historical, literary, and religious milieu of the Greco-Roman world, including Judaism. Topics discussed include the diverse of representations of Jesus, the emergence of the category "Christian," and the genres of New Testament and other early Christian books. Contemporary approaches are addressed, but the primary focus is the ancient texts themselves. One unit

GPA units: 1

Common Area: Historical Studies, Studies in Religion

Typically Offered: Annually

**RELS 119 – History Of Christianity 2** Course count: 1

A survey of the development of Christianity, both its theology and its structures, from the Reformation period to today. Special attention is paid to the development of the various Protestant traditions, and their doctrine and worship. The interplay between Roman Catholicism and the Protestant churches is discussed. The impact of these Christian traditions on American society is also addressed.

GPA units: 1

Common Area: Historical Studies, Studies in Religion

Typically Offered: Spring

**RELS 120 – Comparative Religions/World View** Course count: 1

Systematic exploration of similarities and differences within and among several traditions (Hinduism, Christianity, and Islam) and an examination of several key issues within the academic study of religion.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Spring

**RELS 126 – Hebrew Bible/Old Testament** Course count: 1

Introduction to the texts of the Hebrew Scriptures/Old Testament, the course explores the social and cultural worlds that produced the texts, examines the biblical texts themselves, and investigates the assumptions and methods employed by premodern, modern (post-Enlightenment), and postmodern interpreters of the Bible.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Fall, Spring

**RELS 133 – Contemp Catholic Spirituality** Course count: 1

An introduction to contemporary Catholic spirituality. Examines the lived experience and theological writings of influential 20th and 21st century Catholics with a focus on both contemplative and active spiritualities. Authors will likely include: Thomas Merton, Mother Theresa, John Paul II, and Oscar Romero.

GPA units: 1

Common Area: Studies in Religion

**RELS 139 – Understanding Jesus** Course count: 1

An examination of the figure of Jesus as presented in the gospels with attention devoted to historical questions about Jesus' life and teaching, the theological claims about Jesus being made by the gospel writers, and the direct challenge which the gospel story presents to the church and the world today.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Fall, Spring

**RELS 141 – Contemporary Christian Morality** Course count: 1

This course addresses the implications of Christian belief and identity for personal and social morality. Readings examine fundamental ethics of moral agency, human freedom, conscience, sin, suffering and virtue, as well as the method and themes of Catholic social teaching. The final part of the course explores several areas of contemporary ethical concern including the use of violence, human sexuality, healthcare, and the environment.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Fall

**RELS 143 – Social Ethics** Course count: 1

An introduction to moral reasoning and various modes of Christian ethical reflection on contemporary social issues.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Fall

**RELS 147 – Judaism** Course count: 1

Introduction to the history, theology, and practices of the Jews which uses the evidence of Judaism to exemplify the interrelationship between a religious civilization and the historical and cultural framework within which it exists. How does what happens to the Jews affect their formulation of their religion, Judaism? By answering this question and by learning the details of Jewish belief and practice, students will come to comprehend both Judaism and the social construction of religion in general.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Annually

**RELS 149 – Judaism in the Time of Jesus** Course count: 1

Judaism as we know it took shape in the first six centuries C.E., in the same period that saw the emergence of Christianity. This course describes and interprets early Judaism against its historical backdrop, evaluating the theological beliefs and ritual practices Jews developed and espoused. The main focus is Judaism's central theological conceptions, concerning, e.g., life-after-death, the messiah, divine providence, revelation. The larger goal is to comprehend how religious ideologies respond to and make sense of the world in which the adherents of the religion live.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 165 – Ancient and Medieval Hinduism** Course count: 1

Introduction to key themes in ancient and medieval Hinduism. Considers the sacrificial worldview of the Vedas and Brahmanas and then moves to discuss the significance of the Upanishads and yoga. Special attention will be given to the two chief Hindu epics: the Ramayana and the Mahabharata. Also examines key elements in Hindu law through a reading of The Laws of Manu. Concludes with a consideration of Hindu devotional theism in the worship Shiva, Krishna, and the goddess Kali.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Spring

**RELS 184 – Theology & Art** Course count: 1

This course is an introduction to Christian theology by way of Christology, the theology of the person and mission of Jesus Christ, and by way of visual art. With regard to this latter point, the course will also serve as a brief introduction to contemporary art and art theory. Jesus of Nazareth is called in the Letter to the Colossians the image of the invisible God (Col 1:15). This idea is foundational for Christian ideas of and relations to images. The first part of the course will introduce students to biblical and doctrinal accounts of Jesus Christ, culminating with the eighth-to-ninth-century controversy over images called the Iconoclast Controversy. The second part focuses more proximately on visual art, using the Christological insights gained in the first part to read the works of selected contemporary artists theologically, and to extend Christology into today's world by incorporating hints, challenges, and provocations from contemporary art. Core Christological themes of the Cross, Incarnation, the Sacred Heart, and the Least of These will guide our inquiry. The course entails a significant amount of reading, art viewing, reflecting, and writing outside of class, and in class it will consist of lectures, discussions, and collaborative work. Students are expected to be fully and actively engaged in all aspects of the course. Along the way we will strive to build intellectual community by cultivating personal connections and mutual respect.

GPA units: 1

Common Area: Studies in Religion

**RELS 190 – History of the Early Church** Course count: 1

This course will focus on the first four centuries of the Christian Church, beginning with the earliest followers of Christ described in the New Testament and continuing through the conversion of Constantine in the 4th century. We will examine how the structure of the church develops, as well as its theologies, doctrines and liturgies. We will pay attention to the variety of Christian viewpoints in these early centuries and how Christians debated with each other and with outsiders on their most basic beliefs. We will track various themes throughout this period, such as prophesy, heresy vs. orthodoxy, gender dynamics, martyrdom, asceticism, interaction with non-Christians, the importance of ritual.

GPA units: 1

Common Area: Historical Studies, Studies in Religion

**RELS 203 – Death & Afterlife** Course count: 1

In this course we will examine two core concepts of human existence: religious experiences of 1) death, the core human experience of finitude; and 2) afterlife, the core human experience of transcendence. All human beings die, and there are a number of individual, communal and cultural expressions surrounding the inevitable event of death (food offerings, processions, wakes, cremation, burial rites). All human beings die, and there are a number of individual, communal, and cultural explanations of what happens after death (heavens, hells, divinization, reincarnation, annihilation). To understand the shared patterns and distinctive variety of these responses, readings will include selections from primary religious/theological sources as well as reflections in fiction, images, and contemporary real-life experiences. We will focus on the Christian/Catholic tradition, but other religious traditions will be addressed.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 204 – Early Christian Monasticism** Course count: 1

A seminar examining the origins of Christian monasticism through close readings of primary sources. Topics include the motives for the Christian flight into the desert, monastic practices and daily life, the nature of monastic prayer, early monastic rules, the influence of monasticism upon theology and culture, and the continuing presence of ancient monastic ideals in modern monasticism. Authors and works include Athanasius of Alexandria, Evagrius Ponticus, the *Apophthegmata Patrum*, Palladius, John Cassian, and early monastic rules (e.g., Pachomius, Augustine, and Benedict). Students will also examine how ancient monastic traditions continue in modern Christianity by staying overnight in a monastery and meeting with several monastic communities.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years, Spring

**RELS 205 – God: A Love Story** Course count: 1

This course is an inquiry into Christian belief in God, and how it is shaped and conveyed in the stories that Christians have received, adapted, or told about themselves and God over the centuries. Following a method known as Narrative Theology, we will use stories from the Hebrew Bible, the New Testament, and other traditional sources. We will also consider contemporary narratives of belief, doubt, and rejection or recovery of belief, as well as narratives that challenge, contradict, or reject the overarching Christian narrative. Throughout the course, we will discuss how these stories originated, what relationships they have to each other, what convictions and values they convey, and how they might function as sources for theological reflection. Such discussions will lead into an examination of what Christians mean by the term "God," and in particular, the significance of thinking of God as Divine Persons (the Trinity) in relationship with each other, with the cosmos, and with humanity. This will lead in turn to reflection on what Christians might mean by loving God and being loved by God.

GPA units: 1

Common Area: Studies in Religion

**RELS 215 – Defense Against the Dark Arts** Course count: 1

With the 1998 publication of *The Sorcerer's Stone* J. K. Rowling began creating a universe that continues to house the imagination of millions of readers around the globe. Although not a religious work, the series is a portal into a world that is. Both the world of faith and the world of fiction depend on imagination, and the Harry Potter series provides an excellent opportunity to reflect on what makes these worlds alike and what makes them different. The faith-world brings us to questions about ultimate meaning and value; so does the HP series. The faith-world has to do with self-discovery, personal growth and transformation; so does the series. The faith-world works from a sense of enchantment and divine providence; the HP series is predicated on the possibility of magic, although the ultimate source of that magic (and the possibility of dark magic) is left unexplained. The faith-world has to do with moral choices and their consequences, and so does the series. Why does imagination give permission to miracles but dismiss magic as fantasy? How and why are faith and fantasy different? How does the mind distinguish what is "real" from what is not? And how does the mind defend itself against demotors, chaos, and spiritual darkness? Religious imagination is one such defense.

GPA units: 1

Typically Offered: Spring

**RELS 216 – Readings: Asian Sacred Texts** Course count: 1

Focuses on critical and analytical readings of sacred writings in translation from the Asian religious traditions: Hinduism, Buddhism, Confucianism, Daoism. The genres sampled include law codes, works of ascetic mysticism, religious biography, popular narrative, and scholastic treatises. Also examines the cross-cultural definition of "text," the idea of a "scriptural canon," and the construction of tradition in the western historical imagination.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 217 – Eucharist/History & Theology** Course count: 1

Provides a detailed study of the historical development and theological significance of the Eucharist in Christian tradition. Treats underlying concepts in sacramental theology in terms of Eucharistic ritual. Special attention is paid to the Roman Catholic experience, but other Christian traditions will be discussed.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 218 – Christian Sacraments** Course count: 1

Provides a general study of the historical development and theological significance of Christian sacraments. Begins with discussion of key underlying concepts in sacramental theology: the experience of the sacred; sign, symbol, ritual; and Christ/Church as sacrament. Special attention is paid to the Roman Catholic experience, but other Christian traditions are discussed.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 219 – Christian Prayer in Theory and Practice** Course count: 1  
 Considers Christian prayer as both a topic for theological study and a body of disciplines and practices. Topics include basic theological perspectives; historical origins and important figures in the development of Christian spirituality; personal and liturgical prayer; prayer and psychology; prayer and global awareness. Diverse traditions, methods, and practical approaches to Christian prayer will be considered, including Pentecostal prayer, the Spiritual Exercises of St. Ignatius Loyola, Christian meditation and Centering Prayer. Readings draw from both classic sources and contemporary interpretations. Weekly practicum sessions focus on observing and/or participating in various forms of Christian prayer.

GPA units: 1  
 Common Area: Studies in Religion  
 Typically Offered: Spring

**RELS 221 – Women In Early Christianity** Course count: 1  
 Exploration of the activity of women in the early church as witnesses to the resurrection of Jesus, missionaries, teachers, ascetics, martyrs, and deacons. Considers the historical and social context of women's lives in the Greco-Roman world in an environment of religious pluralism, women's self-understanding, and the controversy over women's leadership in the developing church. Texts studied include the canonical gospels of Matthew, Luke, and John, the non-canonical Gospel of Mary, as well as Christian texts from the 2nd - 4th centuries.

GPA units: 1  
 Common Area: Studies in Religion  
 Typically Offered: Every Third Year

**RELS 225 – Love, Friendship and Catholicism** Course count: 1  
 This seminar explores the Catholic Christian understanding of love and friendship, from the ancient world to the present. It will consider the relationship between these concepts, the ethical and social consequences of various understandings, and their significance in Christian theology. Authors and works include Aristotle, Plato, Cicero, the Scriptures, Aelred of Rievaulx, Thomas Aquinas, C.S. Lewis, Graham Green, Raissa Maritain, Josef Pieper, Hans Urs von Balthasar, Benedict XVI, and John Paul II and Prudence Allen. In addition, students will participate in a dinner colloquy with married Holy Cross couples. By studying these great thinkers of the past, students will better understand present debates and struggles surrounding love and friendship.

GPA units: 1  
 Common Area: Studies in Religion  
 Typically Offered: Every Third Year

**RELS 230 – Theological Perspectives on Medical Ethics** Course count: 1  
 This course examines important developments in contemporary medical ethics considered in the context of the wider cultural assumptions of western philosophical traditions, the rise of the technological imperative, market capitalism, and globalization. These are brought into conversation with theological commitments to human dignity, the pursuit of virtue, the common good and the option for the poor. Topics to be considered will include healthcare relationships, treatment decisions, beginning and end of life issues, research using human subjects, the just distribution of healthcare resources, reproductive technologies, the HIV/AIDS epidemic, and health and human rights.

GPA units: 1  
 Common Area: Studies in Religion  
 Typically Offered: Spring

**RELS 233 – Households & Early Christianity** Course count: 1  
 This course focuses on how the household influenced early Christianity, both as a primary meeting place and as a conceptual tool for constructing Christian discourses on marriage and kinship, poverty and wealth-getting, work and leisure. We begin with a broad study of the ways that ancient Greek, Roman and Jewish writers conceived of the household: its economic production, religious practices, and role in larger society. We will also examine the physical structures of houses in the Roman empire in order to learn more about the occupants and their lives. Students will thus learn to draw upon both literary and archaeological evidence. We will then investigate how households, both as physical spaces and ideological focal points, influenced the development of Christian worship and theology. A major goal of the course is to understand how Christian values and theologies, as articulated in the New Testament and other early Christian literature, are shaped by the social structures in the environment, such as households. A second, related goal is to identify connections between religion, power and gender, especially in the production of Christianity's foundational texts.

GPA units: 1  
 Common Area: Studies in Religion  
 Typically Offered: Alternate Years

**RELS 234 – Conflicts in the Church** Course count: 1  
 Examines selected issues which have generated considerable controversy in the contemporary Catholic church (e.g., liturgical change, the Church and politics, women's leadership, contraception, clergy sexual abuse, homosexuality, etc.). Topics are considered in relation to differing views on the origin, structure, and purpose of the church itself, and include discussion of structures of authority in the church; differing rhetorical styles and traditions of thought in church history; change and the development of doctrine; church moral and social teaching. Readings draw from official Catholic Church teaching as well as writings of so-called "progressive" and "neoconservative" theologians.

GPA units: 1  
 Common Area: Studies in Religion  
 Typically Offered: Fall

**RELS 243 – Theology Of The New Testament** Course count: 1  
 Drawing on contemporary biblical exegesis, this course explores both the major theological questions that the New Testament writers were addressing in their own time and place, and the theological questions those writings force the church of today to raise in light of its present historical and cultural circumstances. What is faith? What is salvation? How does revelation happen? What does the New Testament tell us about the mystery of God? In what way is Christian religious experience the platform for thinking about church? How does the New Testament help us to face major concerns of today, such as Christianity's relationship to the other world religions, environmental justice, a shifting moral landscape, and the perennial thirst for the transcendent?

GPA units: 1  
 Typically Offered: Alternate Years



**RELS 255 – Ecology & Religion** Course count: 1

Explores various perspectives on nature articulated in the history of the world's religions beginning with hunter-gatherer and tribal peoples. Distinctive doctrines derived from sacred texts and by philosophers/theologians, as well as the impact of ritual practices, are reviewed to understand the impact of religion on human ecology. After considering the perspective of Enlightenment thought on the natural world, the course surveys early North American exponents of ecological spirituality (Thoreau; Emerson; Muir), the writings of Eco-theologians (Fox; Berry; Schweitzer; McFague), and how cosmologies articulated by modern ecologists (Leopold; Lovelock) and activists (Earth First! And Greenpeace) have sought to define as sacred the human connection with the natural world.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 260 – Comparative Mysticism & Human Ecology** Course count: 1

A phenomenological analysis of mystical experience, both theory and practice, and an investigation of the epistemological and ontological status of this experience. Approach is pluralistic considering mysticism from the following perspectives: psychological, religious, anthropological, philosophical and scientific. Examines various conceptions of ultimate reality and a variety of practices constituting the mystic path or way. Mystical experience is broadly conceived as a state of consciousness whose dominant symbols and structures of thought, behavior and expression relate to the ultimate transformation of self and world.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Fall

**RELS 270 – The Quran** Course count: 1

This seminar will give students a window into the religious and spiritual world shaped and filled by the Quran. The topics covered will relate to Islam in general and the Quran in particular, such as language, law, mysticism, theology, art, and comparative religion. This will involve a study of the exegesis of the text, which records the ways in which Muslims have interpreted and taught the Quran through the ages up to our present day.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Spring

**RELS 277 – Modern Religious Movements** Course count: 1

Examines the phenomenon of modern religious movements within the United States. The movements considered are popularly known as cults, and one of our most important objectives will be to examine critically this term and other categories, such as brainwashing. Ranges broadly, from a consideration of contemporary movements such as Scientology, the Branch Davidians, the People's Temple, and UFO Cults, to other groups that have experienced longer histories, such as the Latter Day Saints (the Mormons) and the Watchtower (Jehovah's Witnesses). Special attention is also given to contemporary religious movements within Catholicism. A consideration of modern religious movements is inevitably highly charged. The fundamental purpose of the course is to provide the analytic tools to consider not only modern religious movements themselves but also the discourse surrounding them.

Prerequisite: One previous Religious Studies course.

GPA units: 1

Typically Offered: Spring

**RELS 279 – Religion and Violence** Course count: 1

Religion and Violence considers religious justifications of violence. The course begins with an examination of sacrifice through a survey of Aztec culture in relation to the theory of generative scapegoating articulated by Rene Girard. The course then moves to discuss religious justifications of warfare as crusade and jihad. The class also reads the Hindu epic The Mahabharata and examines its theory of ethical obligation in extreme circumstances. The course then considers terrorism through a comparative discussion of the Provisional Irish Republican Army and Palestinian organizations such as Hamas and Islamic Jihad. A crucial part of this discussion is engaging ethical theories regarding the classification of non-combatants as well as considering both critiques and defenses of asymmetrical forms of violence. Substantial attention will be given to analyzing the category terrorism and to what extent it has value as a classification for certain kinds of violence. The class concludes with a consideration of violence to the body as reflected in asceticism, torture, and ordeal.

Prerequisite: One previous Religious Studies course or consent of the instructor

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**RELS 280 – Liberation Theology** Course count: 1

Based on the principle of God's special identification with history's oppressed, liberation theology explores the problems of biblical interpretation, church teaching and Christian commitment in the contemporary world. This course examines the relationship between the socio-political consciousness of marginalized peoples and their Christian faith. Among the topics to be covered will be racism, global poverty, sexism, and environmental degradation. This course has three primary sections: (1) Black Theology; (2) Latin American Liberation Theology; (3) Feminist Theology.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Annually

**RELS 284 — Sex, Money, Power & the Bible** Course count: 1

This course explores the assumptions and portrayals that various biblical texts make about sex, money, and power, as well as the implications of those assumptions and portrayals. Although we will locate these biblical texts in their historical and social contexts, we will also use them to consider broader theoretical questions about reading, gender and sexuality, the economy, and the practice of power.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Fall

**RELS 285 — Jesuit Spirituality** Course count: 1

Examines the distinctive characteristics of Jesuit Spirituality as reflected in the four weeks of the Spiritual Exercises of Ignatius of Loyola, his autobiography, and other early Jesuit writings. Examines the religious experience that gave birth to the Society of Jesus, the Society's keen interest in education, and contemporary expressions of the Ignatian vision.

GPA units: 1

Common Area: Studies in Religion

**RELS 290 — Teología Andina** Course count: 1

A study of religion, culture, and theology in the Andean region of Bolivia. The course examines the way in which Christian faith has been appropriated by the Aymara and Quechua people, and it introduces students to a worldview that is both distinctive and challenging in its focus on the earth (the Pachamama) and community life. The course also studies the history of cultural and social oppression that paved the way for contemporary efforts in the region at religious and political self-expression. Taught in Spanish; requires the ability to read, speak, and write in Spanish.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years, Fall

**RELS 292 — Medieval Christianity** Course count: 1

This seminar provides an in-depth study of the origins and development of medieval Christianity in Western Europe. It covers theology and structural evolution from the fall of the Roman Empire to the eve of the Reformation. Special attention is paid to the evolution of Christian doctrine, spirituality, architecture and worship during the "high" and "late" Middle Ages, the interplay between orthodoxy and heterodoxy, their impact on the formation of the tradition, and the interaction between church and society.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 294 — Sexual Justice: Social Ethics** Course count: 1

This course explores the ethical significance of human sexuality within the context of Christian theology and in relation to larger issues of social, political, and economic well-being. One unit.

Prerequisite: One previous Religious Studies course.

GPA units: 1

**RELS 295 — Un tal Jesus** Course count: 1

This seminar is a biblical and theological study of the four gospels focused on the life and mission of Jesus of Nazareth. The course follows a theological line called theology of liberation. This theological line draws attention to the humanness of Jesus and the dimension of justice in his preaching about the reign of God. The main work we study is *Un tal Jesus: La Buena Noticia contada al pueblo de America Latina*. The seminar introduces students to a theology that arises from daily experience, the connection between faith and culture, and the enduring legacy of Latin American liberation theology. In Spanish.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 300 — Ethics of Work & Family** Course count: 1

Explores work and family as ethical themes in the Christian tradition. The course will consider the meanings and goals of work and family each in its own right and will also cover contemporary dilemmas at the intersection of work and family. Theological frameworks of virtue, vocation, feminist ethics, and social ethics will figure prominently in the course. Readings will draw on material from the documentary heritage of Catholic social teaching as well as contributions from theologians representing different Christian denominations, other religious traditions, and secular thinkers.

Prerequisite: One previous Religion Studies course.

GPA units: 1

Typically Offered: Alternate Years

**RELS 303 — Theology & Science Fiction** Course count: 1

This seminar will examine Christian theological themes through the literary genre of science fiction/speculative fiction. Readings from the genre of fantasy may also be studied. Theological themes addressed may include: the nature of religion; the concept of God/the divine; the quality of humanity in other species; the problem of evil and suffering; the question of sin and salvation; the nature of faith and belief; the role of myth and symbol; doctrine as redemptive or demonic; heaven, hell and the afterlife; the believer as scientist/explorer.

Prerequisite: One previous courses in RELS or permission of the instructor

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years, Spring

**RELS 311 — Zen Buddhism** Course count: 1

Examination of Zen Buddhism and its influences on East Asian civilizations. Surveys the texts and monastic practices that define Zen spiritual cultivation and the history of the Soto and Rinzai schools; evolution. Special attention is also devoted to the distinctive poetic (haiku), fine arts (painting, gardening, tea ceremony) and martial arts (swordsmanship) disciplines that this tradition has inspired in China and Japan.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Spring

**RELS 312 – Theravada Buddhism** Course count: 1

Seminar examining the prominent texts, doctrines and practices of the Theravada Buddhist tradition. Surveys the historical development of the tradition in India, with attention to major schools of interpretation and practice. Theravada social philosophy and ethics are studied, as are the patterns of accommodation with non-Buddhist religions. The second half of the course focuses upon the distinctive practices of Burma, Sri Lanka, and Thailand as well as reformist modern movements.

Prerequisite: RELS 206 or permission of instructor.

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 313 – HIV/AIDS and Ethics** Course count: 1

Explores the many ethical questions brought into relief by the HIV/AIDS pandemic, arguably one of the most pressing global public health issues of our time. Focusing primarily on issues of social justice, the course mines the traditions of Christian ethics and Catholic social teaching for resources with which to address topics including HIV prevention, treatment, research, access, and global public health. We will become familiar with key ethical methods and concepts, including casuistry, the common good, solidarity, and the option for the poor.

Prerequisite: One previous course in Religious Studies

GPA units: 1

Typically Offered: Alternate Years

**RELS 315 – Islamic Philosophy & Theology** Course count: 1

Introduction to the major issues, figures, and texts of Islamic philosophy and theology. Attempts to answer the question of what Islamic philosophy and theology are and how they figure in Islamic tradition. While dealing with such towering figures as Kindi, Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, the school of Ibn al-Arabi, Nasir al-Din Tusi, and Mulla Sadra, also discusses central issues and concepts of Islamic philosophy, including existence and essence, God's existence and knowledge of the world, knowledge and its foundations, cosmology, causality and its role in sciences of nature and political thought. Kalam or Islamic theology is the focus of the second part of the course. Examines classical debates around such issues as God's names and qualities, free will and determinism, reason and revelation, ethics, and political philosophy.

Prerequisite: One previous Religious Studies or Philosophy course.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**RELS 327 – Holocaust: Confronting Evil** Course count: 1

Seeks to interpret an event that defies representation and lacks discernible logic or meaning. By evaluating how others have depicted, attempted to create meaningful narratives about, and drawn conclusions from the Holocaust, we hope ourselves to reach some understanding of this event, of its significance for modern society, and of its potential for helping us to recognize our own responsibilities in a world in which ultimate evil is possible.

Prerequisite: One previous Religious Studies course.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Annually

**RELS 333 – Comparative Theology** Course count: 1

An exploration of the meaning and significance of Christianity's encounter with the Hindu, Buddhist, Islamic, and other religious traditions, both new and old. Investigates major theological questions emerging from the dialogue between Christianity and other world religions.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 340 – Gardens & World Religions** Course count: 1

A survey of the historical and cultural backgrounds of the major garden traditions of the world associated with religions. This course moves from considerations of human aesthetic and spiritual experience in the natural world to a survey of the major garden traditions associated with the western Mediterranean and Europe: in classical Greece and Rome, Christianity, and Islam. The course then moves to East Asia and classical traditions of China and Japan. Special focus will be given to elements of the campus Japanese Garden Initiative: teahouse gardens and monastic viewing gardens. Field trips to regional gardens will be made. For the final project, students design small virtual contemplative gardens for possible construction at specific campus sites.

Prerequisite: One previous course in Religion, Asian Studies or Middle East Studies

GPA units: 1

Common Area: Cross-Cultural Studies, Studies in Religion

Typically Offered: Alternate Years

**RELS 355 – Purity and Filth** Course count: 1

The concepts of purity and pollution influence the ways in which human beings interact in the world, from the micro level (germs/viruses) to the macro level (God/the divine). This seminar will examine the notion of purity from the perspective of ritual studies, and will explore the ways this notion affects human behavior and culture. Case studies, primary sources, and short stories will all be included in the readings assigned. Among the possible topics: the body and its 'margins'; food and meals; cleanliness and sanitation; the sacred and the profane; holiness and sin; sex and gender; birth and death; illness and health; obsession and compulsion; environment and ecology.

Prerequisite: One previous Religious Studies course.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years, Spring

**RELS 357 – Modern Catholic Theology** Course count: 1

Examines selected theological questions addressed by modern Catholic theologians such as Rahner, Schillebeeckx, Dulles, Tracy, Gutierrez, and Ruether. Several major works are read and discussed in detail.

Prerequisite: One previous Religious Studies course.

GPA units: 1

Common Area: Studies in Religion

Typically Offered: Alternate Years

**RELS 360 — Theology of Thomas Aquinas** Course count: 1

Christian theology, the discipline in which the Christian church does its thinking, has a particularly urgent responsibility in our so-called post-truth context to speak on truths behalf, to convince people Christian believers, but nonbelievers and people of other religions, too that truth still abides, it remains accessible to us (with undeniable difficulties), and we are responsible before it. To aid its efforts in this vein, Christian theology would do well to look to wise guides from the past. This seminar does exactly that. Thomas Aquinas (1225-1274) is acclaimed as the common doctor of the Catholic Church, that is, the teacher who has something trustworthy and truthful to say about virtually every aspect of the Christian faith. We shall explore somewhat this common breadth in Aquinas, but for the most part we shall focus, laser-like, on his preferred theme: truth itself, *ipsa veritas*. The main text we shall consider is Thomass great, yet unfinished work: *Summa theologiae* (left unfinished in 1274). We shall, in conjunction with it, consult secondary sources from the twentieth and twenty-first century to discover Thomass continued pertinence in our time. By examining both the common sweep of Thomass works and his specific attention to truth, students should gain insight into not only this one author and selected latter-day followers of his, but into the vital stakes of the Catholic religion more generally.

GPA units: 1

Common Area: Studies in Religion

**RELS 411 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

## Religious Studies Major

Because the field of religious studies is multidimensional, our program for majors acquaints students with the diverse aspects of the phenomenon of religion. It also enables students to pursue in-depth the particular area of their own interest.

## Requirements

A major is required to take a minimum of 10 and a maximum of 14 courses in the department, including:

Code	Title
------	-------

**One course from each of the following four areas:**

Sacred texts:

RELS 118	New Testament
RELS 126	Hebrew Bible/Old Testament
RELS 139	Understanding Jesus
RELS 190	History of the Early Church
RELS 216	Readings: Asian Sacred Texts
RELS 221	Women In Early Christianity
RELS 270	The Quran
RELS 284	Sex, Money, Power & the Bible

World religions:

RELS 106	Buddhism
RELS 107	Islam
RELS 120	Comparative Religions/World View
RELS 147	Judaism
RELS 149	Judaism in the Time of Jesus
RELS 165	Ancient and Medieval Hinduism

RELS 255	Ecology & Religion
RELS 260	Comparative Mysticism & Human Ecology
RELS 270	The Quran
RELS 277	Modern Religious Movements
RELS 279	Religion and Violence
RELS 311	Zen Buddhism
RELS 312	Theravada Buddhism
RELS 315	Islamic Philosophy & Theology
RELS 327	Holocaust: Confronting Evil
RELS 340	Gardens & World Religions

Theology:

RELS 102	Mary in Christian Theology
RELS 116	Catholicism
RELS 117	History Of Christianity 1
RELS 119	History Of Christianity 2
RELS 139	Understanding Jesus
RELS 204	Early Christian Monasticism
RELS 215	Defense Against the Dark Arts
RELS 217	Eucharist/History & Theology
RELS 218	Christian Sacraments
RELS 219	Christian Prayer in Theory and Practice
RELS 234	Conflicts in the Church
RELS 243	Theology Of The New Testament
RELS 280	Liberation Theology
RELS 285	Jesuit Spirituality
RELS 290	Teología Andina
RELS 292	Medieval Christianity
RELS 295	Un tal Jesus
RELS 303	Theology & Science Fiction
RELS 315	Islamic Philosophy & Theology
RELS 333	Comparative Theology
RELS 355	Purity and Filth

Ethics:

RELS 141	Contemporary Christian Morality
RELS 143	Social Ethics
RELS 230	Theological Perspectives on Medical Ethics
RELS 300	Ethics of Work & Family
RELS 313	HIV/AIDS and Ethics

**Two intensive courses (seminars or tutorials) in one of the above listed concentration areas.**

**Additional electives from the list above to reach the minimum of ten required Religious Studies courses.**

For those students who intend to pursue graduate studies, the department strongly advises competence in a classical as well as in a modern language, and in the social sciences and philosophy. A course taken in Montserrat that carries an R designation might be counted towards the minor with the approval of the department Chair.

## Religious Studies Minor

### Requirements

Students wishing to minor in Religious Studies either out of general interest in the subject of religion and theology or in order to complement

their major in another field are required to take a minimum of six courses in the department. A minimum of two courses must be taken at the 200-level or above, at least one of which must be a seminar.

#### Code Title

**Two courses from different religious traditions drawn from three of the four following areas:**

##### Sacred texts:

RELS 118	New Testament
RELS 126	Hebrew Bible/Old Testament
RELS 190	History of the Early Church
RELS 216	Readings: Asian Sacred Texts
RELS 221	Women In Early Christianity
RELS 270	The Quran
RELS 284	Sex, Money, Power & the Bible

##### World religions:

RELS 106	Buddhism
RELS 107	Islam
RELS 120	Comparative Religions/World View
RELS 147	Judaism
RELS 149	Judaism in the Time of Jesus
RELS 165	Ancient and Medieval Hinduism
RELS 255	Ecology & Religion
RELS 260	Comparative Mysticism & Human Ecology
RELS 277	Modern Religious Movements
RELS 279	Religion and Violence
RELS 311	Zen Buddhism
RELS 312	Theravada Buddhism
RELS 315	Islamic Philosophy & Theology
RELS 327	Holocaust: Confronting Evil
RELS 340	Gardens & World Religions

##### Theology:

RELS 102	Mary in Christian Theology
RELS 116	Catholicism
RELS 117	History Of Christianity 1
RELS 119	History Of Christianity 2
RELS 139	Understanding Jesus
RELS 204	Early Christian Monasticism
RELS 215	Defense Against the Dark Arts
RELS 217	Eucharist/History & Theology
RELS 218	Christian Sacraments
RELS 219	Christian Prayer in Theory and Practice
RELS 234	Conflicts in the Church
RELS 243	Theology Of The New Testament
RELS 280	Liberation Theology
RELS 285	Jesuit Spirituality
RELS 290	Teología Andina
RELS 292	Medieval Christianity
RELS 295	Un tal Jesus
RELS 303	Theology & Science Fiction
RELS 333	Comparative Theology
RELS 355	Purity and Filth

##### Ethics:

RELS 141	Contemporary Christian Morality
RELS 143	Social Ethics
RELS 230	Theological Perspectives on Medical Ethics
RELS 300	Ethics of Work & Family
RELS 313	HIV/AIDS and Ethics

**Additional electives from the list above to reach the minimum of six required Religious Studies courses.**

Religious Studies minors are encouraged to have an advisor from the departmental faculty to assist them as they shape their program in the study of religion. A course taken in Montserrat that carries an R designation might be counted towards the minor with the approval of the department Chair.

## Sociology and Anthropology

The Department of Sociology and Anthropology offers three avenues for specialized study: a major in sociology, a major in anthropology, and a minor in anthropology. The department has one principal mission – to challenge students to examine the social and cultural dimensions of the contemporary world. As social sciences, both disciplines play a distinctive role in the liberal arts curriculum. Each combines a humanistic concern for the quality and diversity of human life with a commitment to the empirical analysis of culture and society. The department welcomes non-majors to courses when space is available. Our curricula also have many ties to Holy Cross' interdisciplinary programs and concentrations.

## Advising

The department maintains an active advising program for sociology and anthropology students. Faculty advisors work closely with individual advisees to clarify course offerings and discuss academic and career goals. The department encourages students to pursue interdisciplinary concentrations, internships, Washington semester, and study abroad, and it provides advice on how to integrate these activities into a course of study. Internship placements are also a good addendum for sociology and anthropology students, and placements can be arranged in a variety of areas, including health related services, media, law, women's and children's services, older adult programs, business and criminal justice. Some examples of programs or agencies that have sponsored sociology and anthropology students' internships are:

- The Age Center of Worcester,
- Abby's House (shelter for women),
- Daybreak (battered women's services),
- AIDS Project Worcester,
- City of Worcester Planning Department or Public Health Department,
- Fidelity Investments, and
- Worcester Juvenile Probation Office.

## Honors Program

The Department of Sociology and Anthropology offers a department Honors Program for students seeking the independent research opportunities associated with writing a thesis, independent of the College Honors Program. Our honors program provides qualified majors the opportunity to deepen their understanding of the discipline through a year-long project of their own design, either empirical or theoretical, and to write an honors thesis during their senior year. To be eligible a student must be a major with an overall GPA of at least 3.25 and a departmental GPA of at least 3.5, and in most cases, have completed the

theory and methods requirements before the senior year. Application to the department Honors Program is made in the spring semester of the junior year and requires an application, transcript, and thesis proposal. Decisions are made by a Department Honors Selection Committee.

## Honor Societies

Student scholarship is also recognized by the department in terms of students' appointment to membership in Alpha Kappa Delta, the international honor society in sociology, or Lambda Alpha, the national collegiate honor society for anthropology. Both societies promote human welfare through the advancement of scientific knowledge that may be applied to the solution of social problems. Both societies sponsor annual student paper contests, as well as support students to present their original work at regional and national conferences.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Jeffrey C. Dixon, Ph.D.,  
*Professor*

Ann Marie Leshkowich, Ph.D., *Professor*

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

Susan Crawford Sullivan, Ph.D., *Professor and Chair*

Renée Lynn Beard, Ph.D., *Associate Professor*

Ara A. Francis, Ph.D., *Associate Professor*

Selina R. Gallo-Cruz, Ph.D., *Associate Professor*

Daina Cheyenne Harvey, Ph.D., *Associate Professor*

Alvaro Jarrin, Ph.D., *Associate Professor*

Ellis Jones, Ph.D., *Associate Professor*

Jeremy L. Jones, Ph.D., *Associate Professor*

Melissa F. Weiner, Ph.D., *Associate Professor*

Sarah Emily Ihmoud, Ph.D., *Assistant Professor*

Susan M. Cunningham, Ph.D., *Lecturer*

Emily B. Campbell, Ph.D., *Visiting Assistant Professor*

Ronnie Shepard, Ph.D., *Visiting Assistant Professor*

## Academic Plans within Sociology and Anthropology

- Anthropology Major (p. 195)
- Anthropology Minor (p. 196)
- Sociology Major (p. 197)

## Other Academic Plans Accepting/Requiring Sociology and Anthropology Coursework

- Africana Studies Concentration (p. 56)
- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Education Minor (p. 84)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- International Studies Major (p. 125)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)
- Peace and Conflict Studies Concentration (p. 59)

## Sociology (SOCL)

**SOCL 101 – The Sociological Perspective** Course count: 1

A one-semester introduction to the principles of sociological analysis. Through a critical examination of selected topics and themes, this course develops a sociological perspective for the interpretation and understanding of cultural differences, age and sex roles, discrimination, the family and the workplace, bureaucracies, stratification, and the problems of poverty.

Enrollment limited to 1st and 2nd year students only

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

**SOCL 203 – Race & Power** Course count: 1

An examination of 1) the emergence of race in modern societies, with special emphasis on the North American context; 2) the role of race in shaping power dynamics in the US historically; 3) contemporary consequences of racial power dynamics in the US today.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Annually

**SOCL 205 – Social Class & Power** Course count: 1

Examines American class structures, processes and the unequal distribution of resources, as well as aspects of institutionalization that contribute to such inequality. Course focuses on the various social, economic, and political indicators of an individual's position in society, including occupation, income, wealth, prestige, and power, as well as characteristics of life at different levels of the class hierarchy.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**SOCL 210 – Consumer & Corp Sustainability** Course count: 1

This course asks what it means to be a good citizen, good consumer, and good corporation in light of contemporary social and environmental problems by focusing on the relationship between democracy and capitalism. It investigates the complexities of understanding and implementing social responsibility on the local, national, and global level.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**SOCL 213 – Race, Crime, and Justice** Course count: 1

This course examines how laws embedded in the US criminal justice system exclude vast segments of the population from full citizenship rights by criminalizing the actions (and very existence) of people of color. Tracing the historical development of criminal policies targeting people of color while largely ignoring white collar criminals, students will encounter a wide range of topics related to policing, criminalization, and mass incarceration, their consequences for individuals, communities and racial inequality, and contemporary social movements seeking racial justice in these areas.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**SOCL 219 – Deviance, Normalcy & Control** Course count: 1

An introduction to the sociological study of deviance, this course explores 1) key theoretical perspectives to deviance and social control, 2) how people come to view certain attitudes, conditions, and behaviors as odd, morally reprehensible, or illegal and 3) the identities and life chances of people who are labeled as "deviant." Pays close attention to the relationship between deviance, power and social inequality. One unit.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**SOCL 223 – Logics of Inquiry** Course count: 1

An introduction "doing sociology," this class covers the logic and techniques of social scientific research. Readings, lectures, and exercises are designed to help students experience the field and develop methodological skills first-hand. Students will learn how to conceptualize, operationalize and conduct sociological research projects, including constructing research questions, understanding the intersection between theory and data, composing questions and guides for both qualitative and quantitative studies, as well as collecting, entering, and analyzing data and reporting empirical findings.

Prerequisite: SOCL 101 and SOCL 226. This course is for SOCL majors only.

GPA units: 1

Typically Offered: Annually

**SOCL 226 – Social Statistics** Course count: 1

Students are introduced to both descriptive and inferential statistics (including confidence intervals, chi square, multivariate analysis of variance, and multiple regression). The (mis)use and interpretation of statistics is heavily stressed.

Prerequisite: SOCL 101. Students who have taken BIOL 275, ECON 249, MATH 220 or PSYC 200 may not enroll in this course. This course is for SOCL majors only.

GPA units: 1

Common Area: Mathematical Science

Typically Offered: Annually

**SOCL 236 – Environmental Sociology** Course count: 1

This course examines the interaction between human society and the natural environment, more specifically, the relationships between various environmental and social problems, as well as emphasizes current theory and research in environmental sociology aimed at understanding and addressing those problems. By discussing issues of science and technology, popular culture, disasters, urbanization, racial and gender relations, domination and violence, as well as social movements, and by engaging in issues from a diversity of disciplines including anthropology, biology, economics, geography, psychology, and history, this course will reach a broad understanding of environmental issues. One unit.

GPA units: 1

Common Area: Social Science

**SOCL 238 – Cities and Environment** Course count: 1

GPA units: 1

Common Area: Social Science

**SOCL 241 – Development of Social Theory** Course count: 1

A descriptive and critical study of the 19th- and early 20th-century social thought which informs contemporary sociological theory. Some attention is given to historical influences on emerging sociological theory. Emphasis is placed on four major theorists: Durkheim, Marx, Weber, Simmel and on the 20th-century developments in functionalism, symbolic interactionism and the sociology of knowledge.

Prerequisite: SOCL 101. This course is for SOCL majors only.

GPA units: 1

Typically Offered: Fall, Spring

**SOCL 247 – Sociology of TV & Media** Course count: 1

This course investigates the evolving role of television in shaping our understanding of the world as it relates to democracy, consumerism, human relationships, and how we make sense of our own lives. More specifically, the course examines the nature of entertainment, advertising, news, and the institutions that create television programming.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Alternate Years

**SOCL 254 – Girls and Violence** Course count: 1

Examines the social science literature pertaining to girls both as victims and as perpetrators, as well as structures influencing personal experiences and interpersonal dynamics. In addition to theory related both to gender and violence, topics covered include bullying and relational aggression, sexual harassment, gangs, child sexual abuse, trafficking, and living in a war-torn society.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Alternate Years

**SOCL 256 – Self & Society** Course count: 1

This course examines how individual bodies, hearts and minds are social phenomena. Topics include language, self, and what it means to be human; the sociology of emotion; the presentation of self in everyday life; micro-social order, disruption, and ontological security; and the micro-politics of interaction. Draws strongly from the symbolic interactionist, dramaturgical, and interpretive traditions.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Every Third Year

**SOCL 257 – Aging & Society** Course count: 1

A thorough introduction to the sociological study of people's experience of late life. Strives to increase awareness of the social, cultural, and historical affects on aging by examining people's accounts of late life and aging, their social and psychological compensations, and the bearing of late life experiences on end-of-life decisions.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Every Third Year

**SOCL 259 – Children & Violence** Course count: 1

This course is organized around three general themes: (1) an introductory overview of the topic of violence, including theoretical background and structural factors; (2) an analysis of violence-related issues, including family, street, and school-based causes and consequences; and (3) consideration of prevention and intervention strategies and relevant policy implications.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Alternate Years

**SOCL 261 – Sociology Of Religion** Course count: 1

An analysis of religion as a socio-cultural product. Emphasis on the interrelationship between religion and society in a cross-cultural perspective. Major topics include the social functions of religion, the organization of religious practice, and the impact of social change on religion.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Every Third Year

**SOCL 263 – Medical Sociology** Course count: 1

A critical study of the institution of modern medicine. Special attention is paid to socio-cultural and political factors influencing susceptibility, diagnosis and treatment. Topics include the social meaning of disease, patienthood, the medical profession, and the organization of medical care.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Annually

**SOCL 269 – Education and Society** Course count: 1

A critical examination of education in the U.S., with a special emphasis on public schooling. This course considers how the functions and goals of education have changed over time, factors leading to the current crisis in education, and controversial programs for fixing the problems such as vouchers, charter schools, and multicultural education.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Alternate Years

**SOCL 271 – Families and Societies** Course count: 1

Examination of patterns in American family behavior. Strives to increase awareness of the social, cultural, and psychological facets of family life by examining kinship relations, child socialization, dating behavior, patterns of sexual activity, parental decisions, family development, divorce, violence in the family.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Annually

**SOCL 274 – LGBTQ Studies** Course count: 1

This course will provide students with an overview of LGBTQ Studies using a sociological framework that prioritizes questions of history, power, identity, and community. Along with contemporary issues such as marriage equality and bullying in schools, students will learn about important historical events in the gay and trans rights movements. The primary theoretical focus will be on social constructionism, though the course will draw upon a variety of theoretical perspectives that contribute to understandings of gender and sexuality.

Prerequisite: SOCL 101  
GPA units: 1  
Common Area: Social Science  
Typically Offered: Every Third Year



**SOCL 277 – Gender and Society** Course count: 1

On women's and men's gendered experiences at the individual, interactional, and institutional levels; how gendered experiences vary by race/ethnicity, sexuality, social class, and other ways.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Alternate Years

**SOCL 278 – Gender, Body & Health** Course count: 1

This course examines the body as a medium for self-expression and an entity to be controlled. The body is a site where men and women "do gender"; this can have both positive and negative effects on health. Among the topics covered: transgender and intersex conditions; culture and bodies; expression and repression; violence; sports; health behavior engagement; childbirth.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**SOCL 280 – Global Culture & Society** Course count: 1

Global Culture & Society

Prerequisite: SOCL 101

GPA units: 1

Common Area: Social Science

Typically Offered: Every Third Year

**SOCL 281 – Sociology of Travel & Tourism** Course count: 1

This course focuses on the relationship between tourism and social life by considering how tourist practices are socially shaped and made meaningful within social contexts. This course explores tourism as a lens through which we can understand many of the features of contemporary social life, including modernity, late capitalism, and postcolonial legacies, consumption and cultural commodification, the aestheticization of everyday life, authenticity, gender, risk, technology, and mobility.

Prerequisite: SOCL 101

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Every Third Year

**SOCL 320 – College Sports** Course count: 1

This course focuses on the explicit connections between higher education and athletics. A historical perspective on the links between these institutions will then lead to discussions about racial and ethnic minorities and women in college sports, activism within college sports, the role of the NCAA, the effect of college sports on academic and occupational attainment, the commercialization of college sports, and recent controversies in college sports.

Prerequisite: SOCL 101

GPA units: 1

Typically Offered: Alternate Years

**SOCL 350 – (Precarious) Work** Course count: 1

Precarious work" refers to forms of employment that are insecure (Kalleberg 2007, 2009). In this seminar course, we will attempt to answer a number of questions that should be not only intellectually interesting, but also personally relevant as you enter the labor market yourself: How do economic conditions, labor market regulations, and employers' decisions shape the availability of jobs? How do sociological factors, such as race, ethnicity, gender, sexuality, and cultural factors shape who gets a job and what type of job one gets? What are the psychological and health consequences of having a good versus a bad job? What does the future of work hold, given technological and other changes?

GPA units: 1

Typically Offered: Alternate Years

**SOCL 356 – Food, Poverty and Justice** Course count: 1

Prerequisite: SOCL 101

GPA units: 1

**SOCL 361 – Leadership and Social Change** Course count: 1

An advanced community-based learning seminar integrating topics of Catholic social teaching with the study and practice of community organizing. Course includes sociological analysis of Catholic social thought, leadership, power, poverty, social movements, and organizational behavior. Students will analyze and write about their projects in light of course readings.

Prerequisite: SOCL 101

GPA units: 1

Typically Offered: Alternate Years

**SOCL 365 – Illness Narratives** Course count: 1

This course examines first-person accounts of living with various illnesses, including the subjective experiences of illnesses that are mental/physical, acute/chronic, curable/fatal and age-related. Comparisons will be made across both historical and cultural contexts to highlight the socially constructed nature of health and aging. The class will engage the role of labeling theory, postmodern conceptions of health, and differences according to race, class, gender, sexual orientation and age.

Prerequisite: SOCL 101

GPA units: 1

Typically Offered: Annually

**SOCL 370 – Sociology of Trouble** Course count: 1

This course examines how people experience and cope with negative events such as illness, death, separation or divorce, unemployment, natural disaster and war. Delving into topics that are usually the purview of psychology, our investigations highlight the social nature of self, cognition, emotion and identity. Readings will focus on particular cases of trouble, the roles of religion, psychology and medicine in helping people to cope with tragedy, and cultural and historical variability in how humans make sense of suffering.

Prerequisite: SOCL 101

GPA units: 1

**SOCL 376 – Women and Non-Violence** Course count: 1

This course surveys some of the most exemplary cases of women's efforts to use nonviolence in resistance, social change, and peace building. We will investigate how women's unique social location shapes their particular contribution to the conceptualization and implementation of nonviolence. And we will consider the significance of their efforts in constructing new social spaces for peace and justice. A global range of cases will be explored with a special focus on women in the developing world.

Prerequisite: SOCL 101

GPA units: 1

Typically Offered: Alternate Years

**SOCL 383 – Utopian & Dystopian Worlds** Course count: 1

This seminar examines some of the most pressing social issues of our present by deconstructing fictional accounts of our imagined futures. Through a selection of science fiction (literature, television, and film), students analyze how issues of race, class, gender, ethnicity, sexual orientation, and age are resolved, exacerbated, or ignored in each narrative.

Prerequisite: SOCL 101

GPA units: 1

Typically Offered: Alternate Years

**SOCL 386 – Global Sense of Home** Course count: 1

This advanced seminar aimed at returning study abroad students explores the related concepts of home, belonging and citizenship in light of globalization and mobility. In addition to reflecting on personal experiences of home and mobility, we study narrative accounts by refugees, migrants, tourists and expatriates to think in new ways about global citizenship.

Prerequisite: SOCL 101 and study abroad experience

GPA units: 1

Typically Offered: Every Third Year

**SOCL 490 – Honors Colloquium** Course count: 0

The Honors Colloquium will cover topics such as: strategies for thesis work, writing an intro to the thesis, IRB application and approval process, ways to write a review of the literature chapter, ethics in research, writing workshops for the students, practice sessions for the formal oral presentations for the April conferences, publication possibilities, etc. The colloquium will also feature guest speakers who will discuss aspects of graduate studies, professional issues, job market issues, and their own research. Department honors students will continue to be mentored by their individual honors thesis advisor.

GPA units: 0.5

Typically Offered: Fall, Spring

**SOCL 491 – Honors Colloquium** Course count: 0

The Honors Colloquium is required for students enrolled in the department Honors Program. The colloquium meets biweekly to cover various research topics related to research design, implementation, and dissemination and to help students prepare for their culminating presentations at the Academic Conference. The colloquium is offered on a pass/no pass basis.

GPA units: 0.5

Typically Offered: Fall, Spring

**SOCL 492 – Directed Honors Research** Course count: 1

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors Committee.

GPA units: 0

Typically Offered: Fall, Spring

**SOCL 493 – Directed Honors Research** Course count: 1

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors Committee.

GPA units: 2

Typically Offered: Fall, Spring

**SOCL 494 – Directed Research** Course count: 1

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology majors.

GPA units: 1

Typically Offered: Fall, Spring

**SOCL 495 – Directed Research** Course count: 1

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology majors.

GPA units: 1

Typically Offered: Fall, Spring

**SOCL 496 – Directed Readings** Course count: 1

An individualized reading program addressing a topic in sociology not covered in course offerings. Reading tutorials are under the supervision of a sociology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to sociology majors.

GPA units: 1

Typically Offered: Fall, Spring

**SOCL 497 – Directed Readings** Course count: 1

An individualized reading program addressing a topic in sociology not covered in course offerings. Reading tutorials are under the supervision of a sociology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to sociology majors.

GPA units: 1

Typically Offered: Fall, Spring

**SOCL 498 — Special Projects** Course count: 1

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology majors. Each project must be supervised by a faculty member.

GPA units: 1

Typically Offered: Fall, Spring

## Anthropology (ANTH)

**ANTH 101 — Anthropological Perspective** Course count: 1

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

Enrollment limited to 1st and 2nd year students only

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Fall, Spring

**ANTH 170 — Contemporary Asia** Course count: 1

This course examines contemporary Asia as an interconnected region that influences world events and as diverse societies, cultures, and nation states that face particular problems as they struggle with issues of globalization, modernity, and neoliberalism while trying to maintain a sense of national or cultural identity. Readings focus on India, Indonesia, Thailand, Vietnam, Japan, China, Hong Kong, Philippines, and the Asian diaspora. Topics include religion, aging, family, gender, politics, economics, class, labor migration, consumerism, ethnicity, and Orientalism.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**ANTH 251 — Informal Economies** Course count: 1

The UN reports that 2/3 of the global workforce operates in the "informal economy." This course develops an anthropological approach to that fact. Our foundation is the literature on the informal economy in Africa and other parts of the global south, but we will also explore economic processes closer to home. Topics include: the origin, development, and use of the "informal economy" concept, precarious livelihoods, micro-credit and "bottom of the pyramid" ventures, informal networks, illicit trade, smuggling, black markets, and organized crime.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

**ANTH 253 — Gender & Development** Course count: 1

Is there any validity to the claim that women in the Global South have largely been "left out", "marginalized" and even "harmed" by development programs and ideologies? And is development a new form of imperialism? The course begins with discussion of anthropological and feminist critiques of "development" and then examines successes and shortfalls of different strategies used to "bring women back" into development. We then evaluate the gendered impacts of development policies, programs promoted by international development agencies.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

**ANTH 255 — Gender & Sexualities** Course count: 1

Over the past few years the very limit of what is "male" and what is "female" seems to have become more unstable and fluid in our society and around the world. Similarly, recent scholarship on "gender" has disputed conventional academic wisdom of how gender and sexuality are produced, embodied and performed by individuals. Anthropology and feminist theory have furthered these debates by offering a significant reappraisal of "gender" - as a concept, social relationship and category of analysis. In this course, we will develop a critical stance toward the study of gender and sexuality by taking anthropology's and feminism's insights into account as we explore the power dynamics that play into the social construction of the body. We will pay attention to how various peoples (including ourselves), living at different times, have fashioned social distinctions based on gender and sexuality, and how these distinctions have played a role in the organization of political, religious, economic and ideological practices. Among the topics we will cover are: the nature/nurture debate, kinship, psychoanalysis, transgender identity, race, gender under colonialism, and performativity.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

**ANTH 260 — Medical Anthropology** Course count: 1

The course provides an overview of the ways that anthropologists have approached issues of sickness, disease, and healing, particularly in the study of the cultural construction of health and illness, the therapeutic process, social stratification, and health inequalities. Through case studies and synthesizing readings, the course will review key theoretical, conceptual, methodological and practical approaches to the study of health and illness, using a cross-cultural, global, and comparative perspective. As such, the course is designed to promote an appreciation for the variety of human suffering and responses to illness and healing, as well as to developing a crucial understanding of our own system of medicine as a cultural product. Key course objectives include: 1) to examine the historical trends of Medical Anthropology theory and practice; 2) to compare and contrast current issues and methodological approaches in the field; and 3) to examine ways that anthropological concepts and methods are used in research on national and international health issues

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

**ANTH 266 — Cultures and Politics of Latin America** Course count: 1

An introduction to the cultures, politics and history of Latin America. The course examines past and current issues of the region through ethnographic monographs as well as through a cross-disciplinary approach that includes historical analysis, excerpts from literature, and film. Units focus on: pre-Colombian empires and conquest; the Zapatista revolution against neoliberalism in Mexico; militarization and Maoist rebels Shining Path in Peru; transvestites and Pentecostals in Brazil; "drug wars," "dirty wars" and debates over reconciliation and reparations in Guatemala; labor movements in Argentina; and indigenous and women's social movements that cross national boundaries.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

**ANTH 267 — Political Anthropology** Course count: 1

This course takes a broadly comparative and historical perspective, using cross-cultural analysis to understand the workings of politics and power, in Western and non-Western contexts. Topics include: colonialism and its impact on colonized populations; the formation of post-colonial national states; leadership, authority, and the construction of political subjects; and the links between local processes and global political systems.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Alternate Years

**ANTH 268 — Economic Anthropology** Course count: 1

An introduction to the issues, methods, and concepts of economic anthropology. This course places economic features such as markets, commodities, and money into a larger cross-cultural context by exploring relations of power, kinship, gender, exchange, and social transformation.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Every Third Year

**ANTH 269 — Fashion & Consumption** Course count: 1

A comparative, cultural anthropological exploration of fashion and consumption as tools for the creation, expression, and contestation of social, cultural, economic, political and individual identities. Topics include: anthropological and semiotic theories of materialism and consumption, subcultural styles, colonialism, race, gender, religious dress, globalization and ethnic chic.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Every Third Year

**ANTH 273 — Anthropology of Africa** Course count: 1

This course provides an introductory anthropological account of 20th- and 21st-century Africa. The central theme is the "representation" of Africa and Africans, including the manner in which outsiders have portrayed the continent and its peoples in the past, African responses and rejoinders, and current scholarship and forms of self-representation. We will cover a number of broader themes, including music, race, art, ethnicity, youth, economic activity, "tradition" and "modernity," and the politics of cultural translation.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

Typically Offered: Annually

**ANTH 274 — Art and Power in Asia** Course count: 1

How does art interrelate to political power and to wealth? This course examines such questions in regard to the art of ancient kingdoms in Asia such as Cambodia's Angkor Wat and Indonesia's Borobudur. Also at issue are the contemporary arts of Southeast Asia, seen too through this anthropology of art lens. Additionally, this course looks at the power dynamics of international art collecting of Asian art and artifacts; the politics and aesthetics of putting Asian art into worldwide museums is also studied. Includes museum study tours.

GPA units: 1

Common Area: Cross-Cultural Studies, Social Science

**ANTH 310 — Ethnographic Field Methods** Course count: 1

An examination of cultural anthropology's main data-gathering strategy: long-term ethnographic fieldwork of small communities, often located in non-Western cultures. Topics include: review of the methodology literature, participant observation, in-depth interviews, designing field studies, oral histories, spanning deep cultural divides via fieldwork. Often involves hands-on fieldwork in Worcester.

Prerequisite: One previous ANTH course

GPA units: 1

Typically Offered: Spring

**ANTH 320 — Theory in Anthropology** Course count: 1

A historical examination of the development of different theoretical perspectives in cultural anthropology. This course explores, compares, and critiques different schools of thought about human society and culture, from the 19th to the 21st centuries, looking at the ways in which anthropological scholars and those from related disciplines have attempted to understand and explain the human condition.

GPA units: 1

Typically Offered: Fall

**ANTH 351 — Anthropology of Biotechnology** Course count: 1

This course examines how our lives, identities and futures have been and will be transformed by new biotechnologies. From pharmaceuticals and genomics to plastic surgery and organ transplants, our subjectivities are entering a posthuman era of uncharted ethical and political implications. In this course, we will learn the analytical tools necessary to understand how medical science approaches the body in order to produce knowledge and capital. We will also examine how race, gender and sexuality are being reconfigured within this new paradigm.

Prerequisite: One previous ANTH course

GPA units: 1

Typically Offered: Alternate Years

**ANTH 386 — Global Queer Activism** Course count: 1

This course will critically examine the wide variety of approaches, tactics, discourses and objectives adopted by activists from around the globe in the effort to further LGBTQ+ rights, and discuss the ways that this activism centered on sexuality and/or gender identity intersects with race, class, religion, nationality and cultural identity. Although many nations around the world have experienced important advances over the last few decades in the effort to include LGBTQ+ populations, we cannot assume that progress on these issues is uniform or that it will look the same in different contexts. The course will push students to consider the ways that Western LGBTQ+ identities cannot be imposed on other contexts uncritically, and to consider how global activism can complicate efforts in different localities, render certain identities vulnerable, or participate in neocolonialist forms of pinkwashing. Queer activism that is truly global and sensitive to cultural difference requires queering activist practices themselves, and creating equal partnerships rather than top-down approaches to spreading LGBTQ+ rights.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**ANTH 490 — Honors Colloquium** Course count: 0

The Honors Colloquium will cover topics such as: strategies for thesis work, writing an intro to the thesis, IRB application and approval process, ways to write a review of the literature chapter, ethics in research, writing workshops for the students, practice sessions for the formal oral presentations for the April conferences, publication possibilities, etc. The colloquium will also feature guest speakers who will discuss aspects of graduate studies, professional issues, job market issues, and their own research. Department honors students will continue to be mentored by their individual honors thesis advisor.

GPA units: 0.5

Typically Offered: Fall, Spring

**ANTH 491 — Honors Colloquium** Course count: 0

The Honors Colloquium will cover topics such as: strategies for thesis work, writing an intro to the thesis, IRB application and approval process, ways to write a review of the literature chapter, ethics in research, writing workshops for the students, practice sessions for the formal oral presentations for the April conferences, publication possibilities, etc. The colloquium will also feature guest speakers who will discuss aspects of graduate studies, professional issues, job market issues, and their own research. Department honors students will continue to be mentored by their individual honors thesis advisor.

GPA units: 0.5

Typically Offered: Fall, Spring

**ANTH 492 — Directed Honors Research** Course count: 1

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors Committee.

GPA units: 0

Typically Offered: Fall, Spring

**ANTH 493 — Directed Honors Research** Course count: 1

Honors students undertake a research project under the direction of a department faculty member. The results are presented in the form of a thesis and two semesters credit, granted at end of second semester. Candidates selected from invited applicants to the Department Honors Committee.

GPA units: 2

Typically Offered: Fall, Spring

**ANTH 494 — Directed Research** Course count: 1

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology/anthropology majors.

GPA units: 1

Typically Offered: Fall, Spring

**ANTH 495 — Directed Research** Course count: 1

Students may undertake independent research projects under the direct supervision of a faculty member. Individuals contemplating a research project should make inquiries during their third year, since the project is usually initiated by the beginning of the fourth year. Preference for sociology/anthropology majors.

GPA units: 1

Typically Offered: Fall, Spring

**ANTH 496 — Directed Readings** Course count: 1

An individualized reading program usually addressing a topic in anthropology not covered in course offerings. Reading tutorials are under the supervision of an anthropology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to anthropology majors.

GPA units: 1

Typically Offered: Fall, Spring

**ANTH 497 — Directed Readings** Course count: 1

An individualized reading program usually addressing a topic in anthropology not covered in course offerings. Reading tutorials are under the supervision of an anthropology faculty member, usually limited to the fourth year students, and arranged on an individual basis. Preference to anthropology majors.

GPA units: 1

Typically Offered: Fall, Spring

**ANTH 498 — Special Projects** Course count: 1

Program for individual students who wish to pursue supervised independent study on a selected topic or an advanced research project. Ordinarily projects are approved for one semester. Open to selected third- and fourth-year students with preference to sociology/anthropology majors. Each project must be supervised by a faculty member.

GPA units: 1

Typically Offered: Fall, Spring

## Anthropology Major

Anthropology provides students the skills to navigate a rapidly changing world, marked by globalization and political turmoil. The anthropology

major or minor helps students understand these global transformations and create bridges between different worldviews. Anthropology's distinctive way of studying the world through intensive ethnographic fieldwork provides key insights into how people around the world experience gender, race and class hierarchies in their daily lives, but also how they challenge those hierarchies. Anthropology not only provides a diagnosis for the present, but also offers possible solutions to our pressing human problems.

Courses offer students opportunities to study people's experiences in all seven continents. Topics explored include art, religion, economic change, genders, sexualities, race, urban life, kinship, national identities, medicine, biotechnology, youth, consumption and fashion. Anthropology aims to educate global citizens who are knowledgeable about the world and can apply that knowledge in real-life situations, either locally or abroad. Students go on to use their anthropological skills in the realms of international business, law, diplomacy, education, public health, human rights, journalism, medicine and many other fields. The anthropology major or minor is available to students in any major except sociology.

## Requirements

The major consists of a minimum of 10 courses.

### Code Title

#### Required courses:

ANTH 101	Anthropological Perspective
ANTH 310	Ethnographic Field Methods
ANTH 320	Theory in Anthropology

#### One advanced 300 or 400-level seminar, tutorial, or research practicum:

ANTH 351	Anthropology of Biotechnology
ANTH 492	Directed Honors Research
ANTH 493	Directed Honors Research
ANTH 496	Directed Readings
ANTH 497	Directed Readings
ANTH 498	Special Projects

In addition to the courses listed above, the Department offers a variety of unique 300-level seminars on various topics. In recent years the department has offered: Anthropology of Biotechnology; African Informal Economies; Culture and Human Rights; Unseminar: Contemporary Issues; and Islam, Gender & Globalization.

#### Six electives from the list above or below (two may be sociology courses):<sup>1</sup>

ANTH 170	Contemporary Asia
ANTH 251	Informal Economies
ANTH 253	Gender & Development
ANTH 255	Gender & Sexualities
ANTH 260	Medical Anthropology
ANTH 266	Cultures and Politics of Latin America
ANTH 267	Political Anthropology
ANTH 268	Economic Anthropology
ANTH 269	Fashion & Consumption
ANTH 273	Anthropology of Africa
SOCL 101	The Sociological Perspective
SOCL 203	Race & Power
SOCL 205	Social Class & Power
SOCL 210	Consumer & Corp Sustainability

SOCL 213	Race, Crime, and Justice
SOCL 219	Deviance, Normalcy & Control
SOCL 223	Logics of Inquiry
SOCL 226	Social Statistics
SOCL 236	Environmental Sociology
SOCL 238	Cities and Environment
SOCL 241	Development of Social Theory
SOCL 247	Sociology of TV & Media
SOCL 254	Girls and Violence
SOCL 256	Self & Society
SOCL 257	Aging & Society
SOCL 259	Children & Violence
SOCL 261	Sociology Of Religion
SOCL 263	Medical Sociology
SOCL 269	Education and Society
SOCL 271	Families and Societies
SOCL 274	LGBTQ Studies
SOCL 277	Gender and Society
SOCL 278	Gender, Body & Health
SOCL 280	Global Culture & Society
SOCL 281	Sociology of Travel & Tourism
SOCL 320	College Sports
SOCL 350	(Precarious) Work
SOCL 356	Food, Poverty and Justice
SOCL 361	Leadership and Social Change
SOCL 365	Illness Narratives
SOCL 370	Sociology of Trouble
SOCL 376	Women and Non-Violence
SOCL 356	Food, Poverty and Justice
SOCL 383	Utopian & Dystopian Worlds
SOCL 386	Global Sense of Home

<sup>1</sup> All electives are chosen in accordance with student interest and in consultation with a faculty advisor.

Majors may take up to 14 courses in the department; double majors must take 18 courses outside of the department.

## Anthropology Minor Requirements

The anthropology minor consists of six courses. The minor provides students with the opportunity to explore non-Western but also Western cultures from an anthropological perspective.

### Code Title

#### Required courses:

ANTH 101	Anthropological Perspective
ANTH 310	Ethnographic Field Methods
	or ANTH 320 Theory in Anthropology

#### Four elective courses:

ANTH 170	Contemporary Asia
ANTH 253	Gender & Development
ANTH 255	Gender & Sexualities

ANTH 260	Medical Anthropology
ANTH 266	Cultures and Politics of Latin America
ANTH 267	Political Anthropology
ANTH 268	Economic Anthropology
ANTH 269	Fashion & Consumption
ANTH 273	Anthropology of Africa
ANTH 320	Theory in Anthropology
or ANTH 310	Ethnographic Field Methods
ANTH 351	Anthropology of Biotechnology

In addition to the courses listed above, the Department offers a variety of unique 300-level seminars on various topics. In recent years the department has offered: Anthropology of Biotechnology; African Informal Economies; Culture and Human Rights; Unseminar: Contemporary Issues; and Islam, Gender & Globalization.

## Sociology Major

Sociology courses draw attention to history, culture, and social structure and their effects on people's lives. The curriculum features the analysis of cultures and social institutions, of social problems and social change, and of the contribution of social science to policy formulation and implementation. The courses at the 100-level introduce students to the basic concepts and analytical tools used in sociology. Intermediate (200-level) courses provide more detailed coverage and analysis of distinct institutions, social processes, or substantive areas. Advanced seminars and tutorials (300- or 400-level) are intensive courses, typically limited to sociology majors or students participating in interdisciplinary programs or the concentrations housed in the Center for Interdisciplinary Studies. There is sufficient variation in perspective across the sociology curriculum to offer students both knowledge of sociological theory and methods and a foundation for using a sociological imagination.

The sociology major is designed to provide a critical assessment of the modern world and knowledge of the latest issues in social theory and research. The major is appropriate for students with a wide range of educational and career interests including but by no means limited to graduate study in sociology. Majors often pursue graduate work in law, medicine, health care management, communications, urban affairs, and gerontology, and careers in business, government, education, journalism, management, social services, and public health.

## Requirements

The major consists of a minimum of 10 courses.

### Code Title

#### Required Courses

SOCL 101	The Sociological Perspective
SOCL 223	Logics of Inquiry
SOCL 226	Social Statistics
SOCL 241	Development of Social Theory

#### One advanced 300 or 400-level seminar, tutorial, or research practicum.

SOCL 350	(Precarious) Work
SOCL 361	Leadership and Social Change
SOCL 365	Illness Narratives
SOCL 376	Women and Non-Violence
SOCL 383	Utopian & Dystopian Worlds
SOCL 386	Global Sense of Home

SOCL 492	Directed Honors Research
SOCL 493	Directed Honors Research
SOCL 494	Directed Research
SOCL 495	Directed Research

#### Five electives from the lists above and below (two of which may be anthropology courses).<sup>1</sup>

SOCL 203	Race & Power
SOCL 205	Social Class & Power
SOCL 210	Consumer & Corp Sustainability
SOCL 213	Race, Crime, and Justice
SOCL 219	Deviance, Normalcy & Control
SOCL 236	Environmental Sociology
SOCL 238	Cities and Environment
SOCL 247	Sociology of TV & Media
SOCL 254	Girls and Violence
SOCL 256	Self & Society
SOCL 257	Aging & Society
SOCL 259	Children & Violence
SOCL 261	Sociology Of Religion
SOCL 263	Medical Sociology
SOCL 269	Education and Society
SOCL 271	Families and Societies
SOCL 274	LGBTQ Studies
SOCL 277	Gender and Society
SOCL 278	Gender, Body & Health
SOCL 280	Global Culture & Society
SOCL 281	Sociology of Travel & Tourism
SOCL 320	College Sports
SOCL 356	Food, Poverty and Justice
SOCL 370	Sociology of Trouble
ANTH 101	Anthropological Perspective
ANTH 170	Contemporary Asia
ANTH 251	Informal Economies
ANTH 253	Gender & Development
ANTH 255	Gender & Sexualities
ANTH 260	Medical Anthropology
ANTH 266	Cultures and Politics of Latin America
ANTH 267	Political Anthropology
ANTH 268	Economic Anthropology
ANTH 269	Fashion & Consumption
ANTH 273	Anthropology of Africa
ANTH 310	Ethnographic Field Methods
ANTH 320	Theory in Anthropology
ANTH 351	Anthropology of Biotechnology

<sup>1</sup> The electives are selected in accordance with student interests and in consultation with a faculty advisor. The department encourages students to create a "subdisciplinary" specialization, but our primary goal is to help students explore a range of social phenomena and issues.

Students who take approved research methods and/or statistics courses outside of the major are still responsible for completing the 10-course requirement in Sociology. Students can take four sociology courses

abroad for major credit, but not all courses (i.e., research methods and statistics) will count for major credit.

Majors may take up to 14 courses in the department; double majors must take 18 courses outside of the department.

## Spanish

The Department of Spanish seeks to prepare students to understand and engage with the diverse Hispanic communities and traditions found within and beyond our borders. Our program emphasizes the acquisition of advanced Spanish language skills and in-depth study of Hispanic cultures, literature and linguistics. Spanish majors can complement their degree with courses in other academic programs at Holy Cross, including Latin American and Latinx and Caribbean Studies. Interested Spanish majors can also receive their license to teach at the middle through secondary level through our partnership with the Teacher Education Program.

Our Study Abroad programs allow students from any major to perfect their language skills and study a variety of subjects while they experience life in Spanish-speaking countries. Study Abroad offerings include year-long and extended semester programs in Spain, Peru, Argentina, and Ecuador.

Our students benefit from close interaction with native Foreign Language Assistants from Spain, Peru, and Argentina in weekly practice sessions integrated into our language courses. Students can also participate in Community-Based Learning projects included in some of our classes. Outside the classroom, students have the opportunity to pursue further contact with Hispanic culture through the Spanish Club and, for those with strong academic credentials, the National Collegiate Hispanic Honor Society (Sigma Delta Pi). Moreover, our bilingual literary and cultural review *fóforo: Revista de Inspiración Hispánica*, provides a forum where students may publish their creative work alongside their professors, Foreign Language Assistants and other members of the community.

## Directed Independent Study of Spanish

Students interested in learning Spanish have the option of taking Directed Independent Spanish Curriculum (DISC) courses. These elementary- and intermediate-level language courses offer an alternative approach to language instruction for students who are motivated to work independently and enjoy using technology. Students use computer-based materials to direct their own learning but are required both to correspond and to meet with a professor frequently as well as attend weekly conversation classes with Foreign Language Assistants.

## Language Common Area Requirement

All Holy Cross students must satisfy the College's common area requirement for language study (the "G" requirement). This requirement can be satisfied by two consecutive semesters of Spanish. Students who have not studied Spanish in high school can satisfy the requirement by completing two semesters of Spanish at the elementary level.

## Placement through the Spanish Background Questionnaire

All students who plan to study Spanish at Holy Cross (including beginners, students planning to continue Spanish studied in high school, and native or heritage Spanish speakers) must first take the Spanish Background Questionnaire to determine the appropriate entry course for enrollment. The Background Questionnaire takes into account previous

experience with Spanish and any advanced placement (AP or IB) test scores that you have earned to determine whether you need to take the Spanish Placement exam.

**Native and Heritage Speakers of Spanish** (students who speak or hear Spanish at home or in their local community but who may not have formally studied the language) will be placed according to their responses on the Spanish Background Questionnaire. Note that native speakers and heritage students with a high level of oral Spanish proficiency will typically start with SPAN 302 Español para Hispanohablantes, but they may be able to enroll in other courses (particularly SPAN 303 Aspects of Spanish Culture, SPAN 304 Aspects of Spanish-American Culture or SPAN 305 Intro to Textual Analysis) depending on their responses to the Background Questionnaire.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

A score of 4 or 5 on an AP Language exam earns college credit and counts towards the language studies common area requirement; a score of 4 or 5 on a Literature exam earns college credit and counts towards the language studies or literature common area requirement. Students with AP credit in Spanish earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students with AP or IB credit will be advised of their placement in Spanish by taking the obligatory Spanish Background Questionnaire.

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

M. Estrella Cibreiro-Couce, Ph.D., *Professor and John E. Brooks, S.J. Chair in the Humanities*

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

Cynthia L. Stone, Ph.D., *Professor and Chair*

Bridget V. Franco, Ph.D., *Associate Professor*

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

Juan G. Ramos, Ph.D., *Associate Professor*

Rodrigo Fuentes, Ph.D., *Assistant Professor*

Elizabeth Spragins, Ph.D., *Assistant Professor*

Ana Irene Ugarte, Ph.D., *Assistant Professor*



Helen Freear-Papio, Ph.D., *Senior Lecturer*

Elizabeth O'Connell-Inman, M.A., *Senior Lecturer*

Pau Caniguera Batllósera, Ph.D., *Visiting Assistant Professor*

Luigi Patruno, Ph.D., *Visiting Assistant Professor*

Sandra Paola Cadena-Pardo, Ph.D., *Visiting Lecturer*

Alberto Casillo Ventura, Cand., Ph.D., *Visiting Lecturer*

## Academic Plans within Spanish

- Spanish Major (p. 205)

### Other Academic Plans Accepting/Requiring Spanish Coursework

- International Studies Major (p. 125)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)

#### SPAN 101 – Directed Independent Elementary Spanish 1 Course count: 1

An alternative approach to the first semester of Elementary Spanish which allows students to complete course requirements by working independently with technology-based materials. Two class hours weekly and laboratory practice.

Students who have taken any higher level SPAN course or have taken Spanish in high school may not register for SPAN 101.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

#### SPAN 102 – Directed Independent Elementary Spanish 2 Course count: 1

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

Prerequisite: Students must complete a language placement exam or Elementary Spanish 1 (SPAN 105) or equivalent in order to enroll in this course. Students who have taken any higher level SPAN course may not register for SPAN 102.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

#### SPAN 103 – Intensive Elementary Spanish Course count: 1

An intensive review of all the topics covered in a full year of Elementary Spanish. Five class hours weekly, including two hours of practicum.

Prerequisite: Students must complete a language placement exam. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 103. This course prepares students for Intermediate Spanish I.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall, Spring

#### SPAN 108 – Dir Indep Intensv Elem Spanish Course count: 1

An alternative approach to Spanish 103. An intensive review of all of the topics covered in a full year of Elementary Spanish. Requires independent work with technology-based materials which help direct learning. Two class hours weekly and laboratory practice.

Prerequisite: Students must complete a language placement exam. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 108. This course prepares students for Intermediate Spanish I.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

#### SPAN 200 – Tutorial Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

#### SPAN 201 – Intermediate Spanish 1 Course count: 1

An intensive grammar review, followed by oral practice, and readings in literature and culture. For students who have completed Spanish 102 or 103 or the equivalent. Four class hours weekly, including one hour of practicum.

Prerequisite: Students must complete a language placement exam or SPAN 102 or SPAN 103 or SPAN 108. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 201.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

#### SPAN 202 – Intermediate Spanish 2 Course count: 1

The second course in the two-semester intermediate sequence, this class provides further practice in all aspects of the Spanish language, with a continued focus on Hispanic culture. For students who have completed Spanish 201, Spanish 215 or the equivalent. Four class hours weekly, including one hour of practicum.

Prerequisite: Students must complete a language placement exam or SPAN 201 or SPAN 215. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 202.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

#### SPAN 215 – Directed Independent Intermediate Spanish 1 Course count: 1

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

Prerequisite: Students must complete a language placement exam or SPAN 102 or SPAN 103 or SPAN 108. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 215.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**SPAN 216 – Directed Independent Intermediate Spanish 2** Course count: 1

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

Prerequisite: Students must complete a language placement exam or Intermediate Spanish 1 or the equivalent. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 216.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**SPAN 217 – Direct Intensive Inter Spanish** Course count: 1

An intensive review of all the topics covered in both Spanish 201/215 and 202/216 using an alternative approach which allows students to complete course requirements by working independently with technology-based materials. One class hour weekly and laboratory practice.

Prerequisite: Students must complete a language placement exam or SPAN 102 or SPAN 103 or SPAN 108. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 217.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**SPAN 219 – Directed Independent Medical Spanish** Course count: 1

A course which integrates science-based vocabulary and health-related cultural issues into a post-intermediate language curriculum. Medical Spanish continues to provide grammar and vocabulary instruction while developing writing, reading, speaking and listening skills required for effective communication with Spanish speaking clients. One hour per week of practicum required.

Prerequisite: SPAN 202 or SPAN 216. Students are strongly encouraged to take SPAN 301 or equivalent before enrolling in SPAN 219.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**SPAN 301 – Spanish Composition & Conversation** Course count: 1

A prerequisite to other 300- and 400-level courses taught in Spanish, this course provides intensive composition and conversation practice while solidifying the student's command of Spanish grammar and vocabulary. Though the main focus is on speaking and writing, the course also emphasizes listening, reading and the development of a better understanding of the Hispanic world. Includes two one-hour Practicum sessions.

Prerequisite: Students must complete a language placement exam or SPAN 202 or SPAN 216 or have Spanish AP credit to enroll in this course. Students who have taken or placed into any higher level SPAN course may not earn language credit for SPAN 301.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**SPAN 302 – Español para Hispanohablantes** Course count: 1

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

Prerequisite: Students must complete a language placement exam or Intermediate SPAN 2 or have Spanish AP credit to enroll in this course.

GPA units: 1

Common Area: Language Studies

Typically Offered: Annually

**SPAN 303 – Aspects of Spanish Culture** Course count: 1

Devoted to the study of outstanding examples of Spanish thought, art, and historical developments, including primitive cultures, Roman Spain, the Muslim invasion, the Reconquest, Imperial Spain, the age of Enlightenment, and modern Spain. Conducted in Spanish.

Prerequisite: SPAN 301 or 302 or equivalent. Enrollment is limited to 2nd, 3rd, and 4th year students.

GPA units: 1

Common Area: Cross-Cultural Studies, Language Studies

Typically Offered: Annually

**SPAN 304 – Aspects of Spanish-American Culture** Course count: 1

Devoted to the study of processes of cultural change in Spanish America from pre-Columbian times to the present, with a focus on the layering of beliefs and practices of Hispanic, Indigenous, and African origin. Readings and documentaries highlight the diversity of the five main cultural regions—Caribbean, Andes, Southern Cone, Central America, and North America. Includes an optional Community-Based Learning Project in the local Latinx community. Conducted in Spanish.

Prerequisite: SPAN 301, 302 or equivalent. 4th year students by permission only.

GPA units: 1

Common Area: Cross-Cultural Studies, Language Studies

Typically Offered: Annually

**SPAN 305 – Intro to Textual Analysis** Course count: 1

A mainstay of the Spanish major, this course is designed to help students develop as readers through close analysis of literary and cinematic texts. Provides an introduction to the forms and structures of Spanish-language poetry, narrative prose, theater, and film, as well as to critical analysis through close readings of selections from Spanish and Spanish-American works. Special emphasis is placed on writing critically and persuasively, with classroom discussion focused on close textual analysis. The course is a prerequisite to all other literature courses at the 300 and 400 level. Conducted in Spanish.

Prerequisite: SPAN 301, 302 or equivalent.

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Fall, Spring

**SPAN 308 – Readings in Latin American Lit** Course count: 1

A thematic examination of Latin American literature from Colonial times to the present day. Through representative readings from the rich variety of Hispanic cultures in Latin America, including South and Central America, the Caribbean, and U.S. Latinx culture, the course teaches students to analyze primary and secondary sources related to a theme of the instructor's choosing as well as to contextualize representative primary texts' significance within Latin American culture and enhance their writing and speaking skills. Selected themes have included Fantasy and Reality, Borders, Power, and Protest Literature. A semester of Readings is a prerequisite to 400-level literature courses. Conducted in Spanish.

Prerequisite: Span 305 or equivalent.

GPA units: 1

Common Area: Literature

Typically Offered: Alternate Years

**SPAN 309 – Readings in Spanish Literature** Course count: 1

A thematic examination of Iberian Spanish literature from medieval times to the present day. Through representative readings from a range of genres and periods, the course teaches students to analyze primary and secondary sources related to a particular theme chosen by the professor, as well as to contextualize representative primary texts' significance within Spanish culture and enhance their writing and speaking skills. A semester of Readings is a prerequisite to 400-level literature courses. Conducted in Spanish.

Prerequisite: Span 305 or equivalent.

GPA units: 1

Common Area: Language Studies, Literature

Typically Offered: Alternate Years

**SPAN 312 – Filmmaking in Spanish** Course count: 1

Through a hands-on learning approach to the art of filmmaking, students will explore and experiment with the core components of cinematographic production: screenplay writing, directing, lighting, sound engineering, camera technique, and digital editing. As a focused language course, the class is designed to introduce students to the artistic and technical terminology employed in Spanish and Latin American film production. Moreover, students will purposefully use this language as they write, design, create and edit film projects of their own. This course includes a Community-Based Learning component in which students may collaborate with a local organization that serves Spanish-speakers to produce a short documentary film. Conducted in Spanish.

Prerequisite: SPAN 305

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**SPAN 314 – Spanish for Business** Course count: 1

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

Prerequisite: Span 301, 302 or equivalent

GPA units: 1

Common Area: Language Studies

Typically Offered: Alternate Years

**SPAN 318 – Phonetics & Phonology** Course count: 1

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

Prerequisite: SPAN 305 or equivalent. This course satisfies the Linguistics requirement for the Spanish Major.

GPA units: 1

Common Area: Language Studies

Typically Offered: Alternate Years

**SPAN 319 – Adv Oral Expression** Course count: 1

This course provides students with the opportunity, resources and stimuli to refine their oral skills in Spanish through structured and meaningful practice. Students will use language in context to expand self-expression through a variety of activities: poetry recitation, dialogues, role playing, debates and oral presentations. This course will also acquaint students with the rhythms, intonations and gestures typical of contemporary spoken Spanish. Students will use a variety of resources: literary texts, films, newspaper articles, and video interviews (reflecting a wide range of dialectal variation) and will explore controversial topics designed to provoke substantive conversation. Finally, frequent writing assignments and research tasks will complement the main emphasis on development of oral skills. Native speakers are not eligible to enroll in this course.

Prerequisite: SPAN 301, 302 or equivalent. This course satisfies the Focused Language requirement for the Spanish Major.

GPA units: 1

Typically Offered: Alternate Years

**SPAN 320 – Spanish Grammar Through Translation** Course count: 1  
Students in advanced Spanish courses come from many backgrounds, but they share a desire to use the language. Translation is an activity that combines the intellectual with the practical: in order to produce an acceptable translation, students must focus their attention on lexical and grammatical detail. Translating into English requires students to understand every detail of the Spanish text, and then decide how these details might best be expressed in English. Translating into Spanish requires students to recognize how Spanish structures and words do and do not parallel those of English. Both activities provide advanced students of Spanish with an invigorating linguistic workout, and serve as an effective introduction to the practice of translation.

Prerequisite: SPAN 301 or 302 or it's equivalent plus ONE of the following courses: SPAN 303, 304, or 305

GPA units: 1

Typically Offered: Every Third Year

**SPAN 366 – Creative Writing in Spanish** Course count: 1  
This course focuses on the writing of the short story in Spanish. Through the use of varied prompts, students will write brief texts of fiction exploring character, point of view, time, dialogue, setting, and other key elements of the story. In addition to these exercises, students will produce two short stories to be workshopped by the class as a whole. Throughout the semester, we will also read and discuss canonical and contemporary works of short fiction in Spanish in order to hone different short story writing techniques. Additionally, we will connect with contemporary Latin American authors by video conference to hear about their creative processes and learn from their experiences with the craft. Conducted in Spanish.

Prerequisite: SPAN 301 or SPAN 302 or by permission.

GPA units: 1

Common Area: Arts, Language Studies

Typically Offered: Annually

**SPAN 400 – Medieval Spanish Literature** Course count: 1  
Focuses on different aspects of Medieval Spanish Literature. Topics previously offered have included Medieval Heroes, Saints and Sinners, The Image of Women, Love in Medieval Spain, Death and Dying. Conducted in Spanish.

Prerequisite: SPAN 305 and SPAN 308 or SPAN 309. This course satisfies the Advanced Pre-Modern requirement for the Spanish Major.

GPA units: 1

Typically Offered: Alternate Years

**SPAN 401 – Golden Age** Course count: 1  
Focuses on different aspects of Spanish Golden Age Literature. Topics previously offered have included Golden Age Drama and its Staging, Spanish Golden Age Sentimental Fiction, The Evolution of Spanish Romance, and Renaissance and Baroque Poetry. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (308 or 309)

GPA units: 1

Typically Offered: Alternate Years

**SPAN 402 – Don Quixote** Course count: 1  
A close reading of Cervantes' masterpiece in order to provide a coherent understanding of the author's attitude toward life and art. Through an analysis of such elements as point of view, plot structure, characterization, interpolated novels and poems, language, and irony, the course defines Cervantes' conception of narrative prose fiction and his role as the originator of the modern novel. Conducted in Spanish.

Prerequisite: SPAN 305 and SPAN 308 or SPAN 309. This course satisfies the Advanced Pre-Modern requirement for the Spanish Major.

GPA units: 1

Typically Offered: Alternate Years

**SPAN 403 – 19th Century Spanish Lit** Course count: 1  
Thematic studies of literature and culture in Spain from the late Enlightenment to the fin de siglo. Focusing on the relationship between writing, culture, and modernization, the course considers some of the ways in which authors such as Jovellanos, Mesonero Romanos, Larra, Bécquer, de Castro, Pardo Bazán, and Galdós helped determine the course of romanticism, realism, and naturalism in Spain. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (SPAN 308 or 309).

GPA units: 1

Typically Offered: Every Third Year

**SPAN 404 – 20th Century Spanish Narrative** Course count: 1  
A study of major trends in writing after the realist and naturalist eras in Spain. Through works by authors such as Unamuno, Pío Baroja, Cela, Sender, and Matute, this course examines the formal and thematic characteristics of Spanish narrative before and after the Spanish Civil War. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (SPAN 308 or 309).

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**SPAN 405 – Modern Spanish-American Narrative** Course count: 1  
Explores the response of several modern Spanish-American writers to the following questions: What is fiction? What are the roles of the author, the narrator, and the reader? Special attention is given to such outstanding novelists of the "Boom" as Rulfo, Cortázar, Cabrera Infante and García Márquez, and to the development of their works within the context of the modern novel. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (308 or 309)

GPA units: 1

Typically Offered: Every Third Year

**SPAN 406 – Modern Spanish Drama** Course count: 1

Over the course of the twentieth and twenty-first centuries, Spanish theater has reflected the nation's tumultuous history. It has challenged the status quo by staging many controversial topics: dictatorship, war, modern society, terrorism, immigration, domestic violence and alterity. This course engages such themes both through the study of theater as literary text and the power of theater as performance. In class, students will not only read, watch and analyze dramatic texts but will also perform dramatized readings. The texts to be studied include plays by contemporary Spain's most notable playwrights: Federico García Lorca, Antonio Buero Vallejo, Jerónimo López Mozo, Diana M. de Paco Serrano, Gracia Morales, Paloma Pedrero and Ana Diosdado. Conducted in Spanish.

Prerequisite: SPAN 305 and SPAN 308 or SPAN 309. This course satisfies the Advanced Modern Studies requirement for the Spanish Major.

GPA units: 1

Typically Offered: Every Third Year

**SPAN 407 – Modern Span & Span-Amer Poetry** Course count: 1

Examines various aspects of Spanish and Spanish-American poetry since Modernismo. Among these are: Rubén Darío and Modernismo; Antonio Machado; Hispanic vanguard poetry; the Grupo poético de 1927; Pablo Neruda; and Spanish-American social poetry. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (308 or 309)

GPA units: 1

Typically Offered: Every Third Year

**SPAN 408 – García Márquez** Course count: 1

Provides a general introduction and overview of García Márquez' writing career and analyzes some of his most notable novels. Students learn to read works analytically in order to uncover the relationship between the aesthetic and historical dimensions of García Márquez' literary universe. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (SPAN 308 or SPAN 309)

GPA units: 1

Typically Offered: Every Third Year

**SPAN 409 – Colonial Span Amer Literature** Course count: 1

An advanced course on the origins of Spanish-American literature. Readings emphasize the diversity of the colonial period, with in-depth analyses of works from several major genres. Topics previously offered have included Mesoamerican Codices and Myths and Counter-myths of the Conquista. Discussion focuses on the significance of these works from a contemporary perspective as well as on the historical and cultural distance that separates us from the world views contained therein. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of readings (SPAN 308 or 309)

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Every Third Year

**SPAN 410 – Literature of Exile, Immigration & Ethnicity** Course count: 1

A study of the novels of Puerto Rican, Mexican-American, U.S. Dominican, and Cuban-American writers from 1970 to the present. Explores how the experience of biculturalism and displacement is dramatized in the literature of these authors. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (308 or 309)

GPA units: 1

Typically Offered: Every Third Year

**SPAN 413 – Spanish in the U.S.** Course count: 1

This sociolinguistics course explores the presence, use and characteristics of Spanish in the U.S.. Main topics include: an overview of U.S. Latinx communities, the context of their presence here and their experience as an ethnolinguistic minority; bilingualism and language acquisition; 'Spanglish', borrowing, code-switching and other language-contact phenomena; language maintenance and loss; language policy and minority language rights; bilingual education; the Official English movement; linguistic identity and ideology; and the interaction between language, gender, race, social class and ethnicity. Includes an optional Community-Based Learning Project in the local Latinx community.

Prerequisite: Two courses beyond SPAN 301 or the equivalent.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**SPAN 414 – Second Language Acquisition & Spanish** Course count: 1

An introduction to the study of Second Language Acquisition (SLA), with a special focus on Spanish. Main topics include: first vs. second language acquisition; age-related effects on language acquisition; the role of presumably innate vs. environmental factors; immersion vs. classroom learning; study abroad; theories of SLA and approaches to foreign language teaching; the role of input and output practice; 'heritage' speakers; proficiency assessment; and the different areas of second language development (e.g. literacy, oral fluency, and grammatical and pragmatic competence). The course also considers some specific aspects of the acquisition of Spanish as a second language, including vocabulary, pronunciation, pronouns and different grammatical contrasts (e.g. indicative vs. subjunctive, and preterit vs. imperfect), among others.

Prerequisite: Two courses beyond SPAN 301 or the equivalent. This course satisfies the Linguistics requirement for the Spanish Major.

GPA units: 1

Typically Offered: Alternate Years

**SPAN 415 – Bilingualism in Spanish Speaking World** Course count: 1

This course examines what it means to know two or more languages, with a particular focus on the Spanish-speaking world. Besides exploring the very notion of bilingualism and multilingualism, the course examines how individuals and communities come to be multilingual; the social, cognitive and linguistic dimensions of knowing more than one language; and the results and dynamics of language contact, particularly in communities where Spanish has come into contact with other languages (e.g. Basque and Catalan in Spain, Quechua and Aymara in Bolivia, and English in the U.S.). Includes an optional Community-Based Learning Project in the local Latinx community. Conducted in Spanish.

Prerequisite: Two Spanish courses above SPAN 301 or 302

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**SPAN 416 — Body & Text: Gender in Spanish Literature** Course count: 1

This advanced literature course explores the evolution of the concept of gender and its literary representations in 19th- through 21st-century Peninsular writings. Students will examine the influence of Church and State on gender formation and explore the body as a site of conflict and, ultimately, awareness. Through the study of particular essays, novels, and short stories, this course analyzes the social and aesthetic tensions between the traditional ideal of the sexes (i.e. women and men as belonging to separate and irreconcilable spheres) and the revolutionary emerging notion of the new woman, whose role is no longer confined to the home. The selected texts reflect these different representations of gender while highlighting the tensions and transitions between the old and the new social roles. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of readings (SPAN 308 or 309)

GPA units: 1

Typically Offered: Every Third Year

**SPAN 420 — Latin American Film** Course count: 1

Serves as an introduction to film analysis, studies the development of the medium in Latin America, and explores issues of cultural difference through discussion of the cinematic portrayal of representative historical periods, figures, and intellectual and political movements. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of readings (SPAN 308 or 309)

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Alternate Years

**SPAN 421 — Spanish Film and Literature** Course count: 1

Studies some of the most relevant historical, political, and social issues in 20th-century Spain as depicted through film. Focuses on films which portray Spain at its different historical stages (pre-Franco era, Francoist Spain, transition era, and modern Spain). Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (308 or 309).

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Every Third Year

**SPAN 422 — Cultural History of Spanish Lang** Course count: 1

Provides a general overview of the Spanish language as the result of historical and cultural developments. Examines the main characteristics of the Spanish language and the different varieties of Spanish that are spoken today. Conducted in Spanish.

Prerequisite: Two Spanish courses beyond 301 or 302.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year

**SPAN 436 — Federico García Lorca** Course count: 1

A study of the life and works of Spanish poet and dramatist Federico García Lorca. Through analysis of his poems and plays, as well as his letters and speeches, the seminar will contextualize García Lorca's works within the complex political, social and literary movements during his lifetime. Discussion will focus on the power with which theater and poetry can communicate such vital and controversial human themes as gender identity, political ideology, freedom of self, feminist issues, public behavior and private desires, inequality, death, race and religion. Conducted in Spanish.

Prerequisite: SPAN 305 and SPAN 308 or SPAN 309. This course satisfies the Advanced Pre-Modern requirement for the Spanish Major.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**SPAN 450 — Latinidades in Literature & Pop Culture** Course count: 1

A seminar dedicated to exploring the ways in which U.S. Latinx identities (Latinidades) are constructed in literature and popular culture. Through a variety of texts, including poetry, theater, fiction, and graphic novels, students will explore questions surrounding how nation-specific identities both work with and challenge the monolithic label of Latina/o. Theoretical texts will help guide such questions as: What does it mean to be a Latina/o? How do we construct and assume Latinidad? How are Latinidades reflected in literature and pop culture? Do these art forms challenge or reaffirm mainstream stereotypes about Latinos? In what ways are literature and pop culture viable means to discuss differences and pluralities (Latinidades) among Chicanos, Dominicans, Cubans, Colombians, Puerto Ricans, and other groups? How do questions of race, ethnicity, nationality, citizenship, and language enter into a discussion about identity construction? Readings and other media will be in Spanish, English, and Spanglish. Conducted in Spanish.

Prerequisite: SPAN 305 and SPAN 308 or SPAN 309.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Every Third Year

**SPAN 461 — Contemporary Spanish Female Writers** Course count: 1

Examines some of the outstanding women writers of the 19th and 20th centuries of Spanish literature. Explores the most prominent literary, social, cultural, and existential issues expressed in their works. These works are studied in the context of the major trends of European literature in the past two centuries. Conducted in Spanish.

Prerequisite: SPAN 305 and a semester of Readings (SPAN 308 or 309).

GPA units: 1

Typically Offered: Every Third Year

**SPAN 491 — Tutorial** Course count: 1

Eligible third-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

GPA units: 1

Typically Offered: Fall, Spring

**SPAN 492 – Tutorial** Course count: 1

Eligible third-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester. One unit each semester.

GPA units: 1

Typically Offered: Fall, Spring

**SPAN 493 – Fourth-Year Tutorial** Course count: 1

Eligible fourth-year students may elect one or both of these courses only with the permission of the Department Chair. Tutorials are offered only to students who have taken previously all other advanced courses offered in a given semester.

GPA units: 1

Typically Offered: Annually

## Spanish Major

### Department Advanced Placement Policy

Students with AP credit in Spanish earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students with AP or IB credit will be advised of their placement in Spanish by taking the obligatory Spanish Background Questionnaire.

### Requirements

Students who will be majoring in Spanish must complete between 10 and 14 courses. More specifically, they are required to take one course from each of the eight areas below, plus two or more elective courses from any of these areas. One course offered on campus outside of the Spanish department that is directly relevant to the Spanish major may be counted as an elective, subject to approval by the department chair. Eligible courses may include Montserrat or Honors courses taught (in English or Spanish) by faculty in the Spanish department or courses taught in Spanish in other departments, such as RELS 290 Teología Andina.

Majors are required to take at least two advanced (400-level) courses in their fourth year, again from any of the areas below.

Code	Title
------	-------

**Required courses:**

**Area 1: Composition and Conversation (one required):**

SPAN 301 Spanish Composition & Conversation <sup>1</sup>  
or SPAN 302 Español para Hispanohablantes

**Area 2: Focused Language (one required):**

SPAN 219 Directed Independent Medical Spanish  
SPAN 312 Filmmaking in Spanish  
SPAN 314 Spanish for Business  
SPAN 319 Adv Oral Expression  
SPAN 366 Creative Writing in Spanish

**Area 3: Culture and Cinema (one required):**

SPAN 303 Aspects of Spanish Culture  
SPAN 304 Aspects of Spanish-American Culture  
SPAN 420 Latin American Film  
SPAN 421 Spanish Film and Literature

**Area 4: Linguistics (one required):**

SPAN 318	Phonetics & Phonology
SPAN 413	Spanish in the U.S.
SPAN 414	Second Language Acquisition & Spanish
SPAN 415	Bilingualism in Spanish Speaking World
SPAN 422	Cultural History of Spanish Lang

**Area 5: Introduction to Textual Analysis (one required):**

SPAN 305	Intro to Textual Analysis <sup>2</sup>
----------	----------------------------------------

**Area 6: Readings in Literature (one required):**

SPAN 308	Readings in Latin American Lit or SPAN 309 Readings in Spanish Literature
----------	------------------------------------------------------------------------------

**Area 7: Advanced Pre-Modern Studies (one required):**

SPAN 400	Medieval Spanish Literature
SPAN 401	Golden Age
SPAN 402	Don Quixote
SPAN 409	Colonial Span Amer Literature

**Area 8: Advanced Modern Studies (one required):**

SPAN 403	19th Century Spanish Lit
SPAN 404	20th Century Spanish Narrative
SPAN 405	Modern Spanish-American Narrative
SPAN 406	Modern Spanish Drama
SPAN 407	Modern Span & Span-Amer Poetry
SPAN 408	García Márquez
SPAN 410	Literature of Exile, Immigration & Ethnicity
SPAN 416	Body & Text: Gender in Spanish Literature
SPAN 436	Federico García Lorca
SPAN 450	Latinidades in Literature & Pop Culture
SPAN 461	Contemporary Spanish Female Writers

**Two elective courses (two additional courses from the lists above).**

**Note: Two of the minimum of ten courses must be taken at the 400 level in the fourth year.**

- 1 Of the two courses in area 1, SPAN 302 Español para Hispanohablantes is specifically targeted to native speakers of Spanish and heritage students with a high level of oral Spanish proficiency.
- 2 SPAN 305 Intro to Textual Analysis is a prerequisite to Readings courses, which in turn are prerequisites to 400-level literature and culture courses. Hence, it is recommended that students take SPAN 305 Intro to Textual Analysis as soon as feasible.

### Study Abroad Credit

Spanish majors are strongly encouraged to study abroad at one of Holy Cross's programs in Spain or Latin America. Students who attend year-long programs can use up to four Spanish courses taken abroad to satisfy the major requirements. Each of these courses should be equivalent to a semester-long class at Holy Cross (year-long courses at Spanish and Latin American universities count as two semester-long courses at Holy Cross). Typically, the year-long Spanish language and culture course that Holy Cross students must take abroad serves to satisfy both area 2 (Focused Language) and area 3 (Culture and Cinema) major requirements, but it can also be counted as an elective if the student has already satisfied one of these requirements. Students who attend semester programs can use up to two courses taken abroad to satisfy the major requirements. Upon their return from study abroad, students must still take two advanced (400-level) Spanish courses at Holy Cross in their senior year.

## Theatre and Dance

The Department of Theatre and Dance offers a variety of complementary perspectives on performance. Our acting classes teach students to interpret dramatic texts through a combination of western and eastern techniques for training body and voice. Dramatic literature and theatre history courses place texts in historical and thematic contexts while focusing on them as a medium for performance. We provide dance courses grounded in an understanding of dance history, as well as technique and composition, and design courses that explore visual interpretations of texts in performance. Our directing classes locate performance as an intersection of all of these disciplines and train students to read texts on several levels simultaneously. Film classes and tutorials in playwriting and screenwriting are also offered.

The fully equipped Fenwick Theatre houses the major productions of the department and dance concerts. A range of studio productions (directed by both faculty and students), workshops, and classes takes place in The Studio (O'Kane 481), The Pit (O'Kane 37), and the Dance Studio (O'Kane 28). Work on any department production is open to all Holy Cross students, faculty, and staff.

Students may major in Theatre with an emphasis on either acting or design; they may minor in Dance.

Edward Isser, Ph.D.,  
*W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society*

Lynn Kremer, M.F.A., *Distinguished Professor of Humanities*

Steve Vineberg, Ph.D., *Distinguished Professor of Arts and Humanities*

Scott Malia, Ph.D., *Associate Professor and Chair*

Meaghan Deiter, M.F.A, *Professor of Practice*

Jimena G. Bermejo, M.F.A., *Lecturer*

I Nyoman Catra, Ph.D., *Visiting Professor*

Audra Carabetta, B.F.A, *Visiting Lecturer*

Kurt Hultgren, B.S., *Visiting Lecturer*

Patrick O'Konis, M.F.A., *Visiting Lecturer*

Taylor Travassos-Lomba, B.A., *Visiting Lecturer*

Jaclyn Waguespack, M.F.A., *Visiting Lecturer*

## Academic Plans within Theatre and Dance

- Dance Minor (p. 210)
- Theatre Major (p. 210)

## Other Academic Plans Accepting/Requiring Theatre and Dance Coursework

- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)

### THEA 101 — Basic Acting Course count: 1

This course offers, through classroom exercises, improvisations and performance of scenes from plays, an approach to understanding, appreciating, and practicing the art of acting and theatre.

Prerequisite or Corequisite: THEA 110

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### THEA 110 — Theatre Practicum Course count: 0

Weekly lab work introduces students to tools and techniques in costumes, scenery, properties, and lighting. Student participation in Department of Theatre and Dance major productions gives them the opportunity to put those skills into practice. This course is taken pass/no pass as an overload and is required with enrollment in Basic Acting or Design and Technical Production. The course cannot be taken independently of a theatre class.

GPA units: 0.5

Typically Offered: Fall, Spring

### THEA 111 — Basic Dance Course count: 1

This is an introductory course for students with little or no dance experience. The course is a combination of studio and lecture/discussion. Students will learn proper alignment, basic positions, and dance combinations. Readings will cover the history of dance and the political and social changes that influence the creative process in the development of dance. Movement studies will be integrated with readings.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### THEA 125 — American Drama 1920 To Present Course count: 1

American plays from the early work of Eugene O'Neill through that of contemporary dramatists are explored as theatre (through film and video) and as dramatic literature. This course looks at drama in historical and thematic contexts and as the expression of major American playwrights.

GPA units: 1

Common Area: Arts, Literature

Typically Offered: Alternate Years

### THEA 127 — Design & Tech Production Course count: 1

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

Prerequisite or Corequisite: THEA 110

GPA units: 1

Common Area: Arts

Typically Offered: Fall



**THEA 131 — Balinese Dance 1 - 2** Course count: 1

Balinese Dance is a dance performance class which surveys the rich classical, contemporary, and folk traditions of music, mask, dance, and theatre from Bali, Indonesia. Hinduism plays a significant role in the performing arts of Bali and will be discussed in relationship to performance. Students rehearse and perform with Gamelan Gita Sari, the Holy Cross gamelan orchestra. This course can be taken for two semesters.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Fall, Spring

**THEA 134 — Television Comedy** Course count: 1

Television Comedy is designed to introduce students to the history of television comedy, key artists and situation comedies, and theoretical frameworks for examining these works both in and out of context. The goal is for students to learn to analyze television from a variety of standpoints as well as the ways it has both influenced and been influenced by time, place, and culture.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**THEA 136 — Horror Films, Sex & Gender** Course count: 1

This course is designed to examine the horror film using Queer, Gender, and Feminist theory. The course will explore seminal works from the genre and examine the horror film's evolution using these critical lenses. The goal is for students to develop a foundational understanding of the conventions of the genre and its relationship to evolving notions of identity.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**THEA 141 — Jazz Dance 1 - 2** Course count: 1

A studio course open to students with less than six months of dance experience. The course focuses on technique and touches on aspects of jazz history and its relationship to music and social history. This course can be taken for two semesters.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

**THEA 145 — Gay Theatre & Film** Course count: 1

Gay Film and Theatre is designed to examine how art (specifically film and theatre) helps us define ourselves, both collectively and individually. Films and plays from different periods and cultures allow the students to examine the evolution of the human condition for Gay, Lesbian, Bisexual and Transgendered populations.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**THEA 151 — Ballet 1 - 2** Course count: 1

Beginning ballet technique is offered for beginners and those with less than six months of dance experience. The course will emphasize alignment, ballet positions and vocabulary, as well as the mastery of skills such as turning, jumping, and coordination. In addition to technique, the course will introduce dance history and dance appreciation through readings, videos, and class discussion. To offer a richer and more contemporary experience of ballet, students will depart from the ballet idiom and experiment with creating a personal movement vocabulary. This course can be taken for two semesters.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

**THEA 160 — American Film** Course count: 1

This introductory course teaches the student how to read a movie. Films are presented by genre and conventional examples of each genre are paired with movies that play with, undercut, or expand the conventions. The syllabus includes American movies from 1930 to the present.

GPA units: 1

Common Area: Arts

**THEA 161 — Theatre History 1: Classical To Romantic** Course count: 1

Focuses on five periods in the history of western theatre: Classical Greek, Medieval, Renaissance, Neoclassical, and Romantic. Readings and viewings include plays by Aeschylus, Sophocles, Euripides, Shakespeare, Molière, Racine, and others.

GPA units: 1

Common Area: Arts, Historical Studies

Typically Offered: Alternate Years

**THEA 162 — Theatre History 2: Modern and Contemporary** Course count: 1

Studies movements in theatre from the late nineteenth century to the present, including realism, surrealism, epic theatre, absurdism, and postmodernism. Readings include Ibsen, Shaw, Lorca, Soyinka, Wedekind and Nottage.

GPA units: 1

Common Area: Arts, Historical Studies

Typically Offered: Alternate Years

**THEA 165 — World Film** Course count: 1

Like American Film, this is an introductory course that teaches the student how to read a movie. However, the content is exclusively non-American films, viewed thematically and historically, as well as in their cultural contexts. The syllabus typically includes films from France, Italy, England, Japan, Sweden, Ireland, Spain, Mexico, Germany, Canada, and other countries.

GPA units: 1

Common Area: Arts

Typically Offered: Annually Fall

**THEA 170 — Modern Drama** Course count: 1

Surveys the major aesthetic movements of the last century, employing dramatic texts and theoretical writings to illustrate successive ideas. Movements such as naturalism, symbolism, expressionism, surrealism, and the absurd are examined through a close reading of works by Ibsen, Chekhov, Shaw, Wedekind, Pirandello, Brecht, Beckett, and others.

GPA units: 1

Common Area: Arts, Literature

Typically Offered: Alternate Years

**THEA 181 — Modern Dance 1 - 2** Course count: 1

A basic introductory modern dance technique course for beginners or students with less than six months of dance experience. Students learn beginning modern dance exercises and movement combinations. The basic components of modern dance and its place in 20th-century art will be examined. This course can be taken for two semesters.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

**THEA 190 — Stage Combat** Course count: 1

Stage Combat unites creativity and critical thinking in a course that investigates the uses and effects of representative violence in classical and contemporary plays. The course introduces both armed and unarmed techniques while developing an appreciation of the use of the human body to express the intentions of the characters and the ideas of the work through physical means. Specific attention is paid to how the physical action can heighten and support the text. One unit.

Prerequisite: THEA 101

GPA units: 1

Common Area: Arts

**THEA 202 — Voice In Acting 1** Course count: 1

Students learn how to correct regionalisms, support the voice, and increase range in songs and dramatic texts. Healthy vocal production, flexibility, relaxation, and power are emphasized.

Prerequisite: THEA 101

GPA units: 1

Typically Offered: Annually

**THEA 203 — Scene Study** Course count: 1

An intensive scene study class. Plays ranging in style from contemporary to Restoration are analyzed and performed. Physical and vocal exercises from Basic Acting and Voice in Acting will be continued with the addition of period style work.

Prerequisite: THEA 101 THEA 202

GPA units: 1

Typically Offered: Annually

**THEA 204 — Singing for the Broadway Stage** Course count: 1

Students will develop an approach to learning and performing pieces from musical theatre with equal focus on musicianship, vocal technique, and physical interpretation. Students will be assigned both solo and ensemble pieces and the course will culminate in a public showing of the work.

GPA units: 1

Common Area: Arts

**THEA 210 — Advanced Theatre Practicum** Course count: 0

Students participate in Department of Theatre major productions through crew assignments in scenery and props, lighting, costumes, sound, and stage management. Schedule for the course is determined by the production schedule. This course is taken pass/fail as an overload and may be taken multiple times. Theatre majors must take it twice.

Prerequisite: THEA 110

GPA units: 0.5

Typically Offered: Fall, Spring

**THEA 211 — Dance Composition** Course count: 1

Dance Composition introduces students to principles and practices of creating dance choreography as a form of human expression. Methods of learning include guided improvisations, solo and small group presentations, written assignments, performance viewings (live and video), observation, motif notation, and class discussion. Students will develop an understanding of the choreographic/creative process and its relevance to other areas of study.

GPA units: 1

Common Area: Arts

**THEA 227 — Scene Design** Course count: 1

Principles of scenic design and script analysis are used to create an environment for the action of the play. Includes a historical survey of scenic design, theatre architecture, period style, drafting, and rendering techniques. Work on a set for a Fenwick Theatre production provides practical experience.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years, Spring

**THEA 228 — Lighting Design** Course count: 1

A study of the properties of light and the objectives of stage lighting in drama and dance, this course includes basic electricity and its control, lighting equipment, and drafting. Practical experience is obtained through designing and running a production.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years, Spring

**THEA 229 — Virtual Realities** Course count: 1

This course examines works that immerse an audience in an alternative reality, ranging from the fantasy island of Shakespeare's *The Tempest* to the video game *MYST*. It includes use of unreal creatures, puppets, automata, and robots. Students investigate and reproduce special effects used in theatre, dance, radio and cinema (when they were new media), and computer graphics.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**THEA 230 — Costume Design** Course count: 1

An introductory course which involves the student in the process of script and character analysis as it relates to costumes. It develops sketching and painting techniques as well as research of Greek, Renaissance, and 18th- and 19th-century fashion.

Prerequisite: THEA 101, THEA 161, THEA 162 or THEA 170.

GPA units: 1

Typically Offered: Every Third Year

**THEA 232 — Balinese Dance 3 - 4** Course count: 1

Advanced Balinese Dance builds on the background and techniques covered in Balinese Dance 1-2. Students delve more deeply into the traditions of Bali and perform more advanced repertoire in a concert setting. Students may take this course for two semesters with the permission of the instructor, progressing to advanced repertoire of both traditional and contemporary Balinese dances, including solos.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Fall, Spring

**THEA 240 — Directing 1** Course count: 1

Introduces students to the craft and theory of theatrical production. Students function as autonomous artists-writers, dramaturgs, and directors, producing a series of dramatic pieces in a workshop environment. This practical work is augmented by extensive scholarly research that provides a theoretical underpinning. Emphasis is placed upon conceptualization, composition, blocking, textual analysis, and working with actors.

Prerequisite: THEA 101. Students without the prerequisite should consult the department.

GPA units: 1

Typically Offered: Fall

**THEA 242 — Jazz 3-4** Course count: 1

A studio course open to students with at least one year of previous dance experience. The course focuses on technique and touches on aspects of jazz history and its relationship to music and social history. This course can be taken for two semesters.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**THEA 252 — Ballet 3 - 4** Course count: 1

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

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**THEA 282 — Modern Dance 3 - 4** Course count: 1

An intermediate-level modern dance technique class. Students grow in understanding the aesthetic of modern dance both by practicing modern dance exercises and combinations and by engaging in critical discussion of selected dance performances in class and on video. Students may take this course for a total of two semesters, progressing to choreography and performance.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

**THEA 340 — Advanced Directing** Course count: 1

Explores advanced theories and practices of theatrical direction. The course begins with a series of lectures that introduces the avant-garde ideas and practices of artists such as Grotowski, Beck, Chaikin, Serban, Wilson, Akalaitis, Bogart, and Boal. Students are expected to put some of these ideas into production as they tackle a short classical piece (Greek or Elizabethan) and then mount a full-length one-act by a major figure of the modern theatre (e.g., Chekhov, Strindberg, O'Neill, Pirandello, Beckett).

Prerequisite: THEA 240

GPA units: 1

Typically Offered: Spring

**THEA 360 — Shakespeare Through Performance** Course count: 1

Functioning as scholarly artists in a laboratory setting, students - working from both the Folio and modern editions - master the rudiments of Shakespearean performance, become acquainted with historical and contemporary staging conventions, investigate the notion of textual integrity, and explore dramaturgical issues. Particular emphasis is placed upon the desirability and/or need to subvert problematic texts through performance.

Prerequisite: THEA 101 and THEA 202. Enrollment limited to 3rd and 4th year students.

GPA units: 1

Typically Offered: Spring

**THEA 361 — Film As Narrative** Course count: 1

This advanced course deals with narrative issues in film (point of view, time, structure, style, tone, adaptation). The syllabus includes American, British, French, Italian, Japanese and Scandinavian movies.

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**THEA 370 — Kamikaze Acting** Course count: 1

Students write, coach, design, and act in original work that they develop. Directors, actors, and theorists who stretch the limits of performance - stylistically, socially, or conceptually - serve as models for students.

Prerequisite: THEA 101 and THEA 202 and THEA 203

GPA units: 1

Typically Offered: Alternate Years

**THEA 400 – Tutorial** Course count: 1

Tutorials consist of directed study in selected theatre, dance, and film topics such as acting, directing, play-writing, literature, dance, stage management, set, costume, lighting and sound design, film, and screenwriting.

GPA units: 1

Typically Offered: Fall, Spring

**THEA 405 – Performance Recital** Course count: 1

Designed for the individual needs of advanced acting students. Rehearsal and performance in a major production is the main basis of grading.

Prerequisite: THEA 101 and THEA 203; by audition only

GPA units: 1

Typically Offered: Fall, Spring

**THEA 406 – Performance For Audience** Course count: 1

Advanced acting work in a major role.

Prerequisite: THEA 101 and THEA 203; by audition only

GPA units: 1

Typically Offered: Fall, Spring

**THEA 450 – Dance Performance** Course count: 1

This multi-level course is built around an end of semester performance. Students will learn and create movement which will become a finished piece. It requires rehearsal and performance of major dance segments in a main stage production or a dance concert. Permission required.

GPA units: 1

Typically Offered: Fall, Spring

## Dance Minor

### Requirements

Minors must take a minimum of 6 courses:

Code	Title
<b>One 100-level dance course:</b>	
THEA 141	Jazz Dance 1 - 2
THEA 151	Ballet 1 - 2
THEA 181	Modern Dance 1 - 2

**Required performance:**

THEA 450	Dance Performance
----------	-------------------

**One Composition or Choreography course.**

**Three approved elective courses.**

The Holy Cross Department of Theatre and Dance is an accredited institutional member of the National Association of Schools of Theatre.

## Theatre Major

### Requirements

Majors must take a minimum of 10 courses and complete a capstone project during their senior year. The capstone requirement is filled by performing, directing, designing (sets, lights, costumes, video, sound, etc.), or stage managing a significant production. Students may create a Film Studies minor through the Center for Interdisciplinary Studies.

Code	Title
<b>Required courses:</b>	
THEA 101	Basic Acting
THEA 125	American Drama 1920 To Present
THEA 127	Design & Tech Production
THEA 161	Theatre History 1:Classical To Romantic
THEA 162	Theatre History 2: Modern and Contemporary
or THEA 170	Modern Drama

**Three semesters of Theatre Practicum (half credit each - does not count toward the 10 course major requirement):**

THEA 110	Theatre Practicum
THEA 210	Advanced Theatre Practicum

**Students must choose an emphasis in acting or design:****Acting**

Code	Title
<b>Required courses:</b>	
THEA 202	Voice In Acting 1
THEA 360	Shakespeare Through Performance

**One required dance course:**

THEA 111	Basic Dance
THEA 131	Balinese Dance 1 - 2
THEA 141	Jazz Dance 1 - 2
THEA 151	Ballet 1 - 2
THEA 181	Modern Dance 1 - 2
THEA 232	Balinese Dance 3 - 4
THEA 242	Jazz 3-4
THEA 252	Ballet 3 - 4
THEA 282	Modern Dance 3 - 4

**Design**

Code	Title
<b>Required courses:</b>	
THEA 227	Scene Design
THEA 228	Lighting Design
THEA 230	Costume Design

Code	Title
<b>Elective courses (four required for single major, two for double major):</b>	
THEA 111	Basic Dance
THEA 131	Balinese Dance 1 - 2
THEA 134	Television Comedy
THEA 136	Horror Films, Sex & Gender
THEA 141	Jazz Dance 1 - 2
THEA 145	Gay Theatre & Film
THEA 151	Ballet 1 - 2
THEA 160	American Film
THEA 165	World Film
THEA 181	Modern Dance 1 - 2
THEA 190	Stage Combat
THEA 202	Voice In Acting 1
THEA 203	Scene Study
THEA 227	Scene Design
THEA 228	Lighting Design

THEA 229	Virtual Realities
THEA 230	Costume Design
THEA 232	Balinese Dance 3 - 4
THEA 240	Directing 1
THEA 242	Jazz 3-4
THEA 252	Ballet 3 - 4
THEA 282	Modern Dance 3 - 4
THEA 340	Advanced Directing
THEA 360	Shakespeare Through Performance
THEA 361	Film As Narrative

## Visual Arts

The study of visual arts is designed to be an integral part of the liberal arts curriculum at Holy Cross. Its aim is to increase student sensitivity to the visual arts, to refine the powers of critical analysis, and to provide the student with the means of creative expression. The rich resources of the surrounding area, especially the museums and architecture of Worcester and Boston, form an integral part of the curriculum and the department provides students with opportunities for internships in these cities. Tutorials are available with individual faculty to allow students to design courses suited to individual needs. The department sponsors numerous programs for gaining a broad understanding of the practice and study of the arts today: lectures and demonstrations by visiting artists and critics, student presentations of seminar research in open forums, and regular trips to Boston and New York galleries and museums. There are two divisions in the Department of Visual Arts, art history and studio art. Students may major or minor in either art history or studio art. Students may also combine a major in one area with a minor in the other.

Art history reveals the past not simply through a review of data, but through a search for transcendent values that inform creative expression. The field is unusually open to interdisciplinary cooperation, relating in special ways to studies in history, literature, religion, and philosophy. The practice of art history provides both cognitive and discursive skills to probe past developments and confront those of the present. It empowers students to see differences yet discern common links that in a global, complex, culture, becomes a means of welcoming the diversity of the present.

Students may also choose to **major or minor in Architectural Studies**, a program administered through the Center for Interdisciplinary Studies (CIS). Interested student should meet with the director. For further information regarding requirements: <https://www.holycross.edu/academics/programs/architectural-studies/requirements> (<https://www.holycross.edu/academics/programs/architectural-studies/requirements/>)

Studio art engages the student in the discipline of visual thinking, encouraging precise observation and creative invention, inspiring discussion and the development of flexible, innovative problem solving skills. The interested student and the aspiring artist study with practicing professionals to gain insight into the creative process and complex paths to creating art in a contemporary context. Studio classes demand commitment on the part of participating students to broaden their vision and draw connections between the classroom and the outside world. From the introductory to the advanced level, classes are “hands on” emphasizing an experimental attitude towards materials and the acquisition of both technical and conceptual skills. The department encourages the active exhibition of student work. There are ongoing shows in The Ramp and Fenwick Hall galleries. The student-run arts

organization Student Art Society (SAS) sponsors exhibits in the Hogan Campus Center. Students with extensive previous experience may be allowed to bypass either VAST 101 Fundamentals of Drawing or VAST 102 3-Dimensional Fundamentals with a portfolio review by a studio faculty member. In such cases, students may move directly into intermediate level courses.

A **combined major and minor** in either of the department’s two divisions (Art History major/Studio Art minor or Studio Art major/Art History minor) requires the completion of 16 courses: ten in the major and six in the minor, following the individual requirements listed for the selected major and selected minor. Courses may not be double counted across the two divisions; 16 courses are required for a combined major and minor.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Students with AP credit in Art History, Studio, and Drawing are awarded advanced placement in the visual arts curriculum. AP credit does not count toward the minimum number of courses required for the majors or minors.

Patricia A. Johnston, Ph.D.,  
*Professor and Rev. J. Gerard Mears, S.J., Chair in Fine Arts*

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

Cristi Rinklin, M.F.A., *Professor and Chair*

Michael L. Beatty, M.F.A., *Associate Professor*

Matthew Gamber, M.F.A., *Associate Professor*

Susan P. Schmidt, M.F.A., *Associate Professor*

Amy D. Finstein, Ph.D., *Assistant Professor*

Rachelle Beaudoin, M.F.A., *Professor of Practice*

Amanda Luyster, Ph.D., *Senior Lecturer*

Leslie Schomp, M.F.A., *Senior Lecturer*

Victor Pacheco, M.F.A., *Visiting Assistant Professor*

Melissa Geisler Trafton, Ph.D., *Visiting Assistant Professor*

Elizabeth Mooney, M.F.A., *Visiting Lecturer*

Brittany Severance, M.F.A., *Visiting Lecturer*

Annie Van Fossen Storr, Ph.D., *Visiting Lecturer*

James Welu, Ph.D., *Visiting Lecturer*

## Academic Plans within Visual Arts

- Art History Major (p. 217)
- Art History Minor (p. 218)
- Studio Art Major (p. 219)
- Studio Art Minor (p. 220)

## Other Academic Plans Accepting/Requiring Visual Arts Coursework

- Africana Studies Concentration (p. 56)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- Gender, Sexuality, & Women's Studies Concentration (p. 57)
- Latin American, Latinx, and Caribbean Studies Concentration (p. 58)

## Visual Arts - History (VAHI)

**VAHI 100 — Introduction To Visual Arts** Course count: 1

Fundamental, introductory course in art history and visual culture. Emphasis is on the acquisition of basic visual skills and an understanding of the major periods in the history of art. Exposure to works of art through the collections of The Worcester Art Museum is an integral part of the course.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

**VAHI 111 — History of Global Arch I** Course count: 1

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

GPA units: 1

Common Area: Arts

Typically Offered: Fall

**VAHI 112 — History of Global Arch II** Course count: 1

This course is the second half of a year-long introduction to the fundamental elements of architecture within a global and historical framework. Lectures and discussions are organized around different monuments from the Ming Dynasty and early modern Europe to the present, and they attempt to balance regional and chronological approaches to the study of architecture and the built environment.

GPA units: 1

Common Area: Arts

Typically Offered: Spring

**VAHI 136 — Narrative In Art & Film** Course count: 1

An introduction to the visual traditions of film making from its origins to today. Study of a wide range of types including documentaries, comedies, drama, and even science fiction gives student ample choices for their own topics.

GPA units: 1

Common Area: Arts

Typically Offered: Spring

**VAHI 137 — Destruction and Renewal** Course count: 1

Years after the collapse of the World Trade Center, we are profoundly aware of the powerful forces of destruction in our society. Yet these are also countered by stories of survival, preservation, and renewal. This course investigates how cities and landscapes absorb and accommodate radical change over time, with Rome as a fundamental point of reference. The Eternal City has earned its name by being continuously inhabited throughout its millennial history, even as its archeological sites continue to be destroyed, transformed, and reused. In the second half of the course, we will expand our investigation outward to consider how other people around the globe from the United States to Afghanistan continue to grapple with these complex problems in the present.

GPA units: 1

**VAHI 150 — Museum Studies** Course count: 1

What is the role of the museum in today's hi-tech and multicultural society? How has that role changed since the rise of the museum among the educated elite in the early modern period? This course addresses such central questions in the history, mission, and structure of museums. We also explore the ways in which visual display conveys knowledge and builds broader arguments about cultures and society. We engage with the ethics embedded in acquiring and displaying irreplaceable and ritual objects from other cultures. In addition, this course also treats practical issues like funding, organization, and public outreach in museums. Students participate in field trips to different types of museums and learn about careers as directors, curators, collections managers, and educators in museums and historic houses.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**VAHI 201 — Introduction to Islamic Art** Course count: 1

An introductory course exploring the art and architecture dating from the inception of Islam in seventh-century Arabia through the 16th and 17th centuries in Safavid Iran, Mughal India, and the territories ruled by the Ottoman Turks. The religious, and social, cultural, and political significance of Islamic art is analyzed.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Alternate Years

**VAHI 202 – Art of Africa and the Americas** Course count: 1

An introductory course exploring the art of Africa and the Americas. Art is considered within its cultural context ( e.g., Benin, Yoruba, Maya, Aztec, Hopi) and within the larger contexts of imperialism, western and non-western ideologies, and practices of collection and exhibition. Deeper questions about the nature and function of art across cultures provide the focus for discussion.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Alternate Years

**VAHI 204 – Arts of Religion** Course count: 1

Deals with art from the 4th century and the era of Constantine to the age of the great cathedrals in the 13th century. Architecture, manuscript illumination, stained glass, and sculpture are included. Receives both Arts and Religion Distribution requirements.

GPA units: 1

Common Area: Arts, Studies in Religion

Typically Offered: Annually

**VAHI 205 – Global Commerce in 15th Century Italy** Course count: 1

Early modern Italy was a commercial hub for the western world, with trade networks radiating across the Mediterranean into Europe, Africa, and Asia. We will consider how conditions in this flourishing economic crossroads favored the development of the unprecedented artistic culture of the early Renaissance. (Formerly Early Renaissance Art.)

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 206 – Art & Antiquity in 16C Italy** Course count: 1

From "the rediscovery of classical antiquity" in Rome and the outpouring of artistic energy known as the High Renaissance, we will move outward to investigate the role of art and architecture in shaping the political and cultural realignments that defined this critical turning point in European history.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 207 – Art, Science and Power 17C** Course count: 1

This course explores the explosive artistic creativity of 17th-century Europe as a process shaped by complex political and economic dynamics as well as by scientific discoveries. We will consider how the emergence of Baroque art was tied to the incipient scientific revolution, as well as the constant need to reinforce rulership, status, and authority.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 209 – Art in the Modern World, 1780 to 1940** Course count: 1

Traces major European art movements from the late 18th to the mid 20th centuries (including Neoclassicism, Romanticism, Realism, Impressionism, Expressionism, Cubism, Dada, Surrealism, and others) with a focus on the development of Modernism.

GPA units: 1

Common Area: Arts

Typically Offered: Fall

**VAHI 210 – Contemporary Art, 1940 to the Present** Course count: 1

Movements discussed include Abstract Expressionism, Pop Art, Minimalism, Conceptual Art, performance and installation art, time-based and digital art, activist art, public art, and current art.

GPA units: 1

Common Area: Arts

**VAHI 214 – 17C Dutch Art & Society** Course count: 1

The course studies the art the northern Netherlands at a time when maritime trade with North America and the Middle and Far East made it a global cultural center. Painting and printmaking receive particular focus.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 220 – The Arts in America** Course count: 1

A study of painting, sculpture, architecture, and the decorative arts from the colonial period to the present. Emphasis on such major themes and styles as portraiture, genre painting, American impressionism, and modernism, including Native American and African American traditions and Asian influences. Art works will be studied in their cultural, social and political contexts. Course requirements include museum visits.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 230 – American Architecture** Course count: 1

What is "American" about American architecture? What unique patterns can we discern by studying the built environment? This course will trace the evolution of American architecture from the country's earliest days to recent years. We will explore how national identity, local context, and diverse landscapes have contributed to a distinct American architectural narrative. The course will engage primary source texts and local site visits to illustrate the nuances of important themes.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 240 – Modern Architecture** Course count: 1

This lecture course explores American and European architecture from the mid-nineteenth century to the present day, interweaving major architectural movements with regional dialogues about political, socio-economic, and technological change. Strong emphasis on critical reading, class discussion, and preparation of research projects.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**VAHI 250 — Making the Modern City** Course count: 1

This lecture course probes the catalysts and implements of urban change around the globe since the Industrial Revolution. Using case studies of major cities, the course will explore how local political, socio-economic, and technical shifts wrought physical changes at the scale of the city. Our scope includes those figures who were agents of, and targets of, urban change; as well as the layers of water, sewer, electric, and transportation infrastructure that empower modern metropolises. We will also explore polarities of public vs. private and city vs. country. The course engages local examples, and when possible, includes a CBL component.

GPA units: 1

Typically Offered: Annually

**VAHI 310 — Kings & Caliphs: Art of Luxury** Course count: 1

The art and architecture of the medieval Mediterranean region bore vibrant witness to the conflict and cooperation between Christian, Jewish, and Muslim cultures. This course explores how icons, illuminated manuscripts, palaces, mosques, reliquaries, and other objects and sites can reveal the ways in which medieval individuals viewed "others" and themselves. Students with an interest in art history, religion, history, politics, architecture, languages or literature are welcome; we will look at the "long medieval" period from the late classical through the Renaissance. This is a seminar, and students are expected to engage in intensive individual research.

Enrollment limited to 2nd, 3rd and 4th year students only

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

Typically Offered: Alternate Years

**VAHI 320 — The Modern Home** Course count: 1

This seminar will probe the varying philosophical and stylistic definitions of home in the modern period. Is a home always a house? What kind of house? And what defines a modern home? We will explore the roles of patron/architect and developer/resident, definitions of stylistic modernity, modern materiality, and modern settlement patterns. The course will engage issues of race, gender, and power in the home, class and social welfare, as well as the architectural intentions and impacts of iconic buildings from the architectural canon.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 330 — Designing Green** Course count: 1

"Green," in color and concept, is a word that has meant many different things to different societies over the centuries. This course will explore the notion of "green" across time and space, focused on the application of this term to the natural and built environment, and mankind's relationship to them. Topics will include color theory, gardens as place-making tools in varying religious and cultural contexts, the protection and commodification of natural landscapes as public parks, the abundance and loss of trees, the history of "the lawn," the birth of modern environmentalism, and recent narratives about sustainable design of products, architecture, and landscapes.

Enrollment limited to 3rd and 4th year students only

GPA units: 1

Common Area: Arts

**VAHI 340 — American Landscapes** Course count: 1

After studying the origins of landscape imagery, this course considers how landscape art was transformed in American culture. Topics include 19th century paintings of the Hudson River school, photographs and paintings of the American west, and the use of landscape motifs by contemporary environmental artists. We will engage in three main activities: 1) reading and discussing scholarly analyses of the history of landscape painting, nature writing and theories of/about the land; 2) working with a range of primary sources, including materials in local archives and museums; 3) trying our hand at creating new accounts of the landscapes around us.

GPA units: 1

Common Area: Arts

**VAHI 350 — City Nature** Course count: 1

It is a commonplace that the city and nature are in binary opposition, occupying either end of a spectrum that separates human manufacture from the spontaneous creations of an ideal natural world. But the emerging field of the urban environmental humanities complicates these assumptions: as it suggests, the artificial and natural worlds, the city and nature, are much more closely intertwined than we might expect. In this seminar we will explore a series of global examples from across history to explore foundational narratives of buildings, cities, and nature, the meaning of materials, the role of technology, and the ways that architectural and urban history intersect with natural history. The study of the urbanized world around us can also inform how humanists address the challenges and opportunities of the twenty-first century.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

**VAHI 400 — Capstone Seminar** Course count: 1

Designed for majors, this course provides a critical examination of issues and methods in the literature of the history of art. Students also complete a capstone project often concentrating on the collection of the Worcester Art Museum or other important local sites.

GPA units: 1

Typically Offered: Fall

**VAHI 420 — Tutorial** Course count: 1

Tutorials relate to all areas covered by Visual Arts History 200 courses. One unit each semester.

GPA units: 1

Typically Offered: Fall, Spring



## Visual Arts - Studio (VAST)

### VAST 101 — Fundamentals of Drawing Course count: 1

An exciting introduction to studio art through an exploration of drawing media. Class critiques and discussions, insure the beginning student of a solid introduction to the creative process. Students work with charcoal, ink, graphite, watercolor pencils and other drawing materials. The course includes intensive sketchbook work as well as larger drawings based on observation. In addition, students acquire skill in figure drawing by working from the model. Taught by the studio staff and a prerequisite for many intermediate courses.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### VAST 102 — 3-Dimensional Fundamentals Course count: 1

For students who are interested in an introduction to the physical world of sculptural art. Students explore the basic tools, processes and approaches to 3-Dimensional art through wood, clay wire, cloth and found objects.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### VAST 105 — Digital Art Studio 1 Course count: 1

A hands-on introduction to digital art making processes on Macintosh computers. Generate and manipulate images and files within an artistic context. Think creatively, work digitally and examine the potential of digital art making as a new form of art. In addition to class projects and critiques in the media lab, students discuss contemporary artists who use the computer in their work.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

### VAST 130 — Photography 1 Course count: 1

For students with a serious interest in the creative use of black and white photography. Teaches exposure controls, camera operation, and rudimentary film developing and printing. Continuous work and advancement is achieved through creative photography assignments and criticism.

GPA units: 1

Common Area: Arts

Typically Offered: Fall, Spring

### VAST 140 — Digital Filmmaking Course count: 1

This course focuses on the techniques and theory of video production. Through a series of assignments, students will learn the basic technical elements of still and moving image productions. A variety of production formats will be discussed; focusing primarily on creative, lens-based documentary-style productions. Class time will be divided between equipment demonstrations, discussions, and critique. Topics include proper camera use, sound recording, editing, and presentation. Through critical readings and selected screenings, students will gain familiarity with the historical and contemporary trends in visual storytelling through moving images. Students will develop a set of production skills that will culminate in a collaborative group project.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

### VAST 150 — Drawing on Site Course count: 1

A sketchbook is invaluable for experimentation with drawing, recording memories, practicing instinct and observation and connecting art with the everyday world and experience. This course will explore both studio work as well as Worcester and Holy Cross sites each week and use these sites to build upon fundamental drawing concepts in order to create unique and personal artist sketchbooks. Line, value, shape, form, perspective, measurement, composition and other elements are included using direct observation. A variety of methods and materials of drawing will be investigated and used to explore both contemporary and historical perspectives to make on-site drawings within the parameters of the sketchbook. The course will also investigate the various formats and concepts of both contemporary and historical sketchbooks.

GPA units: 1

Common Area: Arts

Typically Offered: Alternate Years

### VAST 200 — Painting 1 Course count: 1

An introduction to the principles, methods, and materials of oil painting in both historical and contemporary contexts. Emphasis placed on developing an understanding of form and space in pictorial compositions, strengthening perceptual abilities, and increasing knowledge of the use of color as it pertains to painting. Supplemental readings and field trips provide further connection and investigations of the history and process of Painting.

Prerequisite: One previous studio art course

GPA units: 1

Typically Offered: Annually

### VAST 201 — Painting 2 Course count: 1

A continuation and expansion of the skills acquired in Painting 1. Students are introduced to a wider range of experimental painting methods using oil based media, and will be working in large as well as small scale formats. The context of painting in contemporary art will be heavily emphasized in this course.

Prerequisite: VAST 200 or by permission

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**VAST 203 – Fundamentals of Color** Course count: 1

Color is the most dynamic and complex of all the visual elements. In this course students explore color theory as it applies to a variety of media, including painting, collage, digital media and installation. Discussion of color and its relationships to composition through harmony and contrast is emphasized. In addition students explore applications of color that are symbolic as well as cultural. Students working in all media will benefit greatly from a solid understanding of color relationships, and will gain the skills to apply their knowledge to any chosen medium.

Prerequisite: VAST 105, VAST 199 (Digital Art Design) or VAST 199 (Studio Digital Art).

GPA units: 1

Typically Offered: Annually

**VAST 204 – Digital Art Studio 2** Course count: 1

An explanatory approach to the next level of using digital processes as a fine art medium. Building upon the skills learned in Digital Art Studio 1, students will examine the impact of digital processes on art and artists, research the work of artists who use digital process to produce art, and create computer-based artworks in formats ranging from large format digital prints to web-based art and digital objects.

Prerequisite: VAST 105 or VAST 130.

GPA units: 1

Typically Offered: Annually

**VAST 205 – New Media** Course count: 1

New Media radically explores diverse and contemporary methods of digital production and output (including but not limited to computer graphics, computer animation, Internet art, and interactive technologies, on platforms ranging from computer monitors to projections, video game consoles to portable electronic devices), raising issues regarding the nature of the physical art object, the expanding role of emerging digital processes in artistic production, and the role new media art plays in the production and dissemination of contemporary artistic practice.

Prerequisite: VAST 105 or VAST 130 or VAST 140.

GPA units: 1

Typically Offered: Annually

**VAST 206 – Drawn to Nature** Course count: 1

GPA units: 1

**VAST 207 – Drawing, Body as Form** Course count: 1

Emphasis is on a structural understanding of the figure and an expressive approach to drawing. The class also examines contemporary figurative artists. Students draw from the nude model in each class session, using a range of media including charcoal, pencil and monotone. In addition to class work, students develop independent projects.

GPA units: 1

Common Area: Arts

Typically Offered: Annually

**VAST 208 – Cutting Edge: Beyond Collage** Course count: 1

This course begins with collaging on a 2-dimensional plane and moves into making sculptural assemblages. Collage is a method for interweaving complex shapes and images. Visual fragments from flat fibers and images are combined to create interlocking forms of both actual and perceived shapes. Assemblage is the process of joining found objects together into a sculptural object. The course will place an emphasis on how edges join in both a physical and illusory way. Students will learn to consider the most sophisticated way to join parts, whether it is gluing, wrapping, weaving, sewing, or using hardware etc. Assemblage and Collage refer not only to the technique of combining objects and or images in a new way but also to new attitudes and ideas about how the world is perceived and re-contextualized. As a primary medium of the 20th century, the processes of Assemblage and Collage reflect the modern age of technology and culture. The students will be introduced to the major artists using these techniques from the 18th century to the modern age. Issues of copyright will be discussed also.

GPA units: 1

Common Area: Arts

**VAST 210 – Printmaking 1** Course count: 1

Printmaking is closely linked to drawing, but with a different range of marks, textures, and line quality. This course introduces the process of printmaking, including layering, improvisation and working with multiples. The class focuses on screen printing, intaglio printing, or making images on copper plates. Students learn to use the materials and techniques of printmaking to communicate their individual ideas in a contemporary context. This course can be taken in addition to Print Projects.

Prerequisite: One previous drawing course or with permission of Instructor.

GPA units: 1

Typically Offered: Annually

**VAST 211 – Mixed Media** Course count: 1

Mixed Media is an intermediate studio art course in which students will explore a variety of experimental and mixed media painting and drawing techniques through the use of collage, found objects, digital media and image transfer. We will be using acrylic paints and mediums predominately in this course, and some assignments may call for the student to obtain additional "non-art" materials from home. This course will encourage improvisation and experimentation in student's work, and introduce them to a wide variety of options beyond traditional applications of painting and drawing, and will lay the groundwork to developing independent and self-directed works. Formal elements such as form, color, paint application, and composition will be emphasized throughout each assignment, as will content and thematic exploration.

Prerequisite: VAST 210

GPA units: 1

**VAST 213 – Book Projects** Course count: 1

Explores the tradition of handmade artists' books and more recent experimental book forms. How do images work together in a sequence? What kind of narrative can be created by blinding images and text into a book form? What are the possible physical forms for the book? In addition to making conventional and experimental books in the print studio, students make a digital book in the Millard Media Lab. Through readings and discussions, this course examines the emergence of the "artists' book" in the 1960's and the work of contemporary artists.

Prerequisite: One previous studio art course

GPA units: 1

Typically Offered: Alternate Years

**VAST 220 – Sculpture 1** Course count: 1

Sculpture 1 explores the elements of 3-Dimensional expression in projects of varied media. Students are exposed to sculptural issues via slide presentations on past and present works in sculpture. Class critiques allow students to refine both concepts and expression to create a personal synthesis.

Prerequisite: VAST 102

GPA units: 1

Typically Offered: Annually

**VAST 222 – Intermediate Drawing** Course count: 1

This course continues to build basic drawing skills and fosters the development of an individual drawing style. The content of Drawing I includes drawing from models, drawing in color, and other drawing forms such as collage and sequential drawing. Students are encouraged to explore new content in their work. Course includes readings, sketchbook work, and a visit to an exhibition. This course was previously known as VAST 121 - Drawing 1.

Prerequisite: VAST 101

GPA units: 1

Typically Offered: Annually

**VAST 230 – Photography 2** Course count: 1

This is an advanced course on the fundamentals of creative photography. Class time will be devoted to lab demonstrations as well as critical discussions of student work. Through regular lectures and discussion, students will become familiar with aesthetic movements and notable practitioners, with a focus on contemporary trends in the medium. An emphasis will be placed on the development of the student's own ideas about photography as demonstrated through a multi-week project culminating in a final printed portfolio. Students will be expected to acquire an intermediate level of technical skill within a digital workflow by refining their image editing skills utilizing Adobe Creative Cloud applications to create inkjet prints. Additional topics will include darkroom processing and large format printing. Students are required to supply their own digital camera with manual controls (DSLR or equivalent), although specialty equipment (such as film-based cameras, tripods, and lighting equipment) will be available for student use.

Prerequisite: VAST 130

GPA units: 1

Typically Offered: Annually

**VAST 300 – Studio Concentration Seminar 1** Course count: 1

Focuses on developing a "subject " or idea that can serve as the basis for a concise body of artwork reflecting the studio major's individual viewpoint and distinct aesthetic voice. In creating this body of work, students are challenged to take risks and experience both the discovery and failure that is the basis of the creative process. Each student has an individual space in Millard Art Center for intensive work. Students may work in any combination of media that serves their ideas. Critiques, trips, readings and discussion address the process of developing a body of work as well as issues of professionalism as an artist. Student work is evaluated at the end of fall semester for admission into the Studio Concentration Seminar II.

GPA units: 1

Typically Offered: Annually

**VAST 301 – Studio Concentration Seminar 2** Course count: 1

The second semester of the Studio Concentration Seminar focuses on completing a cohesive body of work for the Senior Exhibition in the Cantor Art Gallery. In addition to producing and selecting work for the exhibition, students develop their artist's statements. Involvement in all aspects of mounting a professional exhibition including presentation of work, publicity, installation of the show and presentation of work to the College community.

Prerequisite: VAST 300. Enrollment limited to 4th year VAST Majors.

GPA units: 1

Typically Offered: Annually

**VAST 330 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

**VAST 430 – Tutorial** Course count: 1

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

GPA units: 1

Typically Offered: Fall, Spring

## Art History Major

### Department Advanced Placement Policy

Students with AP credit in Art History, Studio, and Drawing are awarded advanced placement in the visual arts curriculum. AP credit does not count toward the minimum number of courses required for the majors or minors. Credit for AP classes will be granted on an individual basis.

### Requirements

The art history major requires a minimum of 10 courses. Many art history majors choose Study Abroad as an integral part of their major, a decision enthusiastically supported and guided by the department.

**Code**                      **Title**

**Required introductory course:**

VAHI 100	Introduction To Visual Arts
----------	-----------------------------

**One studio art course:**

VAST 101	Fundamentals of Drawing
----------	-------------------------

VAST 102	3-Dimensional Fundamentals
----------	----------------------------

VAST 105	Digital Art Studio 1
----------	----------------------

VAST 130	Photography 1
VAST 140	Digital Filmmaking
VAST 150	Drawing on Site
VAST 200	Painting 1
VAST 201	Painting 2
VAST 203	Fundamentals of Color
VAST 204	Digital Art Studio 2
VAST 205	New Media
VAST 206	Drawn to Nature
VAST 207	Drawing, Body as Form
VAST 208	Cutting Edge: Beyond Collage
VAST 210	Printmaking 1
VAST 213	Book Projects
VAST 220	Sculpture 1
VAST 222	Intermediate Drawing
VAST 230	Photography 2

**One course from each of the following three areas:**

## Pre-1800

VAHI 205	Global Commerce in 15th Century Italy
VAHI 206	Art & Antiquity in 16C Italy
VAHI 207	Art, Science and Power 17C
VAHI 214	17C Dutch Art & Society

## Post-1800

VAHI 209	Art in the Modern World, 1780 to 1940
VAHI 210	Contemporary Art, 1940 to the Present

## Cross-Cultural

VAHI 201	Introduction to Islamic Art
VAHI 202	Art of Africa and the Americas

**Additional VAHI courses from the lists above and below to reach the minimum of 10 required courses.<sup>1</sup>**

VAHI 111	History of Global Arch I
VAHI 112	History of Global Arch II
VAHI 136	Narrative In Art & Film
VAHI 137	Destruction and Renewal
VAHI 150	Museum Studies
VAHI 204	Arts of Religion
VAHI 220	The Arts in America
VAHI 240	Modern Architecture
VAHI 250	Making the Modern City
VAHI 310	Kings & Caliphs: Art of Luxury
VAHI 400	Capstone Seminar

**Required concentration seminar:**

<sup>1</sup> Montserrat courses in Art History are accepted as the equivalent of an elective.

<sup>2</sup> VAHI 400 Capstone Seminar should be completed in the fourth year.

## Art History Minor

The art history minor is available to students in any major, including the studio art major. Art history minors have a choice of two tracks:

- Art History: Theory and Methods
- Art History: Museum Studies

## Department Advanced Placement Policy

Students with AP credit in Art History, Studio, and Drawing are awarded placement in the studio art curriculum. AP credit does not count toward the minimum number of courses required for the majors or minors. Credit for AP classes will be granted on an individual basis.

## Requirements

Both tracks require six courses.

### Art History: Theory and Methods

Art History: Theory and Methods is comprised of Introduction to Visual Arts, three courses distributed among the following three areas (pre-1800, post-1800, and cross-cultural) and two additional VAHI electives.

Enrollment in the Concentration Seminar is encouraged in the senior year.

**Code Title****Required introductory course:**

VAHI 100	Introduction To Visual Arts
----------	-----------------------------

**One course from each of the following three areas:**

## Pre-1800

VAHI 205	Global Commerce in 15th Century Italy
VAHI 206	Art & Antiquity in 16C Italy
VAHI 207	Art, Science and Power 17C
VAHI 214	17C Dutch Art & Society

## Post-1800

VAHI 209	Art in the Modern World, 1780 to 1940
VAHI 210	Contemporary Art, 1940 to the Present

## Cross-Cultural

VAHI 201	Introduction to Islamic Art
VAHI 202	Art of Africa and the Americas

**Two additional VAHI courses from the lists above and below to reach the minimum of 6 required courses:<sup>1</sup>**

VAHI 111	History of Global Arch I
VAHI 112	History of Global Arch II
VAHI 136	Narrative In Art & Film
VAHI 137	Destruction and Renewal
VAHI 150	Museum Studies
VAHI 204	Arts of Religion
VAHI 220	The Arts in America
VAHI 240	Modern Architecture
VAHI 250	Making the Modern City
VAHI 310	Kings & Caliphs: Art of Luxury
VAHI 400	Capstone Seminar

### Art History: Museum Studies

Art History: Museum Studies is comprised of Introduction to Visual Arts, Museum Studies, three VAHI electives, and an approved internship. Students may enroll in the Concentration Seminar as one of the electives to work on a museum related project.

**Code Title****Required introductory courses:**

VAHI 100	Introduction To Visual Arts
VAHI 150	Museum Studies

**Three intermediate or upper-level VAHI electives:**

VAHI 201	Introduction to Islamic Art
VAHI 204	Arts of Religion
VAHI 205	Global Commerce in 15th Century Italy
VAHI 206	Art & Antiquity in 16C Italy
VAHI 207	Art, Science and Power 17C
VAHI 209	Art in the Modern World, 1780 to 1940
VAHI 210	Contemporary Art, 1940 to the Present
VAHI 214	17C Dutch Art & Society
VAHI 220	The Arts in America
VAHI 240	Modern Architecture
VAHI 250	Making the Modern City
VAHI 310	Kings & Caliphs: Art of Luxury

**Internship (as approved).<sup>1</sup>**<sup>1</sup> Ex: VAHI 420 Tutorial

## Studio Art Major

### Department Advanced Placement Policy

Students with AP credit in Art History, Studio, and Drawing are awarded advanced placement in the visual arts curriculum. AP credit does not count toward the minimum number of courses required for the majors or minors. Credit for AP classes will be granted on an individual basis.

## Requirements

**Code Title****Required introductory courses:**

VAST 101	Fundamentals of Drawing
VAST 102	3-Dimensional Fundamentals

**One additional drawing course:**

VAST 150	Drawing on Site
VAST 206	Drawn to Nature
VAST 207	Drawing, Body as Form
VAST 222	Intermediate Drawing

**Two sequential courses in a particular media, such as photography or painting:<sup>1</sup>**

VAST 105 & VAST 204	Digital Art Studio 1 and Digital Art Studio 2
VAST 130 & VAST 230	Photography 1 and Photography 2
VAST 200 & VAST 201	Painting 1 and Painting 2

**Required history of art course:**

VAHI 210	Contemporary Art, 1940 to the Present <sup>2</sup>
----------	----------------------------------------------------

**One additional history of art course:**

VAHI 100	Introduction To Visual Arts
VAHI 111	History of Global Arch I
VAHI 112	History of Global Arch II
VAHI 136	Narrative In Art & Film
VAHI 137	Destruction and Renewal
VAHI 150	Museum Studies
VAHI 201	Introduction to Islamic Art
VAHI 204	Arts of Religion
VAHI 205	Global Commerce in 15th Century Italy

VAHI 206	Art & Antiquity in 16C Italy
VAHI 207	Art, Science and Power 17C
VAHI 209	Art in the Modern World, 1780 to 1940
VAHI 214	17C Dutch Art & Society
VAHI 220	The Arts in America
VAHI 240	Modern Architecture
VAHI 250	Making the Modern City
VAHI 310	Kings & Caliphs: Art of Luxury

**Additional VAST courses to reach the minimum of 10 required courses from the studio art courses listed above and below:**

VAST 140	Digital Filmmaking
VAST 203	Fundamentals of Color
VAST 205	New Media
VAST 208	Cutting Edge: Beyond Collage
VAST 210	Printmaking 1
VAST 213	Book Projects
VAST 220	Sculpture 1
VAST 301	Studio Concentration Seminar 2 <sup>3</sup>

**Required studio concentration seminar:**

VAST 300	Studio Concentration Seminar 1 <sup>3</sup>
----------	---------------------------------------------

- <sup>1</sup> Topics courses count as sequential courses.
- <sup>2</sup> It is recommended that students take this course prior to their senior year.
- <sup>3</sup> Fourth-year students must take VAST 300 Studio Concentration Seminar 1 and may be eligible to take VAST 301 Studio Concentration Seminar 2 with permission in the spring.

The studio art major requires a minimum of 10, a maximum of 14 courses, beginning with Fundamentals of Drawing and 3D Fundamentals. One additional drawing course is required. Majors are required to take at least two sequential courses in a particular media, such as Sculpture 1 and 2. A combination of a level 1 course plus a Topics course in the same media may satisfy this requirement, such as Painting 1 and Topics: Visual Concepts of Painting. Studio majors are required to take two art history courses which should include VAHI 210 Contemporary Art, 1940 to the Present, along with a second course selected in consultation with his or her advisor. The remaining courses are selected from the areas of Drawing, Painting, Photography, Printmaking, Sculpture, and Digital Media, plus Special Topics courses. Studio art majors and minors are required to participate in the Studio Review.

During the senior year studio majors are required to take the Studio Concentration Seminar which focuses on the development of an individual body of work. Students are provided with a workspace in Millard Art Center. Studio Art Majors are required to take the fall semester (VAST 300 Studio Concentration Seminar 1) and are eligible for the spring semester (VAST 301 Studio Concentration Seminar 2). While both semesters are strongly recommended for the major, students will be admitted to the spring semester based on an evaluation of their work by studio art faculty. Only students taking the spring semester, Studio Concentration Seminar 2, will participate in the senior exhibition in Cantor Art Gallery. Students are expected to declare the Studio Art major no later than the fall semester of their junior year in order to insure placement in the Studio Concentration Seminar. Students who declare later than this deadline may be required to consult the department chair to seek an alternative course to complete the major.

# Studio Art Minor

## Department Advanced Placement Policy

Students with AP credit in Art History, Studio, and Drawing are awarded placement in the studio art curriculum. AP credit does not count toward the minimum number of courses required for the majors or minors. Credit for AP classes will be granted on an individual basis.

## Requirements

Code	Title
------	-------

### Required introductory courses:

VAST 101	Fundamentals of Drawing
VAST 102	3-Dimensional Fundamentals

### One history of art course:

VAHI 100	Introduction To Visual Arts
VAHI 111	History of Global Arch I
VAHI 112	History of Global Arch II
VAHI 136	Narrative In Art & Film
VAHI 137	Destruction and Renewal
VAHI 150	Museum Studies
VAHI 201	Introduction to Islamic Art
VAHI 202	Art of Africa and the Americas
VAHI 204	Arts of Religion
VAHI 205	Global Commerce in 15th Century Italy
VAHI 206	Art & Antiquity in 16C Italy
VAHI 207	Art, Science and Power 17C
VAHI 209	Art in the Modern World, 1780 to 1940
VAHI 210	Contemporary Art, 1940 to the Present
VAHI 214	17C Dutch Art & Society
VAHI 220	The Arts in America
VAHI 240	Modern Architecture
VAHI 250	Making the Modern City
VAHI 310	Kings & Caliphs: Art of Luxury

### Three elective Studio Art courses:

VAST 105	Digital Art Studio 1
VAST 130	Photography 1
VAST 140	Digital Filmmaking
VAST 150	Drawing on Site
VAST 200	Painting 1
VAST 201	Painting 2
VAST 203	Fundamentals of Color
VAST 204	Digital Art Studio 2
VAST 205	New Media
VAST 206	Drawn to Nature
VAST 207	Drawing, Body as Form
VAST 208	Cutting Edge: Beyond Collage
VAST 210	Printmaking 1
VAST 213	Book Projects
VAST 220	Sculpture 1
VAST 222	Intermediate Drawing
VAST 230	Photography 2

The studio art minor requires a total of six courses including Fundamentals of Drawing and 3D Fundamentals plus one art history course. The remaining three elective courses may be chosen from Drawing, Painting, Photography, Sculpture, Printmaking and Digital Media, plus Special Topics Courses. Studio minors are required to participate in the studio reviews in their senior year, and exhibit their work in the Spring Senior Minor's exhibition in the SAS gallery in Hogan Campus Center.

## World Languages, Literatures, and Cultures

The courses offered by the Department of World Languages, Literatures, and Cultures provide a rich means for the intellectual and aesthetic development of Holy Cross students through the study of foreign languages, literatures, and cultures. Foreign languages lie at the very heart of the broader liberal arts curriculum and language study is a vehicle for the understanding of the cultural worldview of speakers of other languages. As such, it plays a key role in the multicultural or cross-cultural dimension of all majors and concentrations, and is an integral part of such concentrations as Asian Studies, Deaf Studies, German Studies, as well as Russian and Eastern European Studies. The department offers courses in Arabic, American Sign Language (ASL), Chinese, French, German, Italian, Russian, and foreign literatures in translation. Major programs are offered in Chinese, French, German, Italian, Russian and Studies in World Literatures (STLW). Minor programs are offered in Chinese, Deaf Studies, French, German, Italian, and Russian. Students have also used the department's language and literature courses in the Center for Interdisciplinary Studies (CIS)-sponsored concentrations and student-designed multidisciplinary majors and minors. See the descriptions for each in the section of this Catalog titled Center for Interdisciplinary Studies.

Department advisors for majors and minors help students become aware of the College's many academic opportunities and assist them with their individual curriculum. Classroom instruction in the languages is complemented by small-group practice with native foreign-language assistants and through the use of state-of-the-art facilities in the Multimedia Resource Center. Cocurricular activities are provided by language tables, language clubs, honor societies, film series, lectures and cultural outings.

The department also offers a major program in Studies in World Literatures. Courses are conducted in English and employ translated texts. The program is designed to introduce students to the most representative works of various national literatures while highlighting the commonalities and differences among these works. Courses instruct students in approaches to textual interpretation and criticism, as well as guide them toward an understanding of the cultural themes reflected in the respective works.

All students, and modern-language majors in particular, are encouraged to avail themselves of study abroad opportunities which strengthen language skills and cultural understanding. The College offers semester- or year-long programs in French speaking African countries, China, France, Germany, Italy, and Russia as well as summer programs.

All Holy Cross students must satisfy the College's Common Area Requirement for language study. This requirement is satisfied by two consecutive levels of language study. Students who wish to satisfy this requirement by continuing the study of a language must begin their study at the level in which they are placed by the College's placement procedures. A score of 4 or 5 in the Advanced Placement exam for a

particular language satisfies one semester of this two-semester Common Area requirement provided the student continues the study in that language at Holy Cross for at least one additional semester. Students who wish to satisfy the requirement with a language which they have not previously studied can do so with two semesters of the elementary level of a language.

## Advanced Placement Credit

Holy Cross awards credit for Advanced Placement exams taken through the College Board Advanced Placement Program and the International Baccalaureate Program and will accept some Advanced Level General Certificate of Education (A-Level) exams. One unit of credit is awarded for an Advanced Placement score of 4 or 5 in any discipline recognized by the College. One unit of credit is awarded for a score of 6 or 7 on a Higher Level International Baccalaureate Examination in a liberal arts subject. One unit of credit is awarded for a score of A/A\* or B on an A-Level exam in a liberal arts subject. **The College does not award credit for the IB Standard Exam or the AS-Level Exam.** AP, IB, and A-Level credit may be used to satisfy deficiencies and common area requirements. Each academic department has its own policy regarding the use of AP or IB credit for placement in courses and progress in the major. The Department Chair must also review the A-Level score to determine placement in courses and progress in the major. See departmental descriptions for further information.

Students with AP credit in a modern language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in a language will forfeit the AP credit. Students with AP credit in the literature of a modern language will not be permitted to enroll in a course below the 300 level.

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

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

Jean Ouédraogo, Ph.D., *Professor and Eleanor Howard O'Leary Chair in French/Francophonie*

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

Ji Hao, Ph.D., *Associate Professor*

Olga S. Partan, Ph.D., *Associate Professor*

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

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

Giovanni Spani, Ph.D., *Associate Professor*

Yu-Jung Lin, Ph.D., *Assistant Professor*

Ibrahim Abdessalam Muhammad Abuserriah, M.A., *Lecturer*

Stephanie M. Clark, M.A. Ed., *Lecturer*

Ying Li, Ed.D., *Lecturer*

Jingjing Cai, Ph.D., *Visiting Assistant Professor*

Giusy Di Filippo, Ph.D., *Visiting Assistant Professor*

Heidi Nada Grek, Ph.D., *Visiting Assistant Professor*

Daniel Armenti, Cand., Ph.D., *Visiting Lecturer*

Maryann Coppolino, M.A., *Visiting Lecturer*

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

Kathleen Suchenski, M.A., *Visiting Lecturer*

## Academic Plans within World Languages, Literatures, and Cultures

No results found.

### Other Academic Plans Accepting/Requiring World Languages, Literatures, and Cultures Coursework

- Asian Studies Major (p. 43)
- Asian Studies Minor (p. 43)
- Environmental Studies Major (p. 95)
- Environmental Studies Minor (p. 96)
- International Studies Major (p. 125)

## American Sign Language and Deaf Studies (DFST)

**DFST 101 – Elementary American Sign Language 1** Course count: 1  
Introduces students to the basic expressive and receptive skills in ASL, including conversation strategies, spatial referencing and facial expressions. Questions, commands, and simple sentences are covered, leading to basic conversational skills in ASL. Awareness of Deaf culture is included. Attendance in ASL lab practicum is required in addition to the class time. One and one-quarter units.

Enrollment limited to 1st and 2nd year students only

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

**DFST 102 – Elementary American Sign Language 2** Course count: 1  
Continues to develop the basics of the ASL language and the building of both expressive and receptive vocabulary. Further develops the communicative competencies in the language focusing on skills including use of classifiers, temporal sequencing, spatial agreement and object identification through description. Study of Deaf culture is continued. Attendance in ASL lab practicum is required in addition to the class time. One and one-quarter units.

Prerequisite: DFST 101

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**DFST 109 — Introduction To Deaf Studies** Course count: 1

This course covers issues relating to deafness, deaf people and the Deaf community, focusing on the cultural and linguistic aspects of deafness rather than the medical condition. It explores such questions as whether deafness is something to be fixed or celebrated, and it considers alternative ways of looking at members of society who are different in some way. It considers policy making, and explores the way that the hearing community influences opinions, decisions, and policies that affect the Deaf community. This course is a requirement for students proposing a CIS Student-Designed major or minor which includes Deaf Studies as one of its disciplines. Taught in English. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies

Typically Offered: Annually

**DFST 200 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

**DFST 201 — Intermediate American Sign Language 1** Course count: 1

This course reviews and expands on the fundamentals of ASL, continues the acquisition of speaking and listening skills through a visual-gestural modality, and develops conversational skills.

Prerequisite: DFST 102. Students without prerequisite should consult the Department Registration Required for Lecture and Related Practicum.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall

**DFST 202 — Intermediate American Sign Language 2** Course count: 1

This course reviews and expands on the fundamentals of ASL, continues the acquisition of speaking and listening skills through a visual-gestural modality, and develops conversational skills.

Prerequisite: DFST 201. Students without prerequisite should consult the Department.

GPA units: 1

Common Area: Language Studies

Typically Offered: Spring

**DFST 300 — The Deaf Community: Language and Culture** Course count: 1

Prerequisite: DFST 202. Course taught in sign.

GPA units: 1

Common Area: Cross-Cultural Studies

**DFST 301 — American Sign Language Comp & Conv** Course count: 1

With the goal of increased fluency and comfort, topics revolve around sharing information about our environment and us. Students continue to learn conversational strategies. All lab work, social events, videotapes, learning stimulating activities (in and outside of class) and assignments are intended to develop advanced competency in receptive and expressive use of ASL. In addition to the class time, students are required to participate in a Community-Based Learning partnership program where ASL is used. Students are evaluated using the target language in videotape format, in-class presentations and at public forum presentations using ASL. One unit.

Prerequisite: DFST 202. Students without prerequisite should consult the Department.

GPA units: 1

Typically Offered: Fall

**DFST 303 — Deaf Literature** Course count: 1

This course examines how culture and language intersect in 20th-century ASL literature. It explores the origins of deaf literature, its relationship with written literature, especially its effect on the development of aesthetic expression of ASL literature. It considers works about deafness and works written by deaf authors and the various attitudes toward deafness revealed in these works. Emphasis is placed on historical background, meaning of the content discussion of grammatical features and styles revealed in the study of selected video materials. One unit.

Prerequisite: DFST 202

GPA units: 1

Typically Offered: Spring

**DFST 350 — Experience in the Deaf Community** Course count: 1

Offers students a unique learning experience, a full immersion internship opportunity for the semester with concurrent weekly seminar. Students integrate the hands-on experience of their internship sites with related readings, classroom discussions and student presentations of specific topics. Students make a formal presentation. Students are involved with a unique collaborate signed History project. Using ASL as a means of communication, students conduct interviews with deaf individuals in the community. One unit.

Prerequisite: DFST 202

GPA units: 1

**DFST 392 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

## Arabic (ARAB)

**ARAB 101 — Elementary Arabic 1** Course count: 1

This course, designed for students with no previous study of Arabic, introduces the students of the script system of Arabic language, ensures the acquisition of basic speaking, listening, reading and writing in Modern Standard Arabic (MSA) and an introduction to the Arab culture around the world. Five class hours weekly. One and one-quarter units.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall



**ARAB 102 — Elementary Arabic 2** Course count: 1

This course focuses on the basic linguistic and cultural fundamentals of Arabic in a communicative approach that allows the students to increase their linguistic abilities in reading, writing, listening and speaking in uncomplicated situations.

Prerequisite: ARAB 101 or equivalent

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**ARAB 201 — Intermediate Arabic 1** Course count: 1

This course reviews and expands the fundamentals of the language through oral and written expression accompanied by readings and culture.

Prerequisite: Elementary Arabic 2

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

**ARAB 202 — Intermediate Arabic 2** Course count: 1

This course presents more complex structures and embraces cultural competence by means of discussing TV shows and current newspapers.

Prerequisite: ARAB 201 or equivalent

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**ARAB 301 — Third Year Arabic** Course count: 1

Focus on the continued development of spoken Modern Standard Arabic and written Arabic through text and multi-media resources.

Prerequisite: ARAB 202 or permission of instructor.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall

**ARAB 392 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

**ARAB 491 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

**ARAB 492 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

## Chinese (CHIN)

**CHIN 101 — Elementary Chinese 1** Course count: 1

An introduction to spoken Mandarin and written Chinese. Providing a foundation in speaking, listening, reading, writing, and communication skills and an introduction to the Chinese culture.

Students who have taken any higher level CHIN course may not register for CHIN 101. No previous knowledge of language.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

**CHIN 102 — Elementary Chinese 2** Course count: 1

An introduction to spoken Mandarin and written Chinese. Providing a foundation in speaking, listening, reading, writing, and communication skills and an introduction to the Chinese culture.

Recommended prerequisite: CHIN 101 or equivalent. Students who have taken any higher level CHIN course may not register for CHIN 102.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**CHIN 103 — Introduction to Chinese Culture** Course count: 1

An introduction to the history, geography, literature, and social issues of China through readings, films, music, poetry, and web-based resources. Taught in English. Three class hours weekly. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies

**CHIN 201 — Intermediate Chinese 1** Course count: 1

Continued focus on the development of oral and written communication skills and on the strengthening of cultural competency in Chinese through the use of written texts and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Recommended prerequisite: CHIN 102 or equivalent. Students who have taken any higher level CHIN course may not register for CHIN 201.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

**CHIN 202 — Intermediate Chinese 2** Course count: 1

Continued focus on the development of oral and written communication skills and on the strengthening of cultural competency in Chinese through the use of written texts and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Recommended prerequisite: CHIN 201 or equivalent. Students who have taken any higher level CHIN course may not register for CHIN 202.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**CHIN 250 — Traditional Chinese Literature** Course count: 1

Introduction to major works in traditional Chinese literature. One Unit.

GPA units: 1

Common Area: Literature

**CHIN 251 — China and the Environment** Course count: 1

GPA units: 1

Common Area: Cross-Cultural Studies

**CHIN 255 — Chin Cult Through Camera's Eye** Course count: 1

An exploration of Chinese culture through 20th- and 21st-century Chinese cinema. Taught in English. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies

**CHIN 260 — Chinese Linguistics** Course count: 1

An overview of the history and structure of the Chinese language. One Unit.

Prerequisite: CHIN 102 or permission from instructor.

GPA units: 1

Common Area: Social Science

**CHIN 270 — The Legend of the Monkey King** Course count: 1

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

**CHIN 301 — Third Year Chinese 1** Course count: 1

Continued focus on the development of oral and written communication skills and cultural competency through the use of traditional Chinese readings and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Prerequisite: CHIN 202 or permission of the instructor. Students who have taken any higher level CHIN course may not enroll in CHIN 301

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

**CHIN 302 — Third Year Chinese 2** Course count: 1

Continued focus on the development of oral and written communication skills and cultural competency through the use of traditional Chinese readings and multimedia resources. Five class hours weekly. One and one-quarter units each semester.

Prerequisite: CHIN 301.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**CHIN 401 — Fourth Year Chinese 1** Course count: 1

Continued development of oral and written communication skills and cultural competency through the use of readings, videos, and other multimedia resources. One unit each semester.

Prerequisite: CHIN 302 or Study Abroad in China, or permission of the instructor.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

**CHIN 402 — Fourth Year Chinese 2** Course count: 1

Continued development of oral and written communication skills and cultural competency through the use of readings, videos, and other multimedia resources. One unit each semester.

Prerequisite: CHIN 401 or Study Abroad in China

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**CHIN 403 — Topics in Contemp Chin Society** Course count: 1

This course continues its focus on the development of higher level skills in spoken Mandarin and formal, written Chinese.

Prerequisite: CHIN 302 or permission of instructor.

GPA units: 1.25

Common Area: Language Studies

**CHIN 409 — Introduction to Literary Chinese 1** Course count: 1

An introduction to the classical literary language of China. One unit each semester.

Prerequisite: Any 400 level Chinese class or permission from the instructor.

GPA units: 1

Common Area: Language Studies

**CHIN 491 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

**CHIN 492 — Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

## French (FREN)

**FREN 101 — Elementary French 1** Course count: 1

This first half of an introduction to the fundamentals of the French language focuses on the acquisition of the basic listening, speaking, reading, and writing skills and presents an introduction to the cultures of the French-speaking world. This course is restricted to students with no previous study of French. Five class hours weekly. Conducted in French.

Students who have taken any higher level FREN course may not register for FREN 101. No previous knowledge of language.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Annually Fall

**FREN 102 — Elementary French 2** Course count: 1

This second half of an introduction to the fundamentals of the French language reinforces and deepens basic listening, speaking, reading, and writing skills in French as well as knowledge of the cultures of the French-speaking world.

Prerequisite: Students must complete a language placement exam or FREN 101 in order to enroll in this course. Students who have taken any higher level FREN course may not register for FREN 102.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall, Spring

**FREN 201 — Intermediate French 1** Course count: 1

The first half of a review of the fundamentals of French supplemented by reading of literary and cultural material and by practice in oral expression.

Prerequisite: Students must complete a language placement exam or FREN 102 in order to enroll in this course. Students who have taken any higher level FREN course may not register for FREN 201.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**FREN 202 – Intermediate French 2** Course count: 1

The second half of a review of the fundamentals of French supplemented by reading of literary and cultural material and by practice in oral expression.

Prerequisite: Students must complete a language placement exam or FREN 201 in order to enroll in this course. Students who have taken any higher level FREN course may not register for FREN 202.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**FREN 301 – French Composition & Conversation** Course count: 1

Designed for gaining proficiency in oral and written French. Emphasis on developing correctness and fluency in everyday situations. Regular methods of instruction include discussions, web activities, skits, listening comprehension, grammar review. Required for French majors and minors. Recommended for first-year students with advanced placement. Four class hours weekly. French.

Prerequisite: Students must complete a language placement exam, FREN 202 or have French AP credit in order to enroll in this course. Students who have taken any higher level FREN course may not register for FREN 301.

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall, Spring

**FREN 302 – Approaches To Reading & Writing** Course count: 1

Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Conducted in French.

Prerequisite: FREN 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 303 – French Life & Letters/MA-1800** Course count: 1

An overview of French life and letters from the Middle Ages to 1800. Focus is on literature, but other types of material are included to provide insights into the cultural, historical, and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Conducted in French.

Prerequisite: FREN 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 304 – French Life & Letters: 19th, 20th, 21st Centuries** Course count: 1

An overview of French life and letters from 1800 to the present. Focus is on literature, but other types of material are included to provide insights into the cultural, historical, and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Conducted in French.

Prerequisite: FREN 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 305 – Writing Around the Arts** Course count: 1

Arts will be the thematic focus of the course and will encompass readings on urbanism and architecture, film, advertising, comic books, choreography, equestrian theater, political songs, painting, and photography. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Conducted in French.

Prerequisite: FREN 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 306 – Paris Through the Looking Glass** Course count: 1

Paris will be the thematic focus of the course and will encompass a variety of readings on the City of Lights' history, urban design and landscape, landmarks and symbols, cultural institutions, artistic and intellectual neighborhoods. We will also examine how poets, novelists, playwrights, and filmmakers have represented Paris by studying sample(s) of their respective art form. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres (poetry, theater, novel) and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Conducted in French.

Prerequisite: FREN 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 307 – The Fantastic** Course count: 1

The general theme of the Fantastic is the focus of this course. As a literary and cinematic genre, the Fantastic is characterized by the intrusion of the supernatural into our natural world. This intrusion, which can take many forms, destabilizes both the reader/spectator and the characters within the text itself. Students will study a variety of works on the topic. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills and stylistic proficiency. Conducted in French.

Prerequisite: FREN 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 308 – Francophone Journeys** Course count: 1

In this course, students analyze works of literature written by francophone authors that feature a voyage, either literal or metaphorical. Focus is on literature, but other types of material are included to provide insights into the cultural, historical and ideological contexts. Designed to give students the tools to read and write critically in French. Students will examine texts representative of major genres and will acquire lexical flexibility, rhetorical skills, and stylistic proficiency. Conducted in French.

Prerequisite: French 301

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 401 – Advanced French** Course count: 1

Designed for students who seek to reach an advanced level of proficiency in French. The four skills are stressed. Particular emphasis on exercises that focus on complex language structures.

Prerequisite: Two French courses at the 300 Level.

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 402 – Translation** Course count: 1

Through the translation of selected passages, seeks to teach students to write with precision and clarity in both French and English. Conducted in French.

Prerequisite: Two 300-level FREN courses or equivalent.

GPA units: 1

Common Area: Language Studies

Typically Offered: Every Third Year

**FREN 406 – Fiction Writing** Course count: 1

Even though the French commonly do not believe that one can learn how to become a successful fiction writer by taking courses in creative writing, they admit that there are certain tricks and techniques pertaining to the art of writing that one must know in order to write a fine piece of literature. In this course, we shall take up the challenge. We shall first read samples of fictional works (excerpts, a fable, a tale, a short story, a novel), take them apart to understand how they are fabricated, and analyze each component at play in detail. Students will then compose similar short pieces. By the end of the semester, students will try their hand at a larger piece of fiction in French. Conducted in French.

Prerequisite: Two 300 level FREN Courses

GPA units: 1

Typically Offered: Every Third Year

**FREN 427 – 20Th -21st Century Novel** Course count: 1

The major trends and theories by prominent 20th-21st Century novelists are considered. Selected works by authors such as Gide, Proust, Mauriac, Sartre, Colette, Camus, Breton, De Beauvoir, Beckett, Bernanos, Giono, Vian, Queneau, Perec, Pagnol, Tournier, Robbe-Grillet, Sarraute, Duras, Hyvrard, Modiano, Sollers, Lainé, Wittig, Roche, Yourcenar, Leduc, Ernaux, Angot, Germain and others. This course fulfills the literature requirement for the major. Conducted in French.

Prerequisite: Two 300-level French courses or the equivalent.

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**FREN 431 – Contemporary France** Course count: 1

Focuses on current issues in contemporary France. Politics, society, the arts, domestic and international affairs, education, the media, feminism, etc., are among the topics analyzed and discussed. Conducted in French.

Prerequisite: Two 300-level FREN courses.

GPA units: 1

Typically Offered: Every Third Year

**FREN 471 – Masterpieces of French Cinema** Course count: 1

This course focuses on cinematic masterpieces, understood as either popular or critical successes, or both, in order to provide students with an in-depth study of French and French-language filmmaking from its inception in 1895 to the present. We move chronologically, and cover a variety of trends, periods, and genres, including the 1920s Avant-Garde, Poetic Realism, Occupation Cinema, the Tradition of Quality, the French New Wave, Beur and Banlieue filmmaking, the popular comedy, the documentary, and the road movie. We also explore French-language cinema produced outside Metropolitan France. Conducted in French.

Prerequisite: Two 300-level FREN courses

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**FREN 472 – Race & Gender in French Cinema** Course count: 1

This course introduces students to the politics of representation in contemporary French-language cinema, from France but also other corners of the French-speaking world. We focus specifically on issues of race, gender and sexuality as they emerge in a variety of filmic texts of the last few decades. Other considerations will include class, ethnicity, hybridity and multiculturalism. Key theoretical paradigms such as feminist film studies, queer theory and postcolonial thought will be utilized to contextualize and comprehend these categories. Conducted in French.

Prerequisite: Two 300-Level French courses

GPA units: 1

Common Area: Arts

Typically Offered: Every Third Year

**FREN 491 – Tutorial** Course count: 1

Eligible students may elect one or both of these courses with the permission of the section coordinator. Tutorials are normally offered only to students who have previously taken all other advanced courses offered in a given semester.

GPA units: 1

Typically Offered: Fall, Spring

**FREN 492 – Tutorial** Course count: 1

Eligible students may elect one or both of these courses with the permission of the section coordinator. Tutorials are normally offered only to students who have previously taken all other advanced courses offered in a given semester.

GPA units: 1

Typically Offered: Fall, Spring

## German (GERM)

### **GERM 101 — Elementary German 1** Course count: 1

Designed for students with no previous study of German, aimed at the acquisition of a basic speaking, reading and writing knowledge. Five class hours weekly, including two hours of practicum.

Students who have taken any higher level GERM course may not register for GERM 101. No previous knowledge of language.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

### **GERM 102 — Elementary German 2** Course count: 1

Designed for students with no previous study of German, aimed at the acquisition of a basic speaking, reading and writing knowledge. Five class hours weekly, including two hours of practicum.

Recommended prerequisite: GERM 101 or equivalent. Students who have taken any higher level GERM course may not register for GERM 102.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

### **GERM 201 — Intermediate German 1** Course count: 1

A review of the fundamentals of the German language, supplemented by readings in literary and cultural texts as well as practice in oral and written expression. Five class hours weekly and laboratory practice.

Recommended prerequisite: GERM 102 or equivalent. Students who have taken any higher level GERM course may not register for GERM 201.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Fall

### **GERM 202 — Intermediate German 2** Course count: 1

A review of the fundamentals of the German language, supplemented by readings in literary and cultural texts as well as practice in oral and written expression. Five class hours weekly and laboratory practice.

Recommended prerequisite: GERM 201 or equivalent. Students who have taken any higher level GERM course may not register for GERM 202.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

### **GERM 250 — Metropolis Berlin** Course count: 1

The city of Berlin represents a microcosm of change and growth in European society yet maintains a unique identity. Its development from a royal city to the capital of a united Germany will be examined through the lenses of literature, film, art, and architecture. In English.

GPA units: 1

Common Area: Historical Studies

Typically Offered: Every Third Year

### **GERM 255 — German Practicum** Course count: 0

Prerequisite: German majors or minors who have taken GERM 301.

GPA units: 0

Typically Offered: Fall, Spring

### **GERM 301 — German Composition & Conversation** Course count: 1

Designed for students wishing to acquire proficiency in spoken and written German. Discussions focus on current and historic events, address stylistic devices and rhetorical strategies in literary texts, and explore students' interests. Weekly oral and written assignments with grammar review as necessary. Required for German majors and recommended for first-year students with advanced placement. In German.

GPA units: 1

Typically Offered: Fall

### **GERM 303 — German Culture 1750-1890** Course count: 1

An introduction to outstanding examples of German thought, art, and cultural developments in the 18th and 19th centuries. Important German cultural figures such as Frederick the Great, Goethe, Beethoven, Nietzsche and Marx are discussed. Readings, lectures, and discussions in German.

Prerequisite: GERM 301 or equivalent

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Alternate Years

### **GERM 304 — German Culture/20th Century** Course count: 1

An introduction to political and cultural developments in Germany in the 20th century. Aspects of the Weimar Republic, the Third Reich, East and West Germany, and the United Germany are studied. Readings, lectures, and discussions in German.

Prerequisite: GERM 301 or equivalent

GPA units: 1

Common Area: Historical Studies, Literature

Typically Offered: Alternate Years

### **GERM 403 — 19c German Lit (Novella)** Course count: 1

A study of German literature in the age of burgeoning industrialism and materialism, extending from the late romanticism through the era of realism. Works of representative authors such as Heine, Büchner, Grillparzer, Droste-Hülshoff, Stifter, Keller, Meyer and Fontane. Readings and discussions in German.

Prerequisite: GERM 301 or equivalent

GPA units: 1

Common Area: Literature

### **GERM 405 — Kafka, Hesse, Mann and their Contemporaries** Course count: 1

Introduction to the most significant masters of German prose in the first half of the 20th century. Works of representative writers such as Hauptmann, Schnitzler, Mann, Kafka, Hesse, Brecht. Readings and discussions in German.

Prerequisite: GERM 301 or equivalent

GPA units: 1

Common Area: Literature

Typically Offered: Every Third Year

**GERM 406 — Contemporary German Literature** Course count: 1  
A study of German texts created around the turn of the millennium in the newly unified Germany.

Prerequisite: GERM 301 or equivalent  
GPA units: 1  
Common Area: Literature  
Typically Offered: Every Third Year

**GERM 407 — German Law & Literature** Course count: 1  
Prerequisite: GERM 301 or equivalent  
GPA units: 1

**GERM 491 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

**GERM 492 — Tutorial** Course count: 1  
Eligible third-year students may elect German 491, 492 with permission of department chair and instructor. Topics to be determined by instructor. Recent topics: Modern German Drama, East German Literature.

GPA units: 1  
Typically Offered: Fall, Spring

## Italian (ITAL)

**ITAL 101 — Elementary Italian 1** Course count: 1  
Designed for students with little or no knowledge of Italian language, this course provides an overview of basic Italian grammar with an emphasis on oral and written communication, listening comprehension, and reading. Five class hours weekly and laboratory practice.

Students who have taken any higher level ITAL course may not register for ITAL 101. No previous knowledge of language.  
GPA units: 1.25  
Common Area: Language Studies  
Typically Offered: Annually Fall

**ITAL 102 — Elementary Italian 2** Course count: 1  
Designed for students with little or no knowledge of Italian language, this course provides an overview of basic Italian grammar with an emphasis on oral and written communication, listening comprehension, and reading. Five class hours weekly and laboratory practice.

Recommended prerequisite: ITAL 101 or equivalent. Students who have taken any higher level ITAL course may not register for ITAL 102.  
GPA units: 1.25  
Common Area: Language Studies  
Typically Offered: Spring

**ITAL 103 — Intensive Elementary Italian** Course count: 1  
Students who have taken any higher level ITAL course may not register for ITAL 101. No previous knowledge of language.  
GPA units: 1.25  
Common Area: Language Studies  
Typically Offered: Spring

**ITAL 201 — Intermediate Italian 1** Course count: 1  
Provides a review of Italian grammar with an emphasis on oral and written communication. Students also read and discuss Italian literature and cultural material. Four class hours weekly and laboratory practice.

Prerequisite: Students must complete a language placement exam or ITAL 102 or ITAL 103 in order to enroll in this course. Students who have taken any higher level ITAL course may not register for ITAL 201.  
GPA units: 1  
Common Area: Language Studies  
Typically Offered: Annually Fall

**ITAL 202 — Intermediate Italian 2** Course count: 1  
Provides a review of Italian grammar with an emphasis on oral and written communication. Students also read and discuss Italian literature and cultural material. Four class hours weekly and laboratory practice.

Recommended prerequisite: ITAL 201 or equivalent. Students who have taken any higher level ITAL course may not register for ITAL 202.  
GPA units: 1  
Common Area: Language Studies  
Typically Offered: Spring

**ITAL 260 — Dante** Course count: 1  
Examines the life and work of Dante Alighieri with a focus on his masterpiece, *La Divina Commedia*, which will be read in its entirety. A portrait of the political, social, cultural, and religious climate in which Dante wrote will be provided. Conducted in English with discussion group in Italian.

GPA units: 1  
Common Area: Literature  
Typically Offered: Annually Fall

**ITAL 301 — Italian Comp & Conv** Course count: 1  
Offers students intensive oral and written practice in Italian language through an exploration of Italian culture. Authentic materials such as literary texts, newspaper and magazine articles, and video are utilized as a basis for class discussion and written compositions. Grammar is reviewed in context.

Prerequisite: Students must complete a language placement exam or ITAL 202 in order to enroll in this course. Students who have taken any higher level ITAL course may not register for ITAL 301.  
GPA units: 1  
Common Area: Language Studies  
Typically Offered: Annually Fall

**ITAL 323 — Intro to Contemporary Italy** Course count: 1  
Explores the history and the culture of Italy from Fascism to contemporary Italy, passing through the economic boom, the "Leaden Years," and the Mafia. Along with historical and cultural information, students will read newspaper articles, letters, excerpts from novels and short stories from authors such as Calvino, Levi, and others. They will also see films by directors like Scola, e Sica, and Giordana.

Prerequisite: ITAL 301  
GPA units: 1  
Typically Offered: Spring

**ITAL 325 — Boccaccio's Decameron** Course count: 1

A study of selected Novellas from Giovanni Boccaccio's masterpiece, The Decameron. Students will learn about the culture, literary tradition, and language of 14th-century Italy. In addition to reading and analyzing the most important of Boccaccio's one hundred stories, they will explore themes, such as merchant culture, the condition of women, and the art of the practical joke, that recur throughout the work. Students will also view selected episodes from Pasolini's homonymous film. Conducted in Italian.

Prerequisite: ITAL 301  
GPA units: 1  
Common Area: Literature

**ITAL 370 — Italian Philology** Course count: 1

The course aims to provide students with the elementary background knowledge needed to appreciate the relevance of a few, selected Medieval/Renaissance authors, along with an adequate knowledge of their works in terms of form, structure, style, imagery, and themes. Students will become familiar with the writings of Dante, Petrarch, Boccaccio, Manetti, Bibbiena, Aretino, Machiavelli and other Renaissance authors. The course will also explore the history of the book throughout the Middle Ages and the Renaissance with particular emphasis on its development in Western culture. The course will also focus on the physical aspects of texts, their production, manufacture, authorship, publication, distribution, and reception. The course is intended 1) to develop students' understanding of the creative context in which the texts originated, namely the world of the Late Middle Ages and Renaissance and its varying social contexts; 2) to introduce the terminology associated with the period; 3) to help students to develop critical approaches to the texts; 4) to learn how the physical and material formats of books have evolved over the time and 5) to understand the practice of manuscript creation, production, dissemination and reception in the larger social, economic and political context of the Middle Ages and Renaissance.

Prerequisite: ITAL 301 or equivalent.  
GPA units: 1  
Common Area: Language Studies  
Typically Offered: Fall

**ITAL 411 — Italian Renaissance Literature** Course count: 1

Representative works of the 14th, 15th, and 16th centuries are studied in the context of Renaissance culture and history. Selected works by Petrarch, Boccaccio, Machiavelli, Leon Battista Alberti, Poliziano, and Castiglione will be studied. Conducted in Italian.

Prerequisite: ITAL 301 or equivalent  
GPA units: 1  
Common Area: Language Studies, Literature  
Typically Offered: Every Third Year

**ITAL 420 — Twentieth Century Novel & World War 2** Course count: 1

A study of 20th-century Italian narrative that focuses on the experience of the war. Topics include Fascist policies, the partisan resistance, the Holocaust and Italian Jews. Authors studied include Ignazio Silone, Giorgio Bassani, Cesare Pavese, Natalia Ginzburg, Primo Levi, and Renata Viganò. Students will also view and discuss films adapted from several of the works in class. Conducted in Italian.

Prerequisite: ITAL 301 or equivalent  
GPA units: 1  
Common Area: Historical Studies, Literature

**ITAL 457 — 19th Century Novel** Course count: 1

Prerequisite: ITAL 301 or equivalent  
GPA units: 1  
Common Area: Literature

**ITAL 491 — Tutorial** Course count: 1

Eligible third-year students may elect one or both of these courses only with the permission of the department chair. For students who have previously taken all other advanced courses offered in a given semester.

GPA units: 1  
Typically Offered: Annually

## Russian (RUSS)

**RUSS 101 — Elementary Russian 1** Course count: 1

Promotes active communicative skills along with the basics of Russian grammar. By course end, read, write, understand, and speak Russian in a broad range of everyday situations. Various aspects of Russian culture and life are introduced through the medium of language. Five class hours weekly and language lab practice. One and one-quarter units each semester.

Students who have taken any higher level RUSS course may not earn credit for RUSS 101. No previous knowledge of language.  
GPA units: 1.25  
Common Area: Language Studies  
Typically Offered: Fall

**RUSS 102 — Elementary Russian 2** Course count: 1

Promotes active communicative skills along with the basics of Russian grammar. By course end, read, write, understand, and speak Russian in a broad range of everyday situations. Various aspects of Russian culture and life are introduced through the medium of language. Five class hours weekly and language lab practice. One and one-quarter units each semester.

Recommended prerequisite: RUSS 101 or equivalent. Students who have taken any higher level RUSS course may not earn credit for RUSS 102.  
GPA units: 1.25  
Common Area: Language Studies  
Typically Offered: Spring

**RUSS 201 — Intermediate Russian 1** Course count: 1

Designed to activate students' spoken Russian, a wide variety of in-class activities allow students to practice Russian needed for most everyday situations. Textbook and workbook are supplemented with audio and videotapes. Conducted in Russian.

Recommended prerequisite: RUSS 102 or equivalent. Students who have taken any higher level RUSS course may not earn credit for RUSS 201.  
GPA units: 1.25  
Common Area: Language Studies  
Typically Offered: Fall

**RUSS 202 – Intermediate Russian 2: Language In Action** Course count: 1

Designed to activate students' spoken Russian, a wide variety of in-class activities allow students to practice Russian needed for most everyday situations. Textbook and workbook are supplemented with audio and videotapes. Conducted in Russian.

Recommended prerequisite: RUSS 201 or equivalent. Students who have taken any higher level RUSS course may not earn credit for RUSS 202.

GPA units: 1.25

Common Area: Language Studies

Typically Offered: Spring

**RUSS 250 – Madness in Russian Literature** Course count: 1

From current events in post-Soviet Russia to classic Russian literature, Madness is an ubiquitous element of the Russian experience. We will cover a broad range of works-from medieval to post-Soviet masterpieces-to investigate the evolution of madness in Russian culture. The protagonists of the novels, plays, and short stories we will explore range from holy fools to everyday madmen to chronically troubled spirits. The reading will include Griboyedov's *The Trouble with Reason*, Pushkin's *Queen of Spades*, Gogol's *The Diary of a Madman*, Dostoevsky's *The Idiot*, Chekhov's *The Black Monk and Ward No 6*, Kuzmin's *Venetian Madcaps*, Nabokov's *The Defense*, Bulgakov's *The Master and Margarita*, and Pelevin's *Buddha's Little Fingers*. We will also examine manifestations of fictional insanity in film, opera, and the visual arts. One unit.

GPA units: 1

Common Area: Literature

**RUSS 251 – Tales of Desire** Course count: 1

This course treats the representation of desire in great works of the Western literary tradition. We will examine the transformation of this great literary theme over the ages and in various literary genres. The readings will include Euripides' *Hippolytus*, Dante's *La Vita Nuova*, The Don Juan stories of Tirso de Molina, Byron and Pushkin, Flaubert's *Madame Bovary*, Tolstoy's *Anna Karenina* and Nabokov's *Lolita*. Conducted in English. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

**RUSS 253 – Fire & Ice: Siberia In Fiction** Course count: 1

A consideration of Siberia as a native land, an adopted land, and a land of exile. Students start with Siberian folktales and the study of such native traditions as shamanism. Next, the course examines Siberia through Chekhov, Dostoevsky, and Shalamov as a land of both freedom and imprisonment. Finally, students read Rasputin, Astafiev, and Shukshin, whose work is devoted to the preservation of Siberia as a natural world and a culture. Narrative and documentary films complement the reading selections. Conducted in English. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

**RUSS 257 – Russian Drama and the West** Course count: 1

Read Shakespeare, Moliere, Goldoni, and Ibsen and analyze their influence on such Russian playwrights as Pushkin, Gogol, Chekhov, Blok, Evreinov, and others. Special attention will be paid to Stanislavsky's acting system - a Hollywood favorite - and Meyerhold's experimentation on the Russian modern stage. Conducted in English. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

**RUSS 258 – Russian Cinema** Course count: 1

This course examines the development of Russian cinema from its silent pre-Revolutionary stage up to the Post-Soviet blockbusters. It focuses on the artistic and technical achievements of Russian filmmaking and their contribution to practical and theoretical aspects of western cinema. We will discuss the distinction between Russian cinema as an ideological tool of a totalitarian state, and western cinema as an entertainment industry. Screenings will include a variety of cinematic genres and styles such as Eisenstein's legendary *The Battleship Potemkin* (1925) and the Oscar-winning films *Moscow Does not Believe in Tears* (1979) and *Burnt by the Sun* (1994). Conducted in English.

GPA units: 1

Common Area: Arts, Cross-Cultural Studies

**RUSS 259 – Fairytale: Russia & the World** Course count: 1

This course explores the ritual origins and subsequent uses and functions of the folk, literary, and contemporary fairytale. Its methods include anthropological, psychological, archetypal, structural, feminist, and spiritual readings of the world's most important tales. The course is both theoretical and practical. It aims not only to help students understand the various functions and methods of treating fairytale, but also to give them the tools to work with the genre themselves. The course also discusses historical problems of the study and classification of the fairytale. The cross-cultural approach of the course is designed to familiarize students with non-Western tales that challenge their assumptions about cultural boundaries and question the notion of what it means to be civilized. Conducted in English. One unit.

GPA units: 1

Common Area: Cross-Cultural Studies, Literature

**RUSS 260 – 19Th Century Russian Literature** Course count: 1

This course considers the "Rabbles, Rebels, and Martyrs" of Russia's Golden Age of literature. During the 19th century, the Emancipation of the serfs, the Great Reforms, revolutionary activity and continued westernization changed Russian society dramatically. Perhaps it was these attempts at liberalization that produced the great works of Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky and Tolstoy. Read the classic works of Russia's Golden Age: *The Bronze Horseman*, *Hero of Our Time*, *The Overcoat*, *Crime and Punishment* and *Anna Karenina*. Conducted in English. One unit.

GPA units: 1

Common Area: Literature



**RUSS 261 – 20Th/21st Century Russian Literature** Course count: 1

A survey of the major works, authors and movements of the 20th and 21st centuries. We will discuss the function of literature in the Russian society over the last one hundred years, from the modernist pre-revolutionary era to the present. We will focus on novels, short stories and poetry written during the Bolshevik Revolution and Civil War, Stalinism, the era of stagnation, and after the fall of communism. The reading will include such diverse writers as Chekhov, Blok, Zamyatin, Bulgakov, Nabokov, Akhmatova, Pasternak, Solzhenitsyn, Pelevin and others. Conducted in English. One unit.

GPA units: 1

Common Area: Literature

**RUSS 263 – Soviet Art and Literature** Course count: 1

In addition to pure propaganda, the Soviet doctrine of Socialist Realism also produced a rich tradition of art and literature that expressed the ideal of the "New Soviet Person." While introducing students to the wealth of Socialist Realist art and ways to interpret its hidden meanings and messages, this course traces the evolution of the "positive hero" in Soviet literature and art. We consider the meaning of Socialist Realism as a way to practice and understand art. We also discuss the merits and the dangers inherent in the relationship between this kind of literature and Soviet society, one that allowed a nation on its knees to rebuild and modernize as well as one that silenced countless authors. Students are also asked to discern how, in satirical or subversive works, the tenets of Socialist Realism are subverted and their values questioned and why, in today's Russia, there is a growing nostalgia (and market) for Socialist Realist art. Conducted in English. One unit.

GPA units: 1

Common Area: Arts, Literature

**RUSS 264 – Writing Under Stalin** Course count: 1

This course examines major literary works of the Stalinist era as the artistic expression of the history of twentieth century art, its writers and poets, and their relationship to the Soviet dictator, Joseph Stalin. The course teaches students how to discern symbolic systems that encode the works, often as a form of protest. It also considers the ethical issues at the heart of the works that concern such resistance and its risks and the role that art plays in such discussions. This course presents the social, political and cultural history of the Stalin-era Soviet Union (1922-1953) through primary and secondary historical sources, literature, arts, film (documentary and interpretive), and music. It attempts to piece together the history of stalinism, while asking students to consider the moral complexities of the time and its relevance to Russia as well as to other modern day nations. Students grapple with multiple voices that compete to own the history of Stalin, including that of Stalin himself. Conducted in English. One unit.

GPA units: 1

Common Area: Literature

**RUSS 265 – Roots of Russia** Course count: 1

This course explores Russia's medieval roots from the tenth century to the death of Ivan the Terrible as it is represented by Russia itself - through both its history and its art. We read selections from the Primary Chronicles, lives of saints and holy fools, icon narratives, and Russia's great epics. We will give great consideration to the important historical, political and spiritual role of the Russian icon. We also consider how the medieval age is represented in Russian opera and films such as Andrei Rublev, Mongol and 1612. Finally, we consider how modern writers, artists, and leaders including Stalin and Putin - as well as contemporary Russian advertisements use medieval imagery for their own purposes.

GPA units: 1

Common Area: Arts, Historical Studies

Typically Offered: Every Third Year

**RUSS 301 – Russian Composition & Conversation** Course count: 1

Continued development of oral and written language skills and cultural competency through the use of Russian literature, film, songs, and art.

Prerequisite: RUSS 202 or equivalent

GPA units: 1

Common Area: Language Studies

Typically Offered: Fall

**RUSS 303 – Adv Studies in Russian Culture** Course count: 1

An analysis of literary works and documentary material with the aim of probing Russian cultural traditions of the 19th, 20th and 21st centuries. All discussions, readings and course work in Russian. One unit.

Prerequisite: RUSS 301 or equivalent.

GPA units: 1

Common Area: Language Studies

**RUSS 392 – Advanced Russian Tutorial** Course count: 1

This is a mixed-level course appropriate for students with advanced Russian language abilities from coursework, study abroad or native heritage. The course approaches a chosen theme from various media and focuses on both oral and written literacy. Student interest determines the theme(s) of study and the course is then titled accordingly. This course may be taken more than once.

Prerequisite: RUSS 301 or equivalent

GPA units: 1

**RUSS 491 – Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

**RUSS 492 – Tutorial** Course count: 1

GPA units: 1

Typically Offered: Fall, Spring

## Studies in World Literature (STWL)

**STWL 221 — Coming-of-Age: Writing Women in the 20th Century** Course count: 1

The course will trace the historical conditions of women's education in the Western traditions with reference to women's 'historical silence' or 'mouthpiece function'. Women's writing will be read as an escape from, answer to, repudiation of a gender discourse favoring men's determination of self and society. Readings and discussions will focus on women's desire for knowledge as well as women's articulation of desire - the desire to be different without having to adapt to standards not set by themselves. The goal of self-determination will be differentiated with regard to both equal rights and equal responsibilities. Finally, the course will address women's conceptualization of history, literature, and language of their own. One unit

Prereq: German 301 or equivalent  
GPA units: 1  
Common Area: Literature

**STWL 233 — Introduction to French Cinema** Course count: 1

This film course is designed to provide students with the opportunity to study the unique contributions that French-speaking filmmakers have made to the art of cinema. The course is both an introduction to the study of film, and an in-depth survey of French-language filmmaking. We discuss the history of French cinema (from the invention of the cinématographe by the Lumière brothers until today, including cinematic trends such as Poetic Realism, Occupation Cinema, the French New Wave and Young French Cinema) with particular emphasis on sound films (i.e., films made since 1930). We also examine both the qualities of individual films and the cultural and historical factors that have shaped the development of the medium. The course is taught in English and the films (in French with English subtitles) are analyzed in relation to an historical overview of French cinema, an introduction to film theory, key concepts of film studies and various articles on each specific film. Emphasis throughout the semester will be on close readings of the films. One unit.

GPA units: 1  
Common Area: Arts

**STWL 234 — Cinema and the Second Sex** Course count: 1

This course, titled after French philosopher Simone de Beauvoir's 1949 feminist manifesto *The Second Sex*, explores the unique contributions that women filmmakers have made to the art of cinema, from its inception to the present, with special attention to the contemporary period. Emphasis will be placed on French-language cinema (produced in France, Belgium, Quebec/Canada, North Africa and other francophone countries), but other national cinemas will be discussed as well. Counts toward the Studies in World Literatures (STWL) major, and the concentration in Gender, Sexuality and Women's Studies (GSWS). No prerequisite. Conducted in English. One Unit.

GPA units: 1  
Common Area: Arts

**STWL 291 — Tutorial** Course count: 1

GPA units: 1  
Typically Offered: Fall, Spring

**STWL 292 — Tutorial** Course count: 1

GPA units: 1  
Typically Offered: Fall, Spring

**STWL 392 — Tutorial** Course count: 1  
GPA units: 1  
Typically Offered: Fall, Spring

## American Sign Language and Deaf Studies: Deaf Studies, Minor

American Sign Language (ASL) is similar to spoken languages in that it has its own grammar and vocabulary, but it is different in that it is a visual language used by the Deaf community in the United States. Students pursuing coursework in Deaf Studies have opportunities for involvement in a program that provides personal and direct interaction with members of the Deaf community using ASL as the primary means of communication. Students can apply to study for one or two semesters at Gallaudet University in Washington, D.C, the world's only Deaf university, where they can experience full immersion in ASL and Deaf culture. Students can elect a minor in Deaf Studies, or, through CIS, they can develop a multidisciplinary major combining Deaf Studies with other disciplines within the College. Multidisciplinary majors incorporating ASL and Deaf Studies curriculum have included themes such as *Literacy in Deaf Education, Deaf Studies and the Arts, Social Issues in Deaf Education and Language Acquisition and (Deaf) Culture*.

## American Sign Language and Deaf Studies Minor

### Requirements

Students must complete six courses for the minor, including the following:

**Code**                      **Title**

#### Required courses:

DFST 109	Introduction To Deaf Studies
DFST 201	Intermediate American Sign Language 1
DFST 202	Intermediate American Sign Language 2
DFST 301	American Sign Language Comp & Conv

#### One course from among the following:

DFST 300	The Deaf Community: Language and Culture
DFST 303	Deaf Literature
DFST 350	Experience in the Deaf Community

#### One additional approved course with a focus on ASL or Deaf Studies taken at Holy Cross or another institution. Including but not limited to the following:

EDUC 167	Educational Psychology
EDUC 340	Multicultural Education
MUSC 145	Music & Disabilities
PSYC 220	Perception&Social Neuroscience
PSYC 353	Seminar: Language Thought and Culture

## Arabic

Arabic is the primary language used for communication in the Middle East and is considered a "critical language" by United States government agencies. A knowledge of Arabic can further careers in law and diplomacy, business and trade, journalism, and education.

Arabic language study at Holy Cross can be incorporated in a Concentration in Middle Eastern Studies (<https://www.holycross.edu/>)

academics/programs/middle-eastern-studies/) through the Center for Interdisciplinary Studies. Completion of five semesters of Arabic satisfies the language requirement for the major in International Studies.

Code	Title
------	-------

**Available Arabic courses:**

ARAB 101	Elementary Arabic 1
ARAB 102	Elementary Arabic 2
ARAB 201	Intermediate Arabic 1
ARAB 202	Intermediate Arabic 2
ARAB 301	Third Year Arabic

## Chinese Studies Major

China, one of the world's oldest civilizations, is increasingly important to United States national security, foreign relations, trade, and climate change policy. Chinese language is a valuable asset for careers in business, government, technology, education, law, and journalism.

### Department Advanced Placement Policy

Students with a score of 4 or 5 on the AP exam in Chinese Language and Culture earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in Chinese will forfeit the AP credit.

### Requirements

Code	Title
------	-------

**Four to six courses in Chinese language at the 200 level or above, including at least two courses at the 400 level:**

CHIN 201	Intermediate Chinese 1
CHIN 202	Intermediate Chinese 2
CHIN 301	Third Year Chinese 1
CHIN 302	Third Year Chinese 2
CHIN 401	Fourth Year Chinese 1
CHIN 402	Fourth Year Chinese 2

**Four to six additional courses on China taught in English or Chinese including:**

Required Chinese culture course:

CHIN 103 Introduction to Chinese Culture  
or CHIN 255 Chin Cult Through Camera's Eye

Required Chinese literature course:

CHIN 250 Traditional Chinese Literature (or a "topics" course on Chinese literature.)

2-4 additional approved courses on China. These courses may be outside of the Department of Modern Languages and Literatures and include, but are not limited to:

CHIN 260	Chinese Linguistics
ECON 221	Econ Development Modern China
HIST 155	World War II in East Asia
HIST 281	Imperial China
PHIL 255	Asian Philosophy
RELS 106	Buddhism

## Chinese Studies Minor

China, one of the world's oldest civilizations, is increasingly important to United States national security, foreign relations, trade, and climate change policy. Chinese language is a valuable asset for careers in business, government, technology, education, law, and journalism.

### Department Advanced Placement Policy

Students with a score of 4 or 5 on the AP exam in Chinese Language and Culture earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in Chinese will forfeit the AP credit.

### Requirements

Students must complete six courses for the minor, including 2-4 courses in Chinese language through Chinese 302 Third Year Chinese 2.

Code	Title
------	-------

**Required language courses or equivalents:**

CHIN 201	Intermediate Chinese 1
CHIN 202	Intermediate Chinese 2
CHIN 301	Third Year Chinese 1
CHIN 302	Third Year Chinese 2

**Two to four additional courses on China taught in Chinese or English including the following:**

CHIN 103	Introduction to Chinese Culture
CHIN 250	Traditional Chinese Literature (or a topics course on Chinese literature)
CHIN 255	Chin Cult Through Camera's Eye

**One to three additional approved courses on China. These courses may be outside of the Department of Modern Languages and Literatures and include, but are not limited to, the following:**

CHIN 260	Chinese Linguistics
ECON 221	Econ Development Modern China
HIST 155	World War II in East Asia
HIST 281	Imperial China
PHIL 255	Asian Philosophy
RELS 106	Buddhism

Complete list of Chinese courses. (<https://catalog.holycross.edu/academic-plans/modern-languages-literatures/#coursestext>)

## French and Francophone Studies Major

The French and Francophone Studies program is comprised of four levels that follow a logical progression, from elementary (FREN 101 Elementary French 1 and FREN 102 Elementary French 2), to intermediate (FREN 201 Intermediate French 1 and FREN 202 Intermediate French 2), to transitional (300-level courses) to advanced (400-level courses). The transitional level is comprised of a language component (FREN 301 French Composition & Conversation) and a preparatory methodology course designed to bring students' proficiency to the level of accuracy and clarity required for the 400-level courses.

Prerequisites for each course dictate progression. Students who have reached a certain level may not register for a course at a lower level. Students may not take more than two 300-level courses beyond

FREN 301 French Composition & Conversation to prepare for the advanced level. Students who study in France or in a French speaking African country for a full year, may not take 300-level courses upon their return at Holy Cross.

French courses are numbered following a uniform system:

- The first digit of each number refers to the level of instruction: elementary (1), intermediate (2), transitional (3), and advanced (4).
- The second digit indicates the subject matter: language (0), survey (1), literature (2), French culture (3), Francophonie (4), Women Writers (5), African and Caribbean topics (6).
- The last digit indicates the number of courses that exist in a given subject matter. With regard to courses beyond FREN 301 French Composition & Conversation, the last digit does not indicate an increasing level of difficulty. For instance, FREN 305 Writing Around the Arts is not more difficult than FREN 302 Approaches To Reading & Writing. It is one of several preparatory methodology courses that exist at the transitional level. Both courses have the same prerequisite. Similarly, FREN 471 Masterpieces of French Cinema is not more difficult than FREN 406 Fiction Writing. It is one of several courses in literature that exist at the advanced level. Both courses have the same prerequisite. Note that the digits "99" designate new courses, never offered before in the program. They are neither more advanced nor more difficult than any other course within the same level.

Majors and minors are encouraged to be well rounded in the discipline by taking a variety of advanced courses in literature, culture, film, and language.

Majors and minors are urged to seriously consider spending their third year at one of Holy Cross' two sites in France at the *Université de Bourgogne in Dijon* or at the *Université de Strasbourg* or consult with the Study Abroad Office for opportunities to study in French in West Africa.

## Department Advanced Placement Policy

Students with AP credit in French language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in French will forfeit the AP credit. Students with AP credit in French language or literature will not be permitted to enroll in a course below the 300 level.

## Requirements

A minimum of 10 courses at the intermediate level or above, including the following:

Code	Title
<b>Required language courses or equivalent:</b>	
FREN 201	Intermediate French 1
FREN 202	Intermediate French 2
<b>Required language course:</b>	
FREN 301	French Composition & Conversation
<b>One required 400-level literature course:</b>	
FREN 406	Fiction Writing
<b>One additional 400 level course from the list above or below:</b>	
FREN 401	Advanced French
FREN 402	Translation
FREN 471	Masterpieces of French Cinema

FREN 472	Race & Gender in French Cinema
<b>Additional courses from the lists above and below to meet the ten course major requirement:</b>	
FREN 302	Approaches To Reading & Writing
FREN 305	Writing Around the Arts
FREN 306	Paris Through the Looking Glass
FREN 307	The Fantastic

**Note: At least two French courses must be completed in the fourth year.**

Courses on French language, and/or Francophone literature, film, art, civilization, and history taken in French in Study Abroad programs count toward the major. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval. Majors who study abroad will be required to take at least six courses at Holy Cross.

## French and Francophone Studies Minor

The French and Francophone Studies program is comprised of four levels that follow a logical progression, from elementary (FREN 101 Elementary French 1 and FREN 102 Elementary French 2), to intermediate (FREN 201 Intermediate French 1 and FREN 202 Intermediate French 2), to transitional (300-level courses) to advanced (400-level courses). The transitional level is comprised of a language component (FREN 301 French Composition & Conversation) and a preparatory methodology course designed to bring students' proficiency to the level of accuracy and clarity required for the 400-level courses.

Prerequisites for each course dictate progression. Students who have reached a certain level may not register for a course at a lower level. Students may not take more than three 300-level courses beyond FREN 301 French Composition & Conversation to prepare for the advanced level. Students who study in France or Cameroon may not take 300-level courses upon their return at Holy Cross.

French courses are numbered following a uniform system:

- The first digit of each number refers to the level of instruction: elementary (1), intermediate (2), transitional (3), and advanced (4).
- The second digit indicates the subject matter: language (0), survey (1), literature (2), French culture (3), Francophonie (4), Women Writers (5), African and Caribbean topics (6).
- The last digit indicates the number of courses that exist in a given subject matter. With regard to courses beyond FREN 301 French Composition & Conversation, the last digit does not indicate an increasing level of difficulty. For instance, FREN 305 Writing Around the Arts is not more difficult than FREN 302 Approaches To Reading & Writing. It is one of four preparatory methodology courses that exist at the transitional level. Both courses have the same prerequisite. Similarly, FREN 472 Race & Gender in French Cinema is not more difficult than FREN 471 Masterpieces of French Cinema. It is one of seven courses in literature that exist at the advanced level. Both courses have the same prerequisite. Note that the digits "99" designate new courses, never offered before in the program. They are neither more advanced nor more difficult than any other course within the same level.

Majors and minors are encouraged to be well rounded in the discipline by taking a variety of advanced courses in literature, culture, film, and language.

Majors and minors are urged to seriously consider spending their third year at one of Holy Cross' two sites in France at the *Université de Bourgogne in Dijon* or at the *Université de Strasbourg* or consult with the Study Abroad Office regarding opportunities to study in French in West Africa.

## Department Advanced Placement Policy

Students with AP credit in French language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the minor. Students who take a course that duplicates the AP award in French will forfeit the AP credit. Students with AP credit in French literature will not be permitted to enroll in a course below the 300 level.

## Requirements

A minimum of six courses at the intermediate level or above, including the following:

Code	Title
<b>Required language courses or equivalent:</b>	
FREN 201	Intermediate French 1
FREN 202	Intermediate French 2
<b>Required language course:</b>	
FREN 301	French Composition & Conversatn
<b>One required 400 level course:</b>	
FREN 401	Advanced French
FREN 402	Translation
FREN 406	Fiction Writing
FREN 471	Masterpieces of French Cinema
FREN 472	Race & Gender in French Cinema
<b>Additional electives from the list above and below to reach the minimum of six required French courses:</b>	
FREN 302	Approaches To Reading & Writing
FREN 305	Writing Around the Arts
FREN 306	Paris Through the Looking Glass
FREN 307	The Fantastic

**Note: At least one French course must be completed in the fourth year.**

Courses on French language, and/or Francophone literature, film, art, civilization, and history taken in French in Study Abroad programs count toward the minor. Courses taken abroad will be transferred (bearing no 300 or 400 level designation) subject to the French section coordinator's approval. Minors who study abroad will be required to take at least three courses at Holy Cross.

## German Studies Major

The German Studies program offers students the opportunity to study German — the native language of more than 100 million people in the world. Students not only learn this widely spoken language, but also study German literature and culture through rich courses and a variety of cultural programs. The accomplished faculty of the German program offers dynamic attention to the diverse learning styles of students through the use of innovating teaching methods that make the German

language, literature, and culture come to life in the classroom. Students continue their learning outside of the classroom — through small group practice session with a German foreign language assistant — as well as through 30-minute conversation opportunities offered five days a week, and culturally rich programs offered throughout the semester. Interested students are encouraged to consider studying abroad in Germany for full language and cultural immersion.

## Department Advanced Placement Policy

Students with AP credit in German language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in German will forfeit the AP credit. Students with AP credit in German literature will not be permitted to enroll in a course below the 300 level.

## Requirements

Code	Title
<b>Required German courses:</b>	
GERM 201	Intermediate German 1
GERM 202	Intermediate German 2
GERM 301	German Composition & Conversation
GERM 303	German Culture 1750-1890 (or equivalent)
GERM 304	German Culture/20th Century (or equivalent)
<b>German elective courses:</b>	
GERM 250	Metropolis Berlin
GERM 403	19c German Lit (Novella)
GERM 405	Kafka, Hesse, Mann and their Contemporaries
GERM 406	Contemporary German Literature
GERM 407	German Law & Literature
<b>Majors may take one course on a German topic in English, for example:</b>	
HIST 261	Germany in Age of Nationalism
HIST 262	Germany: Dictatorship/Democracy

Majors studying abroad must complete two GERM courses at Holy Cross in their fourth year.

A minimum of 10 courses at the intermediate level and above.

German majors are required to complete successfully GERM 301 German Composition & Conversation, and GERM 303 German Culture 1750-1890 (or equivalent courses addressing German culture/literature of the 19th and of the 20th centuries, respectively). Majors are encouraged to enhance their knowledge of German thought and culture through allied courses in art, history, philosophy and political science. Majors who spent their third year abroad are required to take at least two courses at Holy Cross in their fourth year.

## German Studies Minor

The German Studies program offers students the opportunity to study German — the native language of more than 100 million people in the world. Students not only learn this widely spoken language, but also study German literature and culture through rich courses and a variety of cultural programs. The accomplished faculty of the German program offers dynamic attention to the diverse learning styles of students through the use of innovating teaching methods that make the German language, literature, and culture come to life in the classroom. Students continue their learning outside of the classroom — through small group

practice session with a German foreign language assistant — as well as through 30-minute conversation opportunities offered five days a week, and culturally rich programs offered throughout the semester. Interested students are encouraged to consider studying abroad in Germany for full language and cultural immersion.

## Department Advanced Placement Policy

Students with AP credit in German language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the minor. Students who take a course that duplicates the AP award in German will forfeit the AP credit. Students with AP credit in German literature will not be permitted to enroll in a course below the 300 level.

## Requirements

Code	Title
<b>Required German courses:</b>	
GERM 201	Intermediate German 1
GERM 202	Intermediate German 2
GERM 301	German Composition & Conversation
GERM 303	German Culture 1750-1890
	or GERM 304 German Culture/20th Century
<b>German elective courses:</b>	
GERM 250	Metropolis Berlin
GERM 403	19c German Lit (Novella)
GERM 405	Kafka, Hesse, Mann and their Contemporaries
GERM 406	Contemporary German Literature
GERM 407	German Law & Literature
<b>Majors may take one course on a German topic in English, for example:</b>	
HIST 261	Germany in Age of Nationalism
HIST 262	Germany: Dictatorship/Democracy

A minimum of six courses at the intermediate level and above. German minors are required to complete successfully GERM 301 German Composition & Conversation and GERM 303 German Culture 1750-1890 or GERM 304 German Culture/20th Century (or an equivalent course addressing either the culture/literature of 19th- or 20th-century Germany). Minors who spend their third year abroad are required to take at least three courses at Holy Cross including one in their fourth year.

## Italian Studies Major

The Italian Studies program at Holy Cross offers students the opportunity to begin or continue their study of Italian language, literature, and culture through rich course offerings and diverse opportunities for cultural immersion both in the classroom and beyond. Through dynamic courses taught by distinguished faculty members, students acquire critical language skills that are reinforced by small group practice sessions led by native Italian foreign language assistants. Both majors and minors gain a deeper understanding of the Italian literary tradition and culture, becoming analytical thinkers and writers as they master a different language simultaneously. While the program's courses are taught in Italian, at least one course is offered in English each year so that students just beginning their study of Italian may also examine more advanced topics in literature and film. Students interested in expanding their studies may consider various options, including studying abroad in Italy, where they can perfect their language skills and fully immerse

themselves in Italian culture; and pursuing an interdisciplinary major or minor in Italian Studies.

## Department Advanced Placement Policy

Students with AP credit in Italian language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in Italian will forfeit the AP credit. Students with AP credit in Italian literature will not be permitted to enroll in a course below the 300 level.

## Requirements

The major consists of a minimum of 10 courses in Italian language, literature and culture beyond the elementary level and includes the following courses:

Code	Title
<b>Required Italian courses:</b>	
ITAL 201 & ITAL 202	Intermediate Italian 1 and Intermediate Italian 2
ITAL 301	Italian Comp & Conv
ITAL 260	Dante
<b>One Medieval or Renaissance literature course:</b>	
ITAL 325 or ITAL 411	Boccaccio's Decameron or Italian Renaissance Literature
<b>One course in 19th and/or 20th Century literature:</b>	
ITAL 323	Intro to Contemporary Italy
ITAL 420	Twentieth Century Novel & World War 2
ITAL 457	19th Century Novel
<b>Up to two courses taught in English:</b>	
HIST 267	Modern Italy
<b>Four Italian electives from the lists above or comparable courses.</b>	

The remainder of the courses taken to fulfill the major requirements may include any combination of the other courses offered by the Italian section such as literature, cinema, Special Topics, and tutorials (taken either during the third or fourth year of study). Students may also take a maximum of two courses in English. These courses may include Italian courses taught in translation or approved courses in related departments such as History, Music and Visual Arts.

Students who choose to major in Italian are strongly encouraged to study in Italy. Of the courses taken in Florence or Bologna, four courses may be applied to the major. Certain courses taken abroad may be accepted as the equivalent of the specific requirements listed above or as elective courses. Those students who spend their third year in Italy may declare the major during the first semester of their fourth year, however it is recommended that they declare earlier.

All students who major in Italian are required to take two courses in their fourth year. Students may not take courses in English in their fourth year without the consent of their major advisor.

## Italian Studies Minor

The Italian Studies program at Holy Cross offers students the opportunity to begin or continue their study of Italian language, literature, and culture through rich course offerings and diverse opportunities for cultural immersion both in the classroom and beyond. Through dynamic courses taught by distinguished faculty members, students acquire critical

language skills that are reinforced by small group practice sessions led by native Italian foreign language assistants. Both majors and minors gain a deeper understanding of the Italian literary tradition and culture, becoming analytical thinkers and writers as they master a different language simultaneously. While the program's courses are taught in Italian, at least one course is offered in English each year so that students just beginning their study of Italian may also examine more advanced topics in literature and film. Students interested in expanding their studies may consider various options, including studying abroad in Italy, where they can perfect their language skills and fully immerse themselves in Italian culture; and pursuing an interdisciplinary major or minor in Italian Studies.

## Department Advanced Placement Policy

Students with AP credit in Italian language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the minor. Students who take a course that duplicates the AP award in Italian will forfeit the AP credit. Students with AP credit in Italian literature will not be permitted to enroll in a course below the 300 level.

## Requirements

The minor consists of a minimum of 6 courses in Italian language, literature and culture beyond the elementary level and includes the following courses:

Code	Title
<b>Required courses:</b>	
ITAL 201 & ITAL 202	Intermediate Italian 1 and Intermediate Italian 2
ITAL 301	Italian Comp & Conv
<b>Three Italian elective courses:</b>	
ITAL 260	Dante
ITAL 325	Boccaccio's Decameron
ITAL 411	Italian Renaissance Literature
ITAL 323	Intro to Contemporary Italy
ITAL 420	Twentieth Century Novel & World War 2
ITAL 457	19th Century Novel
<b>One elective may be taught in English:</b>	
HIST 267	Modern Italy

The remainder of the courses taken to fulfill the minor requirements may include any combination of the other courses offered by the Italian section such as literature, cinema, Special Topics, and tutorials (taken either during the third or fourth year of study). Students may take a maximum of one course in English: an Italian course taught in translation or an approved course in related departments such as History, Music and Visual Arts.

Students who choose to minor in Italian are strongly encouraged to study in Italy. Of the courses taken in Florence or Bologna, two courses may be applied to the minor. Certain courses taken abroad may be accepted as the equivalent of the specific requirements listed above or as elective courses. Students who spend their third year in Italy may declare the minor during the first semester of their fourth year, however it is recommended that they declare earlier.

All students who minor in Italian are required to take one course in their fourth year. Students may not take a course in English in their fourth year without the consent of the Italian Coordinator. Students may also pursue

a major or minor in Italian Studies (Student-Designed Multidisciplinary Major/Minor) through the Center for Interdisciplinary Studies (CIS).

## Russian Studies Major

From literature, art and film, to technology, politics, economics, and sports, Russia's influence on the world has been significant. By far the world's largest country boasting untold resources, Russia remains an intriguing land of potential. By unraveling the meaning of its art, history, and politics, students can better understand how Russia helps shape the contours of world culture. The Russian Major and Minor at Holy Cross aim to develop students' speaking skills and also to ensure broad literacy in Russian history and culture. In addition to all levels of language study, the Russian Studies Program offers a wide array of literature and culture courses in different centuries (early Russia, 19th century, 20th century, contemporary Russian), genres (drama, poetry, prose, film), and geographical focus (Kievan Rus, European Russia, Siberia). Students should take advantage of the variety of offerings to familiarize themselves with the many different aspects of Russian cultural history.

In the U.S., Russian is a "critical need" language. The National Security Language Initiative (NDLI) was launched in 2006 to dramatically increase the number of Americans learning critical need foreign languages such as Russian. At Holy Cross, students can attain advanced levels of speaking, reading and writing Russian during their undergraduate years. Courses are also available for native speakers. The Holy Cross Summer Program in Moscow runs from mid-June to mid-July at the Russian state University for the Humanities (RGGU). RGGU is a top-flight university located near the vibrant center of Moscow. The Moscow program offers students the opportunity to dramatically improve their Russian language skills while they immerse themselves in the everyday life, the arts and culture, and the history and political life of today's Russia. The Moscow Program gives students one Holy Cross credit toward the Russian major or minor and allows them to advance a language level.

## Department Advanced Placement Policy

Students with AP credit in Russian language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the major. Students who take a course that duplicates the AP award in Russian will forfeit the AP credit. Students with AP credit in Russian literature will not be permitted to enroll in a course below the 300 level.

## Requirements

Russian majors take a minimum of 10 and a maximum of 14 courses at the intermediate level or above.

Code	Title
<b>Required language courses:</b>	
RUSS 201 & RUSS 202	Intermediate Russian 1 and Intermediate Russian 2: Language In Action
RUSS 301	Russian Composition & Conversation <sup>1</sup>
<b>Four literature and/or culture classes, with at least one selected from those courses conducted in Russian or with an in-Russian attachment section.<sup>2</sup></b>	
RUSS 251	Tales of Desire
RUSS 253	Fire & Ice: Siberia In Fiction
RUSS 257	Russian Drama and the West
RUSS 258	Russian Cinema
RUSS 259	Fairytales: Russia & the World

RUSS 260	19Th Century Russian Literature
RUSS 261	20Th/21st Century Russian Literature
RUSS 263	Soviet Art and Literature
RUSS 264	Writing Under Stalin
RUSS 265	Roots of Russia
RUSS 392	Advanced Russian Tutorial <sup>3</sup>

**Additional electives from the lists above or below (only two may be selected from outside of Russian) to meet the ten course requirement:**

HIST 245	Imperial Russia/East & West
HIST 253	Soviet Experiment
HIST 254	The Soviet Union After Stalin

**Note: At least one Russian course must be completed in the fourth year if the student studies abroad.**

<sup>1</sup> Students unable to complete RUSS 301 Russian Composition & Conversation before graduation may have the requirement waived by participation in the Moscow Summer Study Abroad Program by the end of their third year, by taking an in-Russian attachment section of a course, or conducting directed research that develops 300-level language skills.

<sup>2</sup> Students are encouraged to take at least one class in each of these categories:

- Historical period (RUSS 260 19Th Century Russian Literature-RUSS 265 Roots of Russia)
  - A course in 19th or 20th Century Russian Literature is highly recommended (RUSS 260 19Th Century Russian Literature & RUSS 261 20Th/21st Century Russian Literature)
- Genre (RUSS 259 Fairytale: Russia & the World)
- Thematic (RUSS 253 Fire & Ice: Siberia In Fiction)

<sup>3</sup> At least one course must be completed in the fourth year if the student studies abroad. Students may add a language tutorial in any literature/culture course for a 300-level designation and fulfill the “in Russian” requirement.

Students may count toward the major one of the regularly offered courses on Russia in the Political Science or History Departments. These latter courses may not be taken in lieu of literature and culture courses conducted in Russian for a summer term, semester, or academic year. Majors are strongly encouraged to study abroad in Russia for a summer term, semester, or academic year. Majors who study abroad are required to take at least two courses at Holy Cross in their fourth year.

## Russian Studies Minor

From literature, art and film, to technology, politics, economics, and sports, Russia’s influence on the world has been significant. By far the world’s largest country boasting untold resources, Russia remains an intriguing land of potential. By unraveling the meaning of its art, history, and politics, students can better understand how Russia helps shape the contours of world culture. The Russian Studies Major and Minor at Holy Cross aim to develop students’ speaking skills and also to ensure broad literacy in Russian history and culture. In addition to all levels of language study, the Russian Program offers a wide array of literature and culture courses in different centuries (early Russia, 19th century, 20th century, contemporary Russian), genres (drama, poetry, prose, film), and geographical focus (Kievan Rus, European Russia, Siberia). Students should take advantage of the variety of offerings to familiarize themselves with the many different aspects of Russian cultural history.

In the U.S., Russian is a “critical need” language. The National Security Language Initiative (NDLI) was launched in 2006 to dramatically increase the number of Americans learning critical need foreign languages such as Russian. At Holy Cross, students can attain advanced levels of speaking, reading and writing Russian during their undergraduate years. Courses are also available for native speakers. The Holy Cross Summer Program in Moscow runs from mid-June to mid-July at the Russian state University for the Humanities (RGGU). RGGU is a top-flight university located near the vibrant center of Moscow. The Moscow program offers students the opportunity to dramatically improve their Russian language skills while they immerse themselves in the everyday life, the arts and culture, and the history and political life of today’s Russia. The Moscow Program gives students one Holy Cross credit toward the Russian major or minor and allows them to advance a language level.

## Department Advanced Placement Policy

Students with AP credit in Russian language or literature earn placement in the curriculum but not progress toward the minimum number of courses required by the minor. Students who take a course that duplicates the AP award in Russian will forfeit the AP credit. Students with AP credit in Russian literature will not be permitted to enroll in a course below the 300 level.

## Requirements

Russian minors take a minimum of six courses on the intermediate level or above.

**Code Title**

**Required language courses:**

RUSS 201	Intermediate Russian 1
& RUSS 202	and Intermediate Russian 2: Language In Action
RUSS 301	Russian Composition & Conversation <sup>1</sup>

**Three literature and/or culture classes in either Russian or English (two of which may be outside of Russian).<sup>2</sup>**

RUSS 251	Tales of Desire
RUSS 253	Fire & Ice: Siberia In Fiction
RUSS 257	Russian Drama and the West
RUSS 258	Russian Cinema
RUSS 259	Fairytale: Russia & the World
RUSS 260	19Th Century Russian Literature
RUSS 261	20Th/21st Century Russian Literature
RUSS 263	Soviet Art and Literature
RUSS 264	Writing Under Stalin
RUSS 265	Roots of Russia
HIST 253	Soviet Experiment
HIST 254	The Soviet Union After Stalin

<sup>1</sup> Students unable to complete RUSS 301 Russian Composition & Conversation before graduation may have the requirement waived by participation in the Moscow Summer Study Abroad Program by the end of the third year, by taking an in-Russian attachment section of a course, or conducting directed research that develops 300-level language skills.

<sup>2</sup> A course in 19th or 20th Century Russian Literature is highly recommended.

Students’ personal interests will dictate the distribution of these remaining courses. Students may count toward the major one of the



regularly offered courses on Russia in the Political Science or History Departments. Minors who study abroad are required to take at least three courses at Holy Cross, including at least one in their fourth year.

Consult with Russian Program faculty on matters of placement and minor credit. Majors and minors who spend time in Russia on study programs may participate in academic and work internship programs offered by those programs for major and minor credit.

## Studies in World Literatures Major

Studies in World Literatures courses are conducted in English and use translations in English of literary texts originally written in another language. Most have no prerequisites and are open to all students.

Faculty members are from the Department of Modern Languages & Literatures. The courses carry diverse Common Area designations (e.g., Arts, Literature, Cross-Cultural Studies) and many also fulfill requirements for various interdisciplinary concentrations and multidisciplinary majors and minors (e.g., Africana Studies, Asian Studies, German Studies, Medieval-Renaissance Studies, Russian and Eastern European Studies, Women's Studies).

Those courses carrying a course number specifically designated as STWL consist of a comparative study of texts from several cultural and/or linguistic communities. Those courses carrying a course number designating a specific language group — for example, CHIN, FREN, GERM, ITAL, RUSS, etc. — consist of a study of texts from a specific national tradition.

## Requirements

To satisfy the requirement of the Studies in World Literatures major, students take a minimum of 10 and a maximum of 14 approved courses within the program. Because the STWL major emphasizes the points of connection among two or more traditions, students should select courses from a variety of programs and departments.

- One STWL designated course in literary or film studies. Students are encouraged to take this course as soon as possible after declaring the major.
- Five approved courses on the intermediate or advanced levels distributed as follows: two courses in the category of survey/theme; two courses in the category of genre/author; one course on the theory or philosophy of literature.
- Three approved electives in their area of interest.
- Students must also complete a capstone project in the form of an expository paper that is comparative in nature, focusing on either literature or film.

Up to two literature or film courses from a non-MLL Holy Cross department or an approved study abroad program may be counted toward the STWL major.

## Major Proposal

Upon declaration of the major, students will be required to submit the following:

- A list of proposed courses;
- A written explanation of their course choices and the subfocus of their major. At this point, depending on the focus and course work, students will be assigned an STWL faculty advisor.

## Capstone Proposal

Before beginning course work on the capstone project (no later than spring of a student's junior year), students will be required to submit a written statement that describes the capstone project, identifies advisors and readers and outlines a timeline for the completion of the project.

For a complete list of courses that count toward the STWL major please see website (<https://www.holycross.edu/academics/programs/studies-world-literatures/>).

# SPECIAL ACADEMIC PROGRAMS

Holy Cross offers a range of experiential learning and other academic opportunities through the J.D. Power Center for Liberal Arts in the World (p. 243), the Ciocca Center for Business, Ethics, and Society (p. 242), the Office of Study Abroad (p. 245), and the various programs listed below:

## Scholar Programs

### The College Honors Program

The College Honors Program is one of the oldest programs providing special educational opportunities at Holy Cross. These special opportunities include honors seminars, ambitious independent projects culminating in the senior honors thesis, and the intellectual excitement of a multidisciplinary classroom where students from a wide variety of majors address significant matters with faculty members who are expert in integrative teaching and scholarship. Students enter the Honors Program as second-semester sophomores, after a rigorous selection process. A common course for sophomores, consisting of plenary and seminar sessions, is taught by College faculty. Students take a second seminar in their junior year, although students who study abroad as juniors can complete this second seminar requirement upon returning. In the senior year, all honors students register for thesis credit equivalent to one course each semester. The senior thesis is an advanced independent project, which can be either in or out of a student's major and which, in its ambition and scope, represents the finest work of some of the best students of the College. The senior year culminates with the members of the honors program presenting their research to the College community at the Academic Conference.

The topic and faculty vary from year to year. Specific course information can be found in the schedule of classes.

**HNRS 294 — Second Year Honors Colloquium** Course count: 0  
GPA units: 0.5

**HNRS 295 — Third Year Honors Colloquium** Course count: 0  
GPA units: 0.5

**HNRS 296 — Fourth Year Honors Colloquium** Course count: 0  
GPA units: 0.5

**HNRS 299 — Honors Seminar** Course count: 1  
Required seminar for sophomore honors students. Three faculty members from three different disciplines together engage the newly-selected honors students from majors across the curriculum in a multidisciplinary approach to the metaphysical, cultural, spiritual, and material aspects of human nature. More generally, this course hopes to model integrative thinking and study. One unit.

GPA units: 1

**HNRS 395 — Honors Seminar** Course count: 1  
GPA units: 1

**HNRS 494 — Honors Thesis** Course count: 1

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

GPA units: 0

**HNRS 495 — Honors Thesis** Course count: 1

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

GPA units: 2

### The Fenwick Scholar Program

The Fenwick Scholar Program continues to provide the highest academic honors the College bestows. From among third-year students nominated by their major departments, the Fenwick Selection Committee selects the student(s) most worthy of this unique academic opportunity. The Scholar designs, with one or more advisors, a program of independent research or a project that will be his or her entire curriculum for the senior year. Projects are expected to complete the Fenwick Scholar's undergraduate education in the most challenging, creative, and meaningful way. At the end of the fourth year, the Fenwick Scholar is required to give a public presentation to the College community, and to present an appropriate record of this achievement to the College library. Recent Fenwick scholars have pursued projects such as:

- Using Organometallic Chemistry to Develop Imaging Agents
- Blood Pressure Waveform Measurement with a Laser Doppler Vibrometer
- Debussy in Context: Continuity and Change in Fin-de-Siecle France
- Changing Perspectives on Insanity in Early America, 1750-1844
- Convention, Invention, and the Ingenue: Theatre's Young Women
- The Dark Night at Manresa: Edith Stein and the Spiritual Exercises of Ignatius of Loyola
- Exploring the Interface between Chemistry and Education
- Conspicuous Consumption: Understanding the Role of Indian Chintz in Shaping British Fabric Design

## Distinguished Fellowships and Graduate Studies

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

competitions. The director also chairs the Graduate Studies Committee, which nominates Holy Cross' representatives in those competitions that restrict the number of applicants per school. In recent years, Holy Cross students have won grants from all of the major foundations, including the Rhodes, Marshall, Fulbright, Truman, and the Beinecke.

## Concurrent Registration in the Higher Education Consortium of Central Massachusetts

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

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

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

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

## For Students Interested in the Health Professions

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

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

Starting in 2015, students sitting for the MCAT entrance exam for medical school will be expected to have taken:

- two semesters each of general chemistry, organic chemistry, physics, and biology with lab
- a semester of biochemistry
- two semesters of college mathematics (including statistics)
- two semesters of English or literature
- a semester of psychology
- a semester of sociology

Students benefit from additional coursework in philosophy, ethics, social sciences, and biology. The College also offers a variety of internship and research programs related to health professions.

## For Students Interested in Law

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

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

## For Students Interested in Military Science

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

For additional information, visit the website for:

- Air Force ROTC (<http://www.wpi.edu/Academics/Depts/AFAS> (<http://www.wpi.edu/Academics/Depts/AFAS/>)) or
- Army ROTC (<http://www.wpi.edu/academics/military> (<http://www.wpi.edu/academics/military/>))

## For Students Interested in Teacher Education

Holy Cross has a program to earn a Massachusetts state licensure as a secondary or middle school teacher in the subject areas of biology, chemistry, English, French, history, Latin, mathematics, physics, Spanish and visual arts, when completing a liberal arts degree and taking courses within a major in the same academic area as they wish to teach. A program for the teaching of religion at the secondary level is available for religious studies majors, although this program does not lead to Massachusetts state licensure. The Holy Cross Teacher Education Program has a special focus on urban education. The program requires a specified sequence of courses in education prior to a semester in the fourth year which is devoted to a practicum (student teaching). These courses are Educational Psychology, Schooling in the United States, a course in urban issues, a course in human development, and Methods of Teaching (for students preparing to teach at the secondary level), or the Middle School (for students preparing to teach at that level). Students are required to complete at least 80 hours of pre-practicum prior to the fourth-year practicum. Both the pre-practicum and practicum occur on site in Worcester-area schools. Students should contact the Director of the Teacher Education Program for further information.

## For Students Interested in Business and Management

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

In addition, the Ciocca Office of Entrepreneurial Studies is responsible for administering such programs as:

- Executive Leadership Workshop
- Summer Business Program
- Women in Business Network
- Finance Boot Camp
- Numerous business workshops
- Student clubs in entrepreneurship, marketing communications, sales, and finance

The Office of Entrepreneurial Studies also seeks to provide new and expanded business programs for all students. The Director of Entrepreneurial Studies also serves as the Prebusiness Advisor. For more information, please go to <https://www.holycross.edu/academics/ciocca-center-business-ethics-and-society> (<https://www.holycross.edu/academics/ciocca-center-business-ethics-and-society/>). The Ciocca Office of Entrepreneurial Studies (COES) was established through a generous endowment by Arthur A. Ciocca '59. COES is responsible for

coordinating programs that help students gain an understanding of business and to prepare for a career in business. Such coordination and advising is handled through the COES Professional Programs in which students complete five program milestones before graduation to receive a recognition of achievement. Examples of program milestones include COES cocurricular workshops, student club leadership, Holy Cross courses and internships. The Director of Entrepreneurial Studies also serves as the advisor of the College's prebusiness program.

## The 3-2 Program in Engineering

Holy Cross offers a cooperative, five-year program for students who are interested in combining the liberal arts and sciences with engineering. Students enrolled in this program spend their first three years as full-time students at Holy Cross and the following two years as full-time students at the Fu Foundation School of Engineering and Applied Science at Columbia University in New York City. Upon completion of the five years, students can participate in the Holy Cross commencement ceremony. In addition, students can enroll in a similar six-year program at Columbia's Fu School. This program combines four years at Holy Cross with two years at Columbia leading to bachelor's degrees from each school. At the conclusion of this program, students receive both a Bachelor of Arts degree from Holy Cross and a bachelor's degree in engineering from Columbia University. Students interested in this program are advised to major in mathematics or physics at Holy Cross since they must complete at least one year of physics, one semester of chemistry, and two years of mathematics before transferring to the engineering program. They must also demonstrate proficiency in one computer language in order to prepare for the engineering courses.

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

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

## Ciocca Center for Business, Ethics, and Society

The Carlyse and Arthur A. Ciocca '59 Center for Business, Ethics, and Society (<https://www.holycross.edu/academics/ciocca-center-business-ethics-and-society/>) prepares students to become ethical leaders and critically engaged citizens of a society deeply shaped by business. It offers multiple opportunities to explore questions about how business can contribute to the common good and promote real, long-term sustainable value for society.

The Ciocca Center at Holy Cross offers multiple pathways for students interested in business. A liberal arts education is most valuable in today's world when students have opportunities to connect their classroom learning to real-world environments and problems. Thus all of our pathways include significant experiential learning components. You can

choose any major you are passionate about, while gaining real-world business exposure and perspective.

Offerings in the Ciocca Center are open to students of all majors and class years. Advisors offer one-on-one guidance to connect you to the resources and tools that will enable you to achieve your individual career goals.

## J.D. Power Center for Liberal Arts in the World

Daniel Klinghard, Ph.D., *Director*

Christopher Ricciardi, *Assistant Director*

Michelle Sterk Barrett, Ph.D., *Director, Donelan Office of Community-Based Learning*

Isabelle Jenkins, M.Div., *Associate Director, Donelan Office of Community-Based Learning*

Daniel Bitran, Ph.D., *Science Coordinator, Weiss Summer Research in the Natural Sciences*

Anthony Cashman, Ph.D., *Director, Weiss Summer Research in the Humanities, Social Sciences, and Fine Arts*

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

Alison Mangiero, Cand. Ph.D., *Director, New York City Programs*

Mary Conley, Ph.D., *Director, Scholarship in Action*

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

J.D. Power Center for Liberal Arts in the World coordinates the following programs:

### Donelan Office of Community-Based Learning

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

and current and upcoming CBL courses can be found on our website: <http://holycross.edu/cbl> (<http://holycross.edu/cbl/>).

### Marshall Memorial Fund

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

### Academic Internship Program

The Academic Internship Program offers students in every discipline the opportunity to obtain practical field experience as part of their academic plan of study. While the main intent of the program is to provide students with an experiential learning opportunity in their chosen fields, additionally, it provides an opportunity for career exploration. Academic Internships are comprised of two components: fieldwork at an internship site in Worcester or the greater Boston area and academic work in an internship seminar, which are Management/Leadership, Legal Issues, Health Care Management and Professional Ethics. If a seminar topic is not appropriate to the internship, tutorial work with an individual faculty sponsor may be arranged. Each student is expected to spend eight hours per week on the job and another three or four hours on the academic component. One unit of academic credit is granted for the Academic Internship. Admission to the Program is competitive and is open to third- and fourth-year students by application. Credit for an internship can only be secured during the academic year through participation in the AIP, Washington Semester, or New York Semester Programs. Arrangements for an internship by tutorial, outside of the AIP, can only be made in exceptional circumstances. No more than two academic internship courses (Academic Internship, New York Semester Internship, Washington Semester Internship) may be counted toward the 32 courses required for graduation.

### Management/Leadership Seminar

*Fall, Spring*

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

### Legal Issues Seminar

*Fall, Spring*

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

## Health Care Management, Health Policy Seminars

*Fall, Spring*

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

## Professional Ethics Seminar

*Fall, Spring*

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

## Non-Profit & Government Relations

*Spring*

Through course content and internship experiences in the public sector, students will gain a deeper understanding of contemporary social issues and public policy while reflecting upon what unique talents and skills they have to offer towards creating a more highly functioning, equitable society for all. Specific topics to be covered include: An overview of non-profit and government careers; economic inequality; Catholic social teaching and human dignity; food policy and food insecurity; affordable housing & homelessness, educational inequity; criminal justice reform; immigration policy; community organizing; fundraising and grant writing; and vocational discernment.

## Business of Sport

*Spring*

The Business of Sport is comprised of two parts: (1) an academic component, in which you will be exposed to critical theories and practices of the multi-billion-dollar sports industry, and (2) a field experience which you will complete under the direction of your internship sponsor, and which is designed to illuminate and enrich your classroom experience. The academic piece consists of regular classroom sessions involving lecture, discussion, experiential exercises, readings, and written assignments. The course provides a comprehensive foundation of the economic, organizational, legal and political components of the business of sport. It will present the dilemmas faced by today's sports business leaders, and apply concepts to create an understanding of the financial drivers underlying sport business at the collegiate and professional levels.

## Washington Semester Program

Through the Washington Semester Program, a third- or fourth-year student can spend a semester working, studying, and carrying out

research in Washington, D.C., for a full semester's academic credit. No more than two academic internship courses (Academic Internship, New York Semester Internship, Washington Semester Internship) may be counted toward the 32 courses required for graduation. Admission to the Washington Program is highly competitive. The Program is designed to provide a student, regardless of major, an opportunity to:

1. bring together past and current academic study with practical experience;
2. come to a better understanding of the political process and the formulation of public policy;
3. develop critical and analytical skills; and
4. pursue independent research under the guidance of a faculty advisor.

Washington students have worked in congressional offices, the White House, federal agencies, museums, media outlets, and public interest organizations.

### DCSP 381 — Washington Seminar Course count: 1

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

GPA units: 1

Common Area: Social Science

Typically Offered: Fall, Spring

### DCSP 382 — Washington Internship Course count: 1.5

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

GPA units: 1.5

Typically Offered: Fall, Spring

### DCSP 383 — Washington Research Course count: 1.5

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

GPA units: 1.5

Typically Offered: Fall, Spring

## New York Semester Program

The New York City Semester Program offers third and fourth year students the opportunity to spend an entire semester working, studying, and connecting theory to practice in our nation's largest city. It combines experiential learning with a seminar led by a Holy Cross faculty member, a colloquia series with business and thought leaders, and a capstone project. No more than two academic internship courses (Academic Internship, New York Semester Internship, Washington

Semester Internship) may be counted toward the 32 courses required for graduation.

The Program is designed to provide students, regardless of major, an opportunity to:

1. bring together past and current academic study with practical experience;
2. critically evaluate leadership theories and concepts and apply them to current issues, problems, and opportunities involved in contemporary organizations;
3. develop the tools necessary to consume information, formulate thoughtful opinions, and express those opinions in writing and through productive debate with others; and
4. pursue independent research under the guidance of the program director and NYC-based mentor and present that research effectively to other students, academics, and business and thought leaders.

Admission to the New York City Program is by application only and highly competitive.

**NYSP 382 — New York Internship** Course count: 1.5

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

GPA units: 1.5

Typically Offered: Fall, Spring

**NYSP 383 — New York Research** Course count: 1.5

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

GPA units: 1.5

Typically Offered: Fall, Spring

**NYSP 384 — New York Seminar** Course count: 1

This course will combine more theoretical work on organizational structures with the study of principles of leadership and the role of ethical issues in professional life. The readings and class discussions will address several basic questions: What is leadership and what are its elements? How do context and organizational structure affect the nature of leadership? How might we understand the moral purposes of leadership? This course will not simply be a survey of the existing literature on leadership studies. Rather, it will proceed from a careful study of classic texts that touch upon the problems and prospects of leadership as the manifestations of the problems and prospects of human nature. The readings and class discussions will focus on a series of central questions designed to isolate the basic premises of leadership, which will in turn enable students to apply this understanding to contemporary leadership issues and challenges.

GPA units: 1

Typically Offered: Fall, Spring

## Semester Away Program

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

## The Weiss Summer Research Program

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

## The Ignite Fund

The Ignite Fund empowers students to accomplish independent goals by providing funds and administrative support. Students propose projects oriented toward a concrete problem or challenge on our campus, in our community, or around the world, and aspire to provide an actionable response. Funds are also available to support student research and participation in academic programs and national, regional, and state academic meetings. The Ignite Fund also provides funds for expenses related to research for the Weiss Summer Research Program and independent student research projects. Travel to special libraries, archives, performances and exhibitions is also supported. Funds are awarded on a competitive basis in the fall, spring, and summer.

## Other Experiential Learning Opportunities

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

- The Ciocca Center for Business, Ethics, and Society
- The Summer Internship Program
- Student Programs for Urban Development (SPUD)
- The Chaplain's Office

## Study Abroad

Qualified students wishing to extend their academic pursuits beyond the College may attend a select foreign university, during their third year, through the Study Abroad Program. Holy Cross strongly advocates year-long programs and currently sponsors 30 such programs in 20 countries throughout the world:

- Argentina, Australia, Cameroon, China, Ecuador, England, France, Germany, Greece, Ireland, Italy, Japan, Jordan, Perú, Russia, Scotland, Spain, Sri Lanka, Taiwan, and Vietnam

In addition, a number of semester-long programs serve students with particular curricular needs:

- Environmental Studies programs in Australia and New Zealand, Bhutan, Costa Rica, Panama, Perú, South Africa, Tanzania, and Turks & Caicos Islands
- Classics majors in Italy and Greece
- Intensive language and culture programs in China, Indonesia, Russia, and Sri Lanka

During the summer, the College also offers four-to-six-week programs in locations such as Bangalore, Jerusalem, London, Luxembourg, Moscow, Paris, and Rome. Summer Study Abroad is intended to augment the academic-year programs, and students can participate in both. All of these programs provide students with an exciting and fully credited complement to the courses available at Holy Cross, and serve as international extensions of the College's curriculum and facilities.

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

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

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

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

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

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



# GOVERNANCE

---

## Board of Trustees

### **Richard H. Patterson '80, Chair**

*Founder*

Coniston Capital  
Chatham, N.J.

### **Douglas M. Baker Jr. '81**

*Chairman and Chief Executive Officer*

Ecolab, Inc.  
Saint Paul, Minn.

### **Michael G. Barrett '84**

*President and Chief Executive Officer*

Magnite  
New York, N.Y.

### **Rev. Philip L. Boroughs, S.J.**

*President*

College of the Holy Cross  
Worcester, Mass.

### **Rev. Mark G. Bosco, S.J.**

*Vice President for Mission and Ministry*

Georgetown University  
Washington, D.C.

### **Helen W. Boucher MD FACP FIDSA '86**

*Chief, Division of Geographic Medicine and Infectious Diseases Director,  
Tufts Center for Integrated Management of Antimicrobial Resistance  
(CIMAR)  
Director, Heart Transplant and Ventricular Assist Device Infectious Diseases  
Program*

*Professor of Medicine*

*Division of Geographic Medicine and Infectious Diseases*  
Tufts Medical Center  
Boston, Mass.

### **J. Christopher Collins '80**

*Of Counsel*

Mirick O'Connell  
Worcester, Mass.

### **Kelly C. Crowley '20**

*Law Student*

University of Connecticut School of Law  
Hartford, Conn.

### **Emmett J. Daly '82**

*Managing Director*

Piper Sandler & Co.  
New York, N.Y.

### **Richard S. Flaherty '85**

*President and Chief Executive Officer*

Cove Risk Services LLC  
Braintree, Mass.

### **Rev. C. Kevin Gillespie, S.J.**

*Pastor*

Holy Trinity Church

Washington, D.C.

### **Rev. Michael Carl Gilson, S.J.**

*Socius to the Provincial*

Jesuits West Province  
Portland, Ore.

### **Stanley E. Grayson '72**

*Retired Vice Chairman and Chief Operating Officer*

M.R. Beal & Company  
New York, N.Y.

### **Robert A. Harrington, M.D. '82**

*Chair, Department of Medicine*

Arthur L. Bloomfield Professor of Medicine  
Stanford University  
Stanford, Calif.

### **Louis A. Hurtado '19**

*Analyst - Financial Management Program*

General Electric  
Atlanta, Ga.

### **Broderick D. Johnson '78**

*Senior of Counsel*

Covington and Burling LLP  
Washington, D.C.

### **Thomas P. Joyce Jr. '82**

*Senior Advisor*

Danaher Corporation  
Washington, D.C.

### **Rev. Gregory A. Kalscheur, S.J.**

*Dean, Morrissey College of Arts and Sciences*

Boston College  
Chestnut Hill, Mass.

### **Rev. Robert L. Keane, S.J.**

*Superior*

Loyola Center Jesuit Community  
St. Joseph's University  
Merion Station, Penn.

### **Brian P. Kelley '83**

*Chairman*

PearlRock Partners  
New York, N.Y.

### **James W. Keyes '77**

*Chairman*

Key Development, LLC  
Addison, Texas

### **Dr. Linda M. LeMura**

*President*

Le Moyne College  
Syracuse, N.Y.

### **Stephanie Coleman Linnartz '90**

*Group President*

Consumer Operations, Technology & Emerging Businesses  
Marriott International, Inc.  
Bethesda, Md.

**Stephen A. Lovelette '78**

*President*  
JMB Financial Advisors, LLC  
Chicago, Ill.

**Cheryl A. Martin '84**

*Founder*  
Harwich Partners LLC  
Philadelphia, Penn.

**Shaun P. Mathews '77**

*Retired Senior Managing Director*  
Voya Investment Management  
Windsor, Conn.

**Ann McElaney-Johnson, Ph.D '79**

*President*  
Mount Saint Mary's University  
Los Angeles, Calif.

**Edwin J. McLaughlin Jr. '78**

*Founder and Chief Executive Officer*  
Blue Sunsets, LLC  
Spring Lake, N.J.

**Christopher M. Millard '82**

*Author*  
Atlanta, Ga.

**John P. Mullman '82**

*Retired Managing Director and Portfolio Manager*  
Jennison Associates LLC  
New York, N.Y.

**Donna Murphy O'Brien '77**

*President*  
Strategic Visions in Healthcare  
New York, N.Y.

**Rev. Peter Nguyen, S.J.**

*Assistant Professor of Theology*  
Creighton University  
Omaha, Neb.

**Andrew J. O'Brien '85**

*Managing Director and Global Head of Loan Capital Strategy*  
JP Morgan  
New York, N.Y.

**William J. Phelan '73**

*Founder and retired Chief Executive Officer and Chairman*  
Charter Brokerage LLC  
Norwalk, Conn.

**Cornelius B. Prior Jr., Esq. '56**

*Retired Chairman of the Board and Co-Founder*  
Atlantic Tele-Network, Inc.  
St. Thomas, Virgin Islands

**Carolyn M. Risoli '86**

*Principal*  
CRisoli Consulting  
New York, N.Y.

**Sr. Barbara J. Rogers, RSCJ**

*Headmistress*

Newton Country Day School of the Sacred Heart  
Newton, Mass.

**Francine Rosado-Cruz '94**

*Chief Diversity & Inclusion Officer*  
Davis Polk & Wardwell LLP  
New York, N.Y.

**Michael H. Shanahan '78**

*Managing Partner*  
Egan Managed Capital  
Marblehead, Mass.

**Stephen P. Skinner '77**

*Principal*  
Public Consulting Group, Inc.  
Boston, Mass.

**Suzanne K. Streeter '96**

*Partner*  
Partners Capital  
Boston, Mass.

**John J. Suydam P20**

*Chief Legal Officer*  
Apollo Global Management  
New York, N.Y.

**Harry K. Thomas Jr. '78**

*Retired Ambassador*  
U.S. Department of State  
Washington, D.C.

## Executive Team

**Rev. Philip L. Boroughs, S.J.**

Ph.D., Graduate Theological Union at Berkeley  
*President*

**Tracy W. Barlok**

B.A., Colgate University  
*Vice President for Advancement*

**Jane E. Corr '84**

J.D., Cornell Law School  
*Chief of Staff*

**Margaret N. Freije**

Ph.D., Brown University  
*Provost and Dean of the College*

**Marissa Gregg**

M.B.A., Duke University  
*Interim Vice President for Marketing and Communications*

**Dorothy A. Hauver**

B.A., University of Massachusetts, Amherst  
*Vice President for Administration and Finance and Treasurer*

**Michele Murray**

Ph.D., University of Maryland  
*Vice President for Student Affairs and Dean of Students*

**Vacant** *Vice President for Mission*

## President's Cabinet

All members of the Executive Team

### Marcus Blossom

Director of Intercollegiate Athletics

### Miles Cahill

Speaker of the Faculty

### Jamie Hoag

Director, Government & Community Relations

### Timothy M. Jarry '00

Chief Investment Officer and Assistant Treasurer

### Marybeth Kearns-Barrett

Director, Office of the College Chaplains

### Ellen Keohane

Chief Information Officer

### Elizabeth Small

General Counsel

### Amit Taneja

Associate Provost for Diversity, Equity & Inclusion

## Board of Advisors to Trustees and Administration

### Thomas A. Carey '66\*, Chair

*Retired Executive Vice President*

Omnicom Group

Morristown, NJ

### Rev. Ronald J. Amiot, S.J.\*

New York, NY

### Rev. John F. Baldwin, S.J. '69\*

*Professor of History*

Boston College School of Theology and Ministry

Chestnut Hill, MA

### Dominic L. Blue '98

Chief Transformation Officer

Mass Mutual Financial Group

Springfield, MA

### Gieriet Sullivan Bowen '86 P22\*

Hobe Sound, FL

### John P. Brogan '66\*

*Retired Chairman*

Brogan Company

Chatham, MA

### Rev. Richard J. Clifford, S.J. '56\*

*Professor Emeritus*

Boston College School of Theology & Ministry

Chestnut Hill, MA

### Michael F. Collins, M.D., M.A.C.P. '77 P09, 07\*

*Chancellor of UMass Medical School and Senior Vice President for the Health Sciences*

University of Massachusetts

Worcester, MA

### P. Kevin Condron '67 P00\*

*Chairman*

The Granite Group, Inc.

Worcester, MA

### Ann Marie Connolly '74 P10\*

*Retired Senior Vice President of Strategic Marketing and Planning*

Emmanuel College

Concord, MA

### Richard F. Connolly, Jr. '61 P10

*Managing Director*

Morgan Stanley

Boston, MA

### Julia B. Dailey '88 P23, 22

*Chief Operating Officer*

Holocene Advisors, LP

New York, NY

### Michael E. Daniels '76\*

*Retired Vice President, IBM*

Armonk, NY

### Joseph P. Donelan II '72\*

*Founder, Donelan Family Wines*

Santa Rosa, CA

### William M. Doran Jr. '77 P16\*

*Vice Chairman*

Capital Formation Group, Inc.

Wellesley, MA

### Constance A. Eagan '81\*

*Former Managing Director*

Bank of America

New York, NY

### María Eugenia Ferré Rangel '89

*Chief Executive Officer*

Grupo Ferré Rangel

Guaynabo, PR

### Anne M. Fink '85 P17

President, Global Foodservice

White Plains, NY

### John B. Fisher '79\*

*President and CEO*

Federated Advisory Companies

Pittsburgh, PA

### Rev. Kevin T. FitzGerald, S.J. Ph.D.\*

*John A. Creighton University Prof. Endowed Chair*

Creighton University School of Medicine

Omaha, NE

### Joan Hogan Gillman '85 \*

*Former Executive Vice President*

Time Warner Cable

Charlotte, NC

### John P. Glowik, Jr. '73 P09, 05

*Partner*

Acreage Holdings  
New York, NY

**Karen Connelly Gregg '79 P10**  
*Retired, Senior Compensation Specialist*  
Beth Israel Hospital  
Boston, MA

**Christopher C. Grisanti '83**  
Principal, Grisanti Capital Management, LLC  
New York, NY

**James J. Grogan, Esq.'76 P11, 05\***  
*Chief Operating Officer*  
International Capital Investment Co.  
Scottsdale, AZ

**William P. Guiney '66**  
*Retired President*  
Automated Financial Technology, Inc.  
Chatham, MA

**Cecelia Lynett Haggerty W '57 P97, 89\***  
*Former Partner*  
Times-Shamrock Communications  
Scranton, PA

**John P. Hamill '61\***  
*Director and Retired Chairman, New England Division*  
Santander Bank, N.A.  
Boston, MA

**Mark G. Holowesko '82 \***  
*President and CEO*  
Holowesko Partners Ltd.  
Nassau, The Bahamas

**Mary Ellen Jones '74\***  
*Former Senior Vice President, Human Resources*  
AVEO Oncology  
Boston, MA

**David M. Joy '74 P11**  
*Chief Market Strategist, Ameriprise Financial*  
Boston, MA

**Rachel Kaprielian Feloney '90**  
*U.S. Government Relations*  
McDonald's Corporation  
Chicago, IL

**Paul A. La Camera '64 P99, 93, 92\***  
*Consultant*  
WBUR, Boston University  
Boston, MA

**Kathleen McLaughlin LaCroix '79, P08\***  
Vero Beach, FL

**John E. Luth '74\***  
*Chairman and CEO*  
Seabury Capital Group LLC  
New York, NY

**John J. Mahoney, Jr. '73 P13, 00**  
*Former Vice Chairman and CFO*

Staples, Inc.  
Framingham, MA

**Kathleen E. Marshall\***  
Sudbury, MA

**Rev. Mark S. Massa, S.J.**  
Director, Boisi Center for Religion and American Public Life  
Boston College  
Boston, MA

**Richard J. Matteis '58**  
*Retired Executive Vice President*  
AXA Financial, Inc.  
New York, N.Y.

**Michael C. Matteo '89**  
*Former Chief Growth Officer*  
Optum  
Hartford, CT

**William A. McCall '55 P90, 90, 89**  
*President*  
McCall and Almy, Inc.  
Boston, MA

**Rev. Michael C. McFarland, S.J.\***  
*President Emeritus - College of the Holy Cross*  
*President*  
Gregorian University Foundation  
Washington, D.C.

**Gerald P. Migliaccio '77**  
*Retired, Senior Vice President*  
Pfizer, Inc.  
Princeton, NJ

**Mary Coffey Moran '77\***  
**CEO**  
MCM Financial Consulting  
Cambridge, MA

**Kristin E. Mumford '82**  
*Retired Vice President*  
Fidelity Investments  
New York, NY

**John J. Murphy, Jr. '73 P99\***  
*Managing General Partner*  
Murphy & Partners L.P.  
New York, NY

**James J. O'Connor '58 P84\***  
*Retired Chairman and Chief Executive Officer*  
Unicom Corp.  
Chicago, IL

**Laurence G. O'Donnell '57 P88, 83\***  
*Retired Managing Editor*  
The Wall Street Journal  
New York, NY

**Timothy L. Porter '68\***  
*Of Council*  
Timothy L. Porter, Esq.

New York, NY

**Jack D. Rehm '54 P88, 85, 81**

*Retired Chairman*  
Meredith Corporation  
Des Moines, IA

**Jane Sullivan Roberts '76**

*Partner*  
MLegal Group, Inc.  
Washington, D.C.

**Michael Ruetters P03 99\***

*Special Advisor and Retired Chairman*  
EMC Corp.  
Hopkinton, MA

**Cdr. Bernadette M. Semple '82\***

*Retired Chief of Naval Operations*  
United States Navy  
Jacksonville, FL

**John T. Sinnott '61\***

*Former Senior Advisor*  
Stone Point Capital  
Greenwich, CT

**Heidi Brake Smith '82\***

*Former Portfolio Manager*  
Camelot Management Corporation  
Greenwich, CT

**Park B. Smith '54\***

*Chairman*  
Park B. Smith, Inc.  
New York, NY

**David A. Spina '64**

*Retired, Chairman and CEO*  
State Street Bank  
Boston, MA

**Rev. James R. Stormes, S.J. '69**

*Rector, Jesuit Community*  
College of the Holy Cross  
Worcester, MA

**Mary Lynch Supple '82 P17, 13**

*Consultant*  
Needham, MA

**William J. Supple '81 P17, 13**

*Managing Director*  
Boston Partners  
Boston, MA

**Nancy M. Taylor '81\***

*Past Executive Vice President*  
Tredegar Corporation  
Richmond, VA

**Michael J. Trimboli '72**

*Managing Trustee*  
Robert J. Stransky Foundation  
Punta Gorda, FL

**Thomas F. Troy '77 P14, 11**

*Head of Capital Markets and Sales*  
UBS Financial Services  
Weehawken, NJ 07086

**Stephen L. Urbanczyk '71\***

*Partner*  
Williams and Connolly  
Washington, D.C.

**Theodore V. Wells, Jr. '72\***

*Partner, Co-Chair*  
Paul, Weiss, Rifkind, Wharton & Garrison, LLP  
New York, NY

**Mary Murphy Westover '85, P18\***

*Chief Financial Officer*  
Symmetric Capital LLC  
Waltham, MA

**Mrs. Danita J. Beck Wickwire '94**

*Senior Associate, Principal Gifts*  
The John Hopkins University  
Baltimore, MD

**Mary Agnes Wilderotter '77\***

*Former Executive Chairman*  
Frontier Communications  
Stamford, CT

**William J. Williams, Jr. '58\***

*Of Counsel*  
Sullivan & Cromwell  
New York, NY

**Donna M. Winn '76\***

*Retired President and CEO*  
OFI Private Investments, Inc.  
White Plains, NY

\* Former Trustee

## College Councils and Committees

### Councils

#### Finance and Planning Council

##### Ex Officio

Philip L. Boroughs, S.J., *President*  
Tracy Barlok, *Vice President for Advancement*  
Margaret N. Freije, *Provost and Dean of the College*  
TBD, *Vice President for Mission*  
Dorothy A. Hauver, *Vice President for Administration and Finance*  
Marybeth Kearns-Barrett, *Director, Office of College Chaplains*  
Michele Murray, *Vice President for Student Affairs and Dean of Students*

##### Teaching Faculty

Alo Basu (June '21)  
Steven DeSimone (June '22)  
Daniel Frost (June '21)  
Stephen Kocs (June '21)

##### Administrative Faculty

Mark Shelton (June '21)

### Student Life Division

Paul Galvinhill (June '22)

#### Students

James Lunny '21  
Karter Seitz '22  
Victoria Tara '21

### Student Life Council

#### Ex Officio

Michele Bata, *Associate Dean for Student Life*  
Marcus Blossom, *Director, Athletics*  
Paul Galvinhill, *Director, Counseling Center*  
Paul Irish, *Associate Dean of Students*  
Marybeth Kearns-Barrett, *Director, Office of College Chaplains*  
Neal E. Lipsitz, *Associate Dean for Student Development*  
Michele Murray, *Vice President for Student Affairs and Dean of Students*  
Matthew Eggemeier, *Class Dean*

#### Teaching Faculty

Michael Beatty (June '22)  
Lauren Capotosto (June '21)

#### Students

Yulianna Ocampo '21  
Helena Sabo '21  
Noah Sisk '21  
Thais Velasquez '22

### Academic Governance Council

#### Ex Officio

Miles Cahill, *Speaker of the Faculty*  
Margaret N. Freije, *Provost and Dean of the College*

#### Teaching Faculty

##### Division A

Timothy Roach, Physics (June '22)  
Kevin Walsh, Mathematics and Computer Science (June '21)

##### Division B

Daniel Frost, Spanish (June '22)  
Scott Malia, Theatre and Dance (June '21)

##### Division C

Alo Basu, Psychology (June '21)  
Jennie Germann Molz, Sociology and Anthropology (June '22)

##### Division D

Mary Conley, History (June '21)  
Aaron Seider, Classics (June '22)

#### At Large Members

Lauren Capotosto (June '21)  
Madigan Haley (June '22)

#### Administrative Faculty

Michelle Bata, *Associate Dean for Student Engagement* (June '22)

#### Students

Natalie Decoste '21

## General Committees of the Faculty

### Committee on Faculty Affairs

#### Tenured Faculty

##### Division A

André Isaacs, Chemistry (June '22)

##### Division B

Daniel DeCenso, Music (June '22)

##### Division C

Ara Francis, Sociology and Anthropology (June '21)

##### Division D

Gwenn Miller, History (June '21)

#### Tenure Track Faculty

Gregory Burnep (June '21)  
Rodrigo Fuentes (June '21)  
Sanjog Rupakheti (June '22)

### Committee on Tenure and Promotion

#### Ex Officio

Margaret N. Freije, *Provost and Dean of the College*

#### Teaching Faculty

##### Division A

Amber Hupp, Chemistry (June '21)  
Paul Oxley, Physics (June '22)

##### Division B

Bridget Franco, Spanish (June '21)  
K.J. Rawson, English (June '22)  
*On leave 2020-21 Academic year*  
Lynn Kremer  
*Leave replacement for Professor Rawson*

##### Division C

Justin Svec, Economics and Accounting (June '21)  
Melissa Weiner, Sociology and Anthropology (June '22)

##### Division D

Peter Fritz, Religious Studies (June '22)  
Sahar Bazzaz, History (June '21)

### Faculty Compensation Committee

#### Tenured Rank

Victor Matheson (June '23)  
Laurence Enjolras (June '21)  
*Retired 2020*  
Katherine Kiel (June '21)  
*Replacement for Professor Enjolras*

#### Tenure-Track Faculty

Zach Fitzsimmons (June '22)  
Melissa Schoenberger (June '21)

## Standing Committees of the Faculty

### Committee on Academic Standing

#### Ex Officio

Loren Cass, *Dean of Experiential Learning and Student Success*  
Ann B. McDermott, *Director of Admissions*  
Patricia Ring, *Registrar*

**Teaching Faculty**

Daniel Frost (June '21)  
 Denis Kennedy (June '22)  
 Kevin Quinn (June '21)  
 Jane Shertzer (June '22)

**Committee on the Curriculum****Ex Officio**

Denise Bell, *Director of the Office of Assessment and Research*  
 Ann Marie Leshkovich, *Dean of the Faculty*  
 Patricia Ring, *Registrar*

**Teaching Faculty****Division A**

Edward Soares, Mathematics and Computer Science (June '21)

**Division B**

Sylvia Schmitz-Burgard, World Languages, Literatures, and Cultures (June '22)

**Division C**

Aditi Malik, Political Science (June '22)

**Division D**

Michael West, History (June '21)

**Students**

Kyle Irvine '21

**Committee on Academic Programs****Ex Officio**

Nadine Knight, *Director, Center for Interdisciplinary Studies, English*  
 Daniel Klinghard, *Director, J.D. Power Center for Liberal Arts in the World, Political Science*

**Teaching Faculty**

David Damiano (June '22)  
 André Isaacs (June '21)  
 Steven Levandosky (June '22)  
 Ryan Mruczek (June '22)  
 Kolleen Rask (June '21)

**Student**

Kyle Irvine '21

**Committee on Faculty Scholarship****Ex Officio**

Stacy Riseman, *Director, Sponsored Research*

**Division A**

Justin McAlister, Biology (June '22)

**Division B**

Susan Amatangelo, World Languages, Literatures, and Cultures (June '21)

**Division C**

Melissa Weiner, Sociology and Anthropology (June '21)

**Division D**

Caner Dagli, Religious Studies (June '22)

**Committees of the Faculty Appointed by the Provost****Committee on Study Abroad****Ex Officio**

Brittain Smith, *Director, Study Abroad*

**Division A**

Brian Linton, Chemistry (June '22)

**Division B**

Olga Partan, World Languages, Literatures, and Cultures (June '22)

**Division C**

Robert Baumann, Economics and Accounting (June '23)

**Division D**

Rosa Carrasquillo, History (June '21)

**At Large**

Estrella Cibreiro, Spanish (June '23)

**Health Professions Advising Committee****Ex Officio**

Miles Cahill, Advisor

**Teaching Faculty**

Gabriela Avila-Bront (June '21)  
 Jumi Hayaki, Associate Director (June '23)  
 Julia Paxson (June '22)  
 Kevin Quinn (June '22)  
 Juan Ramos (June '22)  
 Ann Sheehy (June '23)  
 TBD (June '23)

**Committee on Distinguished Fellowships and Graduate Studies****Ex Officio**

Anthony Cashman, *Director, Office of Distinguished Fellowships and Graduate Studies*  
 Patricia Kramer, *Class Dean, Class of 2022*  
 Francisco Gago-Jover, *Class Dean, Class of 2021*

**Teaching Faculty**

Gregory Burnep (June '21)  
 Mark Freeman (June '22)  
 Janine Shertzer (June '23)  
 Jessica Waldoff (June '22)

**Community Standards Board****Ex Officio**

Paul Irish, *Associate Dean of Students*  
 Michele Murray, *Vice President for Student Affairs and Dean of Students*

**Teaching Faculty**

Cristina Ballantine (June '23)  
 Michael Beatty (June '23)  
 William Clark, S.J. (June '22)  
 Alvaro Jarrin (June '21)  
 Karen Teitel (June '22)  
 Daniel Tortorice (June '21)

## College Committees Reporting to the President of the College

### Holy Cross Alumni Association Board of Directors

Edward O'Donnell (June '21)  
Olga Partan (June '21)

### Athletic Council

#### Ex Officio

Dorothy A. Hauver, *Vice President for Administration and Finance*  
Marcus Blossom, *Director of Athletics*  
Margaret N. Freije, *Provost and Dean of the College*

### Teaching Faculty

Charles Anderton (June '21)  
John Axelson (June '23)  
Victor Matheson (June '22)

### Students

TBD  
TBD  
TBD

## Campus Center Advisory Council

### Ex Officio

Dorothy A. Hauver, *Vice President for Administration and Finance*  
Jeremiah O'Connor, *Director of Conference Services and Hogan Center*  
Michele Murray, *Vice President for Student Affairs and Dean of Students*

### Teaching Faculty

Todd Lewis (June '21)  
Giovanni Spani (June '22)

### Alumni

TBD  
TBD

### Students

TBD  
TBD

## Department Chairs and Program Directors

### Department Chairs

#### Biology

Karen A. Ober

#### Chemistry

Joshua R. Farrell

#### Classics

D. Neel Smith

#### Economics and Accounting

Melissa Boyle

#### Education

Ericka Fisher

#### English

Stephanie Reents

#### History

Edward T. O'Donnell

#### Mathematics and Computer Science

Gareth E. Roberts

#### Music

Chris Arrell

#### Naval Science

Marvin W. Carlin

#### Philosophy

Jeffrey A. Bernstein

#### Physics

Tomohiko Narita

#### Political Science

Maria G. M. Rodrigues

#### Psychology

Richard C. Schmidt

#### Religious Studies

Mary Roche

#### Sociology and Anthropology

Susan Crawford Sullivan

#### Spanish

Cynthia L. Stone

#### Theatre and Dance

Scott Malia

#### Visual Arts

Cristi Rinklin

#### World Languages, Literatures, and Cultures

Susan Amatangelo

## Program Directors

#### Robert M. Bellin

*Director, Vocare Advising and Mentoring*

#### Daniel B. Bitran

*Science Coordinator*

#### Miles B. Cahill

*Advisor, Health Professions Advisory Program*

#### Anthony Cashman

*Director, Office of Distinguished Fellowships and Graduate Studies*

#### Mary Beth Ryan Cashman

*Director, Teacher Education Program*

#### David K. W. Chu

*Director, CIOCCA Entrepreneurial Studies and Prebusiness Program*

#### Judith A. Chubb

*Director, International Studies*



**Mary A. Conley***Director, Scholarship in Action***Susan M. Cunningham***Associate Director, Center for Interdisciplinary Studies, Concentrations***Gary P. DeAngelis***Associate Director, Center for Interdisciplinary Studies, Special Programs***Jeffrey Dixon***Concentration Director, Peace and Conflict Studies***Ara A. Francis***Director, Gender, Sexuality, and Women's Studies***Jumi Hayaki***Associate Advisor, Health Professions Advisory Program***Kendy Hess***Director, Carlyse and Arthur Ciocca Center for Business, Ethics & Society***Ronald M. Jarret***Director, Summer Session***Alvaro Jarrin***Concentration Director, Gender, Sexuality and Women's Studies***Daniel P. Klinghard***Director, J.D. Power Center for Liberal Arts in the World***Nadine M. Knight***Director, Center for Interdisciplinary Studies***TBD***Director, Arts Transcending Borders***Alison Bryant Ludden***Director, Montserrat***Sarah Luria***Director, Environmental Studies***Munya Munachiveyi***Concentration Director, Africana Studies***Tomohiko Narita***Advisor, 3-2 Engineering Program***Ellen Perry***Director, Scholars Program***TBD***Director, Deaf Studies***Juan G. Ramos***Concentration Director, Latin American, Latinx, and Caribbean Studies***Scott Sandstrom***Advisor, Prelaw Program***May Sim***Director, Asian Studies***Brittain Smith***Director, Study Abroad Program***Michelle Sterk Barrett***Director, Donelan Office of Community-Based Learning*

## Officers of Instruction

### A

**Ibrahim Abdessalam Muhammad Abuserriah***M.A., American University, Cairo Egypt**Lecturer, World Languages, Literatures, and Cultures***Alimatu Acheampong***Ph.D., Northeastern University**Laboratory Instructor**, Biology***Amy Singleton Adams***Ph.D., University of Wisconsin, Madison**Professor, World Languages, Literatures, and Cultures***Josep Alba-Salas***Ph.D., Cornell University**Professor, Spanish***Susan Amatangelo***Ph.D., Harvard University**Professor, World Languages, Literatures, and Cultures***John T. Anderson***Ph.D., Brown University**Professor, Mathematics and Computer Science***Charles H. Anderton***Ph.D., Cornell University**Distinguished Professor of Ethics and Society**Professor, Economics and Accounting***Nancy E. Andrews***Ph.D., Harvard University**Associate Professor, Classics***Florencia K. Anggoro (on leave Spring 2021)***Ph.D., Northwestern University**Associate Professor, Psychology***Daniel Armenti***Cand., Ph.D., University of Massachusetts, Amherst**Visiting Lecturer, World Languages, Literatures, and Cultures***Chris Arrell***D.M.A., Cornell University**Associate Professor, Music***Lorraine C. Attreed (on leave 2020-2021)***Ph.D., Harvard University**Professor, History***Alan J. Avery-Peck (on leave Spring 2021)***Ph.D., Brown University**Kraft-Hiatt Professor in Judaic Studies**Professor, Religious Studies***Lynna Gabriela Avila-Bront***Ph.D., University of Chicago**Assistant Professor, Chemistry***John F. Axelson**

Ph.D., Tulane University  
*Professor, Psychology*

## B

**Nancy R. Baldiga**  
 M.S., Bentley College  
*Professor, Economics and Accounting*

**Cristina M. Ballantine**  
 Ph.D., University of Toronto  
*Anthony and Renee Marlon Professor in the Sciences*  
*Professor, Mathematics and Computer Science*

**Faisal R. Baluch**  
 Ph.D., University of Notre Dame  
*Assistant Professor, Political Science*

**Nina S. Barzachka**  
 Ph.D., University of Virginia  
*Assistant Professor, Political Science*

**Alo C. Basu**  
 Ph.D., Harvard University  
*Associate Professor, Psychology*

**Robert W. Baumann**  
 Ph.D., Ohio State University  
*Professor, Economics and Accounting*

**Sahar Bazzaz**  
 Ph.D., Harvard University  
*Professor, History*

**RenŽe Lynn Beard**  
 Ph.D., University of California San Francisco  
*Associate Professor, Sociology and Anthropology*

**Michael L. Beatty**  
 M.F.A., Massachusetts College of Art  
*Associate Professor, Visual Arts*

**Rachelle Beaudoin**  
 M.F.A., Rhode Island School of Design  
*Professor of Practice, Visual Arts*

**Robert M. Bellin**  
 Ph.D., Iowa State University  
*Professor, Biology*

**Noah Chase Berman**  
 Ph.D., University of North Carolina  
*Assistant Professor, Psychology*

**Jimena G. Bermejo**  
 M.F.A., Massachusetts College of Art and Design  
*Lecturer, Theatre and Dance*

**Jeffrey A. Bernstein**  
 Ph.D., Vanderbilt University  
*Professor, Philosophy*

**Nancy S. Billias**  
 Ph.D., Union Institute Graduate School  
*Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Timothy Bishop**  
 M.P.A., Long Island University  
*Distinguished Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Brian A. N. Bitar**  
 Ph.D., University of Chicago  
*Visiting Lecturer, Political Science*

**Daniel B. Bitran**  
 Ph.D., State University of New York, Buffalo  
*Professor, Psychology*

**Peter Bonventre**  
 Ph.D., University of Virginia  
*Visiting Assistant Professor, Mathematics and Computer Science*

**Joshua Boucher**  
 Ph.D., Baylor University  
*Visiting Assistant Professor, Political Science*

**Melissa A. Boyle**  
 Ph.D., Massachusetts Institute of Technology  
*Associate Professor, Economics and Accounting*

**Donald R. Brand** (on leave 2020-2021)  
 Ph.D., University of Chicago  
*Professor, Political Science*

**Erin E. Brooks**  
 Cand., Ph.D., Claremont Graduate University  
*Visiting Lecturer, Political Science*

**Alexander S Browman**  
 Ph.D., Northwestern University  
*Assistant Professor, Psychology*

**Lauren Bryant**  
 Ph.D., University of Connecticut, Storrs  
*Visiting Assistant Professor, Psychology*

**Danuta Bukatko**  
 Ph.D., University of Massachusetts, Amherst  
*Distinguished Professor of Education*  
*Professor, Psychology*

**John M. Bunke**  
 Cand., Ph.D., University of Toronto  
*Visiting Lecturer, Philosophy*

**Elizabeth M. Burmester**  
 Ph.D., Boston University  
*Visiting Lecturer, Biology*

**Gregory Burnep**  
 Ph.D., Boston College  
*Assistant Professor, Political Science*

**Kate Bush**  
 Ph.D., The Catholic University of America  
*Visiting Assistant Professor, History*

## C

**Sandra Paola Cadena-Pardo**  
 Ph.D., University of Cincinnati

*Visiting Lecturer, Spanish*

**Miles B. Cahill**

Ph.D., Purdue University  
*Professor, Economics and Accounting*

**Lawrence E. Cahoone** (on leave Fall 2020)

Ph.D., State University of New York, Stony Brook  
*Professor, Philosophy*

**Jingjing Cai**

Ph.D., Indiana University  
*Visiting Assistant Professor, World Languages, Literatures, and Cultures*

**Emily B. Campbell**

Ph.D., City University of New York  
*Visiting Assistant Professor, Sociology and Anthropology*

**Pau Canigueral Batllósera**

Ph.D., University of Massachusetts, Amherst  
*Visiting Assistant Professor, Spanish*

**Lauren B. Capotosto**

Ed.D., Harvard Graduate School of Education  
*Joseph H. Maguire Faculty Fellow in Education*  
*Assistant Professor, Education*

**Audra Carabetta**

B.F.A., University of Massachusetts, Amherst  
*Visiting Lecturer, Theatre and Dance*

**Marvin W Carlin**

B.S., United States Naval Academy, Annapolis, Maryland  
*Visiting Professor, Naval Science*

**Conor Carney**

Ph.D., University of California, Santa Barbara  
*Assistant Professor, Economics and Accounting*

**Monica Harber Carney** (on leave Fall 2020)

Ph.D., University of California, Santa Barbara  
*Assistant Professor, Economics and Accounting*

**Rosa E. Carrasquillo**

Ph.D., University of Connecticut  
*Professor, History*

**Noel D. Cary**

Ph.D., University of California at Berkeley  
*Professor, History*

**Alberto Casillo Ventura**

Cand., Ph.D., Harvard University  
*Visiting Lecturer, Spanish*

**Loren R. Cass**

Ph.D., Brandeis University  
*Professor, Political Science*

**I Nyoman Catra**

Ph.D., Wesleyan University  
*Visiting Professor, Theatre and Dance*

**Shreyashi Chakdar**

Ph.D., Oklahoma State University

*Assistant Professor, Physics*

**Gregory Chase**

Ph.D., Boston University  
*Visiting Assistant Professor, English*

**Stephenie R. Chaudoir**

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

**David K. W. Chu**

Ph.D., Indiana University  
*Associate Professor, Economics and Accounting*

**Judith A. Chubb**

Ph.D., Massachusetts Institute of Technology  
*Distinguished Professor of Ethics and Society*  
*Professor, Political Science*

**M. Estrella Estrella Cibreiro-Couce**

Ph.D., University of Connecticut  
*John E. Brooks, S.J. Chair in the Humanities*  
*Professor, Spanish*

**Predrag Cicovacki**

Ph.D., University of Rochester  
*Professor, Philosophy*

**Stephanie M. Clark**

M.A. Ed., University of Massachusetts, Boston  
*Lecturer, World Languages, Literatures, and Cultures*

**William A. Clark S.J.**

S.T.D., Weston Jesuit School of Theology  
*Associate Professor, Religious Studies*

**Clayton J. Cleveland**

Ph.D., University of Oregon  
*Visiting Lecturer, Political Science*

**Christine A. Coch**

Ph.D., University of Chicago  
*Associate Professor, English*

**Leah Hager Cohen**

M.S., Columbia University  
*James N. and Sarah L. O'Reilly Barrett Professor in Creative Writing*  
*Visiting Professor, English*

**Morris Collins**

M.F.A., Pennsylvania State University, University Park  
*Lecturer, Montserrat*

**Joshua M. Congdon-Hohman**

Ph.D., University of Michigan  
*Associate Professor, Economics and Accounting*

**Mary A. Conley**

Ph.D., Boston College  
*Associate Professor, History*

**Maryann Coppolino**

M.A., Middlebury College  
*Visiting Lecturer, World Languages, Literatures, and Cultures*

**Stephanie Crist**

Ph.D., Syracuse University  
*Lecturer, Montserrat*

**Stephanie Crofts**  
 Ph.D., University of Washington, Seattle  
*Assistant Professor, Biology*

**Susan M. Cunningham**  
 Ph.D., University of Maryland  
*Lecturer, Sociology and Anthropology*

## D

**Caner K. Dagli**  
 Ph.D., Princeton University  
*Associate Professor, Religious Studies*

**David B. Damiano**  
 Ph.D., Brown University  
*Edward A. O'Rorke Professor in the Liberal Arts  
 Professor, Mathematics and Computer Science*

**Antonet de Souza-Goding**  
 Ph.D., University of Rochester  
*Laboratory Supervisor  
 , Chemistry*

**Gary P. DeAngelis**  
 Ph.D., Boston University/Harvard University  
*Lecturer, Religious Studies*

**Meaghan Deiter**  
 M.F.A., Indiana University  
*Professor of Practice, Theatre and Dance*

**Steven M DeSimone**  
 Ph.D., Bentley University  
*Assistant Professor, Economics and Accounting*

**Alisa A. DeStefano** (on leave 2020-2021)  
 Ph.D., Dartmouth College  
*Associate Professor, Mathematics and Computer Science*

**Giusy Di Filippo**  
 Ph.D., University of Wisconsin, Madison  
*Visiting Assistant Professor, World Languages, Literatures, and Cultures*

**Daniel J. DiCenso**  
 Ph.D., University of Cambridge  
*Associate Professor, Music*

**Gregory J. DiGirolamo**  
 Ph.D., University of Oregon  
*Associate Professor, Psychology*

**Jeffrey C. Dixon**  
 Ph.D., Indiana University  
*Professor, Sociology and Anthropology*

**Thomas L. Doughton**  
 Ph.D., Université de Paris  
*Senior Lecturer, Center for Interdisciplinary Studies*

**James M. Doyle**  
 M.A., Smith College  
*Laboratory Instructor and Manager*

*, Biology*

**Anna Doyle**  
 M.L.A., Harvard University  
*Laboratory Instructor  
 , Biology*

**Ja-Nae Duane**  
 M.B.A., Brown University  
*Entrepreneur-In-Residence  
 , Entrepreneurial Studies*

**Catherine M Dumas**  
 M.S., Worcester State University  
*Laboratory Instructor  
 , Biology*

## E

**Mary K. Ebbott**  
 Ph.D., Harvard University  
*Professor, Classics*

**Matthew T. Eggemeier**  
 Ph.D., University of Notre Dame  
*Associate Professor, Religious Studies*

## F

**Matthew David Farley**  
 Cand. Ph.D., University of Virginia  
*Visiting Instructor, Religious Studies*

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

**Peter K. Fay**  
 Cand., Ph.D., Boston College  
*Visiting Lecturer, Religious Studies*

**Geoffrey David Findlay**  
 Ph.D., University of Washington  
*Associate Professor, Biology*

**Amy D. Finstein**  
 Ph.D., University of Virginia  
*Assistant Professor, Visual Arts*

**Ericka J. Fisher**  
 Ed.D., University of Massachusetts  
*Associate Professor, Education*

**Zack Fitzsimmons**  
 Ph.D., Rochester Institute of Technology  
*Assistant Professor, Mathematics and Computer Science*

**Peter Flaherty**  
 J.D., New England School of Law  
*Distinguished Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Ara A. Francis**  
 Ph.D., University of California, Davis  
*Associate Professor, Sociology and Anthropology*

**Bridget V. Franco**

Ph.D., University of California, Irvine  
Associate Professor, Spanish

**Sharon M. Frechette**

Ph.D., Dartmouth College  
Associate Professor, Mathematics and Computer Science

**Helen Freear-Papio**

Ph.D., University of Connecticut  
Director, Foreign Language Assistants Program  
Senior Lecturer, Spanish

**Mark P. Freeman**

Ph.D., University of Chicago  
Distinguished Professor of Ethics and Society  
Professor, Psychology

**Margaret N. Freije**

Ph.D., Brown University  
Provost and Dean of the College  
Professor, Mathematics and Computer Science

**Kyle C Frisina**

Ph.D., University of Michigan  
Assistant Professor, English

**Peter J. Fritz**

Ph.D., University of Notre Dame  
Associate Professor, Religious Studies

**Daniel Frost**

Ph.D., Harvard University  
Associate Professor, Spanish

**Reihonna Frost-Calhoun**

Cand., Ph.D., Clark University  
Visiting Lecturer, Psychology

**Rodrigo Fuentes**

Ph.D., Cornell University  
Assistant Professor, Spanish

**G****Francisco Gago-Jover**

Ph.D., University of Wisconsin, Madison  
Professor, Spanish

**Selina R. Gallo-Cruz** (on leave 2020-2021)

Ph.D., Emory University  
Associate Professor, Sociology and Anthropology

**Matthew Gamber**

M.F.A., Tufts University  
Associate Professor, Visual Arts

**John F. Gavin S.J.**

S.T.D., Institutum Patristicum Augustinianum, Rome  
Associate Professor, Religious Studies

**Debra L. Gettelman** (on leave 2020-2021)

Ph.D., Harvard University  
Associate Professor, English

**Oswaldo N. Golijov**

Ph.D., University of Pennsylvania  
Loyola Professor of Music  
Professor, Music

**Thomas R. Gottschang**

Ph.D., University of Michigan  
Professor, Economics and Accounting

**Devin Yagel Gouv**  

Cand., Ph.D., University of Chicago  
Instructor, Philosophy

**Heidi Nada Grek**

Ph.D., Washington University  
Visiting Assistant Professor, World Languages, Literatures, and Cultures

**Ting Gu**

Ph.D., University of Kentucky, Lexington  
Assistant Professor, Mathematics and Computer Science

**Karen V Guth**

Ph.D., University of Virginia  
Associate Professor, Religious Studies

**H****Christine L. Hagan** (on leave 2020-2021)

Ph.D., Harvard University  
Assistant Professor, Chemistry

**Kirsten A. Hagstrom**

Ph.D., Princeton University  
Lecturer, Biology

**Madigan Haley**

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

**Mark C. Hallahan**

Ph.D., Harvard University  
Associate Professor, Psychology

**Noah P Hammond**

Ph.D., Brown University  
Visiting Assistant Professor, Biology

**Rami Hanna**

M.A., Wayne State University  
Visiting Lecturer, Biology

**Ji Hao**

Ph.D., University of Minnesota  
Associate Professor, World Languages, Literatures, and Cultures

**Daina Cheyenne Harvey**

Ph.D., Rutgers University  
Associate Professor, Sociology and Anthropology

**Jumi Hayaki**

Ph.D., Rutgers, the State University of New Jersey  
Professor, Psychology

**Beth S. Herr**

J.D., Northeastern University, School of Law  
Visiting Lecturer, J.D. Power Center for Liberal Arts in the World

**Richard S. Herrick** (on leave 2020-2021)

Ph.D., University of North Carolina  
*Distinguished Professor of Liberal Arts*  
*Professor, Chemistry*

**Kendy M. Hess**

Ph.D., University of Colorado, Boulder  
*Brake-Smith Associate Professor in Social Philosophy and Ethics*  
*Associate Professor, Philosophy*

**Alexis S. Hill** (on leave 2020-2021)

Ph.D., Columbia University  
*Assistant Professor, Biology*

**Alex E Hindman**

Ph.D., Claremont Graduate University  
*Assistant Professor, Political Science*

**Caroline E. Johnson Hodge** (on leave Spring 2021)

Ph.D., Brown University  
*Associate Professor, Religious Studies*

**George R. Hoffmann**

Ph.D., University of Tennessee  
*Professor Emeritus, Biology*

**Cynthia V. Hooper** (on leave 2020-2021)

Ph.D., Princeton University  
*Associate Professor, History*

**Kurt Hultgren**

B.S., Emerson College  
*Visiting Lecturer, Theatre and Dance*

**Amber M. Hupp**

Ph.D., Michigan State University  
*Associate Professor, Chemistry*

**Andrew D. Hwang**

Ph.D., University of California, Berkeley  
*Associate Professor, Mathematics and Computer Science*

**I****Sarah Emily Ihmoud**

Ph.D., The University of Texas, Austin  
*Assistant Professor, Sociology and Anthropology*

**Andr̄ž K. Isaacs**

Ph.D., University of Pennsylvania  
*Associate Professor, Chemistry*

**Edward Isser**

Ph.D., Stanford University  
*W. Arthur Garrity, Sr. Professor in Human Nature, Ethics and Society*  
*Professor, Theatre and Dance*

**J****Donald James**

Cand., Ph.D., University of Chicago  
*Visiting Lecturer, Music*

**Ronald M. Jarret** (on leave Spring 2021)

Ph.D., Yale University

*Professor, Chemistry*

**Alvaro Jarrin**

Ph.D., Duke University  
*Associate Professor, Sociology and Anthropology*

**Matthew J. Jaskot**

Ph.D., University of Maryland  
*Lecturer, Music*

**Isabelle Jenkins**

Cand., Ph.D., University of Massachusetts, Boston  
*Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Patricia A. Johnston** (on leave 2020-2021)

Ph.D., Boston University  
*Rev. J. Gerard Mears, S.J., Chair in Fine Arts*  
*Professor, Visual Arts*

**Ellis Jones**

Ph.D., University of Colorado  
*Associate Professor, Sociology and Anthropology*

**Jeannette DiBernardo Jones**

Ph.D., Boston University  
*Visiting Assistant Professor, Music*

**Jeremy L. Jones** (on leave 2020-2021)

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

**Timothy A. Joseph**

Ph.D., Harvard University  
*Associate Professor, Classics*

**K****Saba Kadady**

M.A., AL- Nahrain University, Baghdad, Iraq  
*Visiting Lecturer, Mathematics and Computer Science*

**Benjamin Kain**

Ph.D., University of California, Berkeley  
*Associate Professor, Physics*

**David E. Karmon**

Ph.D., Harvard University  
*Professor, Visual Arts*

**Denis V. Kennedy**

Ph.D., University of Minnesota  
*Associate Professor, Political Science*

**Robert Kennedy**

Ph.D., Massachusetts Institute of Technology  
*Senior Laboratory Supervisor*  
*, Chemistry*

**Julia Khodor**

Ph.D., Massachusetts Institute of Technology  
*Visiting Assistant Professor, Biology*

**Katherine A. Kiel**

Ph.D., University of California, San Diego  
*Professor, Economics and Accounting*

**Laurie A. Smith King**

Ph.D., The College of William and Mary  
*Professor, Mathematics and Computer Science*

**Daniel P. Klinghard**

Ph.D., Brandeis University  
*Professor, Political Science*

**Sarah Klotz**

Ph.D., University of California, Davis  
*Assistant Professor, English*

**Nadine M. Knight**

Ph.D., Harvard University  
*Associate Professor, English*

**Stephen A. Kocs**

Ph.D., Harvard University  
*Associate Professor, Political Science*

**Shirish Korde**

M.M., New England Conservatory of Music  
*Distinguished Professor of Humanities*  
*Professor, Music*

**Matthew B. Koss**

Ph.D., Tufts University  
*Professor, Physics*

**Patricia E. Kramer**

Ph.D., Columbia University  
*Charles A. Dana Faculty Fellow*  
*Associate Professor, Psychology*

**Lynn Kremer**

M.F.A., Brandeis University  
*Distinguished Professor of Humanities*  
*Professor, Theatre and Dance*

**L****Travis LaCouter**

Cand., Ph.D., University of Oxford  
*Visiting Lecturer, Religious Studies*

**Elizabeth C. Landis**

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

**Vickie Langohr**

Ph.D., Columbia University  
*Associate Professor, Political Science*

**Mahri S. Leonard-Fleckman** (on leave 2020-2021)

Ph.D., New York University  
*Assistant Professor, Religious Studies*

**Ann Marie Leshkovich**

Ph.D., Harvard University  
*Professor, Sociology and Anthropology*

**Steven P. Levandosky**

Ph.D., Brown University  
*Associate Professor, Mathematics and Computer Science*

**Todd T. Lewis**

Ph.D., Columbia University

*Distinguished Professor of Arts and Humanities*  
*Professor, Religious Studies*

**Ying Li**

Ed.D., Lamar University  
*Lecturer, World Languages, Literatures, and Cultures*

**Daniel Libatique**

Ph.D., Boston University  
*Visiting Assistant Professor, Classics*

**Tat-siong Benny Liew**

Ph.D., Vanderbilt University  
*Class of 1956 Chair in New Testament Studies*  
*Professor, Religious Studies*

**Yu-Jung Lin**

Ph.D., Indiana University  
*Assistant Professor, World Languages, Literatures, and Cultures*

**Brian R. Linton**

Ph.D., University of Pittsburgh  
*Associate Professor, Chemistry*

**Neal E. Lipsitz**

Ph.D., Boston College  
*Associate Dean for Student Development*  
*Visiting Lecturer, Montserrat*

**John B. Little III**

Ph.D., Yale University  
*Distinguished Professor Science*  
*Professor, Mathematics and Computer Science*

**Ellen D. Lokos**

Ph.D., Harvard University  
*Lecturer, Montserrat*

**Katherine Lu Hsu** (on leave Fall 2020)

Ph.D., University of Michigan  
*Assistant Professor, Classics*

**Alison Bryant Ludden**

Ph.D., University of Michigan  
*Professor, Psychology*

**Sarah Luria**

Ph.D., Stanford University  
*Professor, English*

**Amanda Luyster**

Ph.D., Harvard University  
*Senior Lecturer, Visual Arts*

**M****Dominic Machado** (on leave Spring 2021)

Ph.D., Brown University  
*Assistant Professor, Classics*

**Scott Malia**

Ph.D., Tufts University  
*Associate Professor, Theatre and Dance*

**Aditi Malik**

Ph.D., Northwestern University  
*Assistant Professor, Political Science*

**Thomas R. Martin**

Ph.D., Harvard University  
*Jeremiah W. O'Connor, Jr., Chair in the Classics*  
*Professor, Classics*

**Tsitsi Masvawure**

Ph.D., University of Pretoria, South Africa  
*Professor of Practice, Center for Interdisciplinary Studies*

**Victor A. Matheson**

Ph.D., University of Minnesota  
*Professor, Economics and Accounting*

**Frances Maughan-Brown**

Ph.D., Boston College  
*Visiting Assistant Professor, Philosophy*

**Shawn Lisa Maurer** (on leave 2020-2021)

Ph.D., University of Michigan  
*Professor, English*

**Justin S. McAlister**

Ph.D., The University of North Carolina at Chapel Hill  
*Associate Professor, Biology*

**Edward F. McDermott**

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

**Reginald L. McGee** (on leave 2020-2021)

Ph.D., Perdue University  
*Assistant Professor, Mathematics and Computer Science*

**Erina Therese Megowan**

Ph.D., Georgetown University  
*Visiting Assistant Professor, History*

**Ezequiel Menendez**

D.M.A., Boston University  
*Distinguished Scholar in Residence, Music*  
*, Music*

**Ashley Miller** (on leave Fall 2020)

Ph.D., Princeton University  
*Assistant Professor, Economics and Accounting*

**Gwenn A. Miller**

Ph.D., Duke University  
*Associate Professor, History*

**Kenneth V. Mills**

Ph.D., Harvard University  
*Professor, Chemistry*

**Sara G. Mitchell** (on leave 2020-2021)

Ph.D., University of Washington  
*Associate Professor, Biology*

**Jennie Germann Molz**

Ph.D., Lancaster University  
*Professor, Sociology and Anthropology*

**Michael Monaghan**

M.A., University of Lowell  
*Lecturer, Music*

**Michelle A. Mondoux**

Ph.D., Princeton University  
*Associate Professor, Biology*

**Elizabeth Mooney**

M.F.A., California College of the Arts  
*Visiting Lecturer, Visual Arts*

**Ryan E.B. Mruzcek**

Ph.D., Brown University  
*Assistant Professor, Psychology*

**Jonathan D. Mulrooney**

Ph.D., Boston University  
*Professor, English*

**Munyaradzi Bryn Munochiveyi**

Ph.D., University of Minnesota  
*Associate Professor, History*

**Robert Murner**

M.B.A., Wright State University  
*Visiting Lecturer, Center for Interdisciplinary Studies*

**Christopher Murray**

M.A., University of Washington, Madison  
*Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Jan Mÿller-Szeraws**

M.A., Boston University  
*Artist-in-Residence*  
*Lecturer, Music*

## N

**Tomohiko Narita**

Ph.D., University of Wisconsin, Madison  
*Associate Professor, Physics*

## O

**Elizabeth O'Connell-Inman**

M.A., Brown University  
*Director, Directed Independent Spanish Curriculum Program*  
*Senior Lecturer, Spanish*

**Debra J. O'Connor**

Ph.D., University of Massachusetts, Amherst  
*Associate Professor, Economics and Accounting*

**Edward T. O'Donnell**

Ph.D., Columbia University  
*Associate Professor, History*

**Patrick O'Konis**

M.F.A., Brooklyn College  
*Visiting Lecturer, Theatre and Dance*

**Karen A. Ober**

Ph.D., University of Arizona  
*Professor, Biology*

**Lee Oser**



Ph.D., Yale University  
*Professor, English*

**Jean Ouždraogo**

Ph.D., University of Georgia, Athens  
*Eleanor Howard O'Leary Chair in French/Francophonic  
Professor, World Languages, Literatures, and Cultures*

**Paul K. Oxley**

Ph.D., Harvard University  
*Associate Professor, Physics*

**P****Victor Pacheco**

M.F.A., Rhode Island School of Design  
*Visiting Assistant Professor, Visual Arts*

**Adele Eleanor Parker**

Ph.D., Brown University  
*Visiting Lecturer, World Languages, Literatures, and Cultures*

**Olga S. Partan**

Ph.D., Brown University  
*Associate Professor, World Languages, Literatures, and Cultures*

**Luigi Patruno**

Ph.D., Harvard University  
*Visiting Assistant Professor, Spanish*

**Julia A. Paxson**

Ph.D., Yale University  
*Associate Professor, Biology*

**Oliver de la Paz**

M.F.A., Arizona State University  
*Associate Professor, English*

**Ellen E. Perry**

Ph.D., University of Michigan  
*Professor, Classics*

**Sarah A. Petty**

Ph.D., University of Liverpool  
*Associate Professor, Chemistry*

**Leila S. Philip**

M.F.A., Columbia University  
*Professor, English*

**Joanne M. Pierce** (on leave 2020-2021)

Ph.D., University of Notre Dame  
*Professor, Religious Studies*

**Danielle Pochž**

Ed.D., University of Portland  
*Visiting Assistant Professor, Education*

**Justin Pochž**

Ph.D., University of Notre Dame  
*Associate Professor, History*

**Apollonya Marie Porcelli**

Ph.D., Brown University  
*Postdoctoral Teaching Fellow, Environmental Studies*

**Kenneth N. Prestwich**

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

**Robert M. Prior**

Ed.D., Nova Southeastern University  
*Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Q****Muhammad Ali Qadri**

Ph.D., Tufts University  
*Assistant Professor, Psychology*

**Kevin J. Quinn**

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

**R****Juan G. Ramos**

Ph.D., University of Massachusetts, Amherst  
*Associate Professor, Spanish*

**Kolleen J. Rask**

Ph.D., Yale University  
*Professor, Economics and Accounting*

**KJ Rawson** (on leave 2020-2021)

Ph.D., Syracuse University  
*Associate Professor, English*

**Jennifer Reed**

Ph.D., University of Virginia  
*Visiting Assistant Professor, English*

**Stephanie J. Reents**

M.F.A., University of Arizona  
*Associate Professor, English*

**William E. Reiser S.J.** (on leave 2020-2021)

Ph.D., Vanderbilt University  
*Professor, Religious Studies*

**Ke Ren**

Ph.D., Johns Hopkins University  
*Assistant Professor, History*

**Paige Reynolds** (on leave 2020-2021)

Ph.D., University of Chicago  
*Professor, English*

**Allison Lynn Richardson**

M.B.A., Bryant University  
*Professor of Practice, Economics and Accounting*

**Cristi Rinklin**

M.F.A., University of Minnesota, Minneapolis  
*Professor, Visual Arts*

**Timothy M. Roach**

Ph.D., Yale University  
*Associate Professor, Physics*

**Gareth E. Roberts**

Ph.D., Boston University

*Professor, Mathematics and Computer Science*

**John Roche**

Ph.D., University of Maine  
*Visiting Lecturer, J.D. Power Center for Liberal Arts in the World*

**Mary M. Doyle Roche**

Ph.D., Boston College  
*Associate Professor, Religious Studies*

**Maria G. M. Rodrigues**

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

**Claudia N. Ross**

Ph.D., University of Michigan  
*Professor, World Languages, Literatures, and Cultures*

**Megan H. Ross**

Ph.D., University of North Carolina at Chapel Hill  
*Visiting Assistant Professor, Music*

**Constance S. Royden**

Ph.D., University of California, San Francisco  
*Professor, Mathematics and Computer Science*

**Eric R. Ruggieri** (on leave 2020-2021)

Ph.D., Brown University  
*Associate Professor, Mathematics and Computer Science*

**Sanjog Rupakheti**

Ph.D., Rutgers University  
*Assistant Professor, History*

**Virginia M. Ryan**

Ph.D., Boston College  
*Lecturer, Montserrat*

**Jodi M. Rymer** (on leave Fall 2020)

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

## S

**Scott Sandstrom**

J.D., Suffolk University  
*Associate Professor, Economics and Accounting*

**Jorge Santos** (on leave 2020-2021)

Ph.D., University of Connecticut, Storrs  
*Associate Professor, English*

**David L. Schaefer**

Ph.D., University of Chicago  
*Professor, Political Science*

**Denise Schaeffer**

Ph.D., Fordham University  
*Professor, Political Science*

**David J. Schap**

Ph.D., Washington University  
*Professor, Economics and Accounting*

**Thibaut Schilt** (on leave 2020-2021)

Ph.D., Ohio State University

*Associate Professor, World Languages, Literatures, and Cultures*

**Mathew N. Schmalz**

Ph.D., University of Chicago  
*Professor, Religious Studies*

**Susan P. Schmidt**

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

**Richard C. Schmidt**

Ph.D., University of Connecticut  
*Distinguished Professor Liberal Arts*  
*Professor, Psychology*

**Sylvia M. Schmitz-Burgard**

Ph.D., University of Virginia  
*Associate Professor, World Languages, Literatures, and Cultures*

**Melissa A. Schoenberger**

Ph.D., Boston University  
*Assistant Professor, English*

**Leslie Schomp**

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

**Tyler Schuenemann**

Cand., Ph.D., University of Massachusetts, Amherst  
*Visiting Instructor, Political Science*

**Daniel Schwab**

Ph.D., Boston University  
*Assistant Professor, Economics and Accounting*

**Bianca R. Sculimbrene** (on leave 2020-2021)

Ph.D., Boston College  
*Associate Professor, Chemistry*

**Aaron M. Seider**

Ph.D., University of Chicago  
*Associate Professor, Classics*

**Lorelle D. Semley** (on leave 2020-2021)

Ph.D., Northwestern University  
*Professor, History*

**Brittany Severance**

M.F.A., Emerson College  
*Visiting Lecturer, Visual Arts*

**Noa Shaindlinger**

Ph.D., University of Toronto  
*Visiting Assistant Professor, History*

**Ann M. Sheehy**

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

**Ronnie Shepard**

Ph.D., University of Connecticut  
*Visiting Assistant Professor, Sociology and Anthropology*

**Janine Shertzer**

Ph.D., Brown University  
*Distinguished Professor of Science*

*Professor, Physics*

**Jameliah Inga Shorter-Bourhanou**

Ph.D., Pennsylvania State University  
*Assistant Professor, Philosophy*

**May Mui-Hwa Demarco Sim**

Ph.D., Vanderbilt University  
*Professor, Philosophy*

**Colleen Smith**

Ph.D., Syracuse University  
*Visiting Assistant Professor, Psychology*

**D. Neel Smith**

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

**Edward J. Soares**

Ph.D., University of Arizona  
*Associate Professor, Mathematics and Computer Science*

**William V. Sobczak** (on leave Fall 2020)

Ph.D., Cornell University  
*Professor, Biology*

**Giovanni Spani**

Ph.D., Indiana University  
*Associate Professor, World Languages, Literatures, and Cultures*

**Liat N. Spiro**

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

**Elizabeth Spragins**

Ph.D., Stanford University  
*Assistant Professor, Spanish*

**Michael Joseph Stahl**

Ph.D., New York University, New York  
*Visiting Assistant Professor, Religious Studies*

**Sarah Stanbury** (on leave 2020-2021)

Ph.D., Duke University  
*Distinguished Professor of Arts and Humanities*  
*Professor, English*

**Olena Mykhaylova Staveley-O'Carroll**

Ph.D., Georgetown University  
*Assistant Professor, Economics and Accounting*

**Christopher D. Staysniak**

Ph.D., Boston College  
*Lecturer, Montserrat*

**Hayley C Stefan**

Ph.D., University of Connecticut  
*Visiting Assistant Professor, English*

**William E. Stempsey S.J.**

Ph.D., Georgetown University  
*Professor, Philosophy*

**Shannon R. Stock** (on leave Fall 2020)

Ph.D., Harvard University

*Associate Professor, Mathematics and Computer Science*

**Samuel V. Stoddard**

Ph.D., University of Massachusetts, Amherst  
*Visiting Assistant Professor, Political Science*

**Cynthia L. Stone**

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

**James Stormes S.J.**

Ph.D., University of Massachusetts, Amherst  
*Visiting Lecturer, Economics and Accounting*

**Annie Van Fossen Storr**

Ph.D., University of Delaware  
*Visiting Lecturer, Visual Arts*

**Karsten R. Stueber**

Ph.D., University of Tübingen  
*Professor, Philosophy*

**Kathleen Suchenski**

M.A., University of Wisconsin  
*Visiting Lecturer, World Languages, Literatures, and Cultures*

**Gerald Sullivan**

M.A., Miami University, Oxford Ohio  
*Visiting Lecturer, Center for Interdisciplinary Studies*

**Susan Crawford Sullivan**

Ph.D., Harvard University  
*Professor, Sociology and Anthropology*

**Justin C. Svec**

Ph.D., Columbia University  
*Associate Professor, Economics and Accounting*

**Susan Elizabeth Sweeney**

Ph.D., Brown University  
*The Monsignor Murray Professor in Arts and Humanities*  
*Professor, English*

**T**

**Karen Teitel**

Ph.D., University of Massachusetts, Amherst  
*Associate Professor, Economics and Accounting*

**Ward J. Thomas**

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

**Daniel Tortorice**

Ph.D., Harvard University  
*Assistant Professor, Economics and Accounting*

**Melissa Geisler Trafton**

Ph.D., University of California, Berkeley  
*Visiting Assistant Professor, Visual Arts*

**Taylor Travassos-Lomba**

B.A., Brown University  
*Visiting Lecturer, Theatre and Dance*

**U**

**Ana Irene Ugarte** (on leave Fall 2020)  
Ph.D., Duke University  
*Assistant Professor, Spanish*

**Lyda Urresta**  
Ph.D., Notre Dame, IN  
*Visiting Assistant Professor, Mathematics and Computer Science*

**V**

**Jared P Van Ramshorst**  
Ph.D., Syracuse University  
*Postdoctoral Teaching Fellow, Center for Interdisciplinary Studies*

**Madeline Vargas**  
Ph.D., University of Connecticut  
*Professor, Biology*

**Frank Vellaccio**  
Ph.D., Massachusetts Institute of Technology  
*Associate Professor, Chemistry*

**Steve Vineberg** (on leave 2020-2021)  
Ph.D., Stanford University  
*Distinguished Professor of Arts and Humanities  
Professor, Theatre and Dance*

**Edward J. Vodoklys S.J.**  
Ph.D., Harvard University  
*Senior Lecturer, Classics*

**W**

**Jaclyn Waguespack**  
M.F.A., Ohio State University  
*Visiting Lecturer, Theatre and Dance*

**Jessica P. Waldoff**  
Ph.D., Cornell University  
*Professor, Music*

**Kevin A. Walsh**  
Ph.D., Cornell University  
*Associate Professor, Mathematics and Computer Science*

**Stella Wang**  
Cand., Ph.D., Harvard University  
*Visiting Instructor, English*

**Benjamin Wedewer**  
B.A., The Citadel  
*Visiting Lecturer, Naval Science*

**Melissa F. Weiner**  
Ph.D., University of Minnesota, Minneapolis  
*Associate Professor, Sociology and Anthropology*

**Amanda R. Welch**  
Ph.D., Virginia Tech University  
*Visiting Assistant Professor, Mathematics and Computer Science*

**James Welu**  
Ph.D., Boston University  
*Visiting Lecturer, Visual Arts*

**Michael R. West**  
Ph.D., Columbia University  
*Associate Professor, History*

**Schuyler Whelden**  
Ph.D., University of California, Los Angeles  
*Postdoctoral Teaching Fellow, Music*

**Daniel Patrick White**  
M.S., Naval Postgraduate School  
*Visiting Lecturer, Naval Science*

**Sean M. Williams**  
Ph.D., Michigan State University  
*Visiting Assistant Professor, Biology*

**Rebecca R. Winarski**  
Ph.D., Georgia Institute of Technology  
*Assistant Professor, Mathematics and Computer Science*

**Kelly Wolfe-Bellin**  
Ph.D., Iowa State University  
*Senior Lecturer, Biology*

**Y**

**De-Ping Yang**  
Ph.D., University of Connecticut  
*Professor, Physics*

**Stephanie E. Yuhl**  
Ph.D., Duke University  
*Professor, History*

**Professors Emeriti**

**Isabel Alvarez-Borland**  
*Distinguished Professor of Arts & Humanities Emerita, Spanish*

**John B. Anderson**  
*Associate Professor Emeritus, History*

**Charles A. Baker**  
*Associate Professor Emeritus, French*

**Ross W. Beales**  
*Professor Emeritus, History*

**Eckhard Bernstein**  
*Professor Emeritus, German*

**Robert I. Bertin**  
*Distinguished Professor of Science Emeritus, Biology*

**Patricia L. Bizzell**  
*Distinguished Professor of Humanities Emerita, English*

**John R. Carter**  
*Professor Emeritus, Economics*

**Thomas Cecil**  
*Distinguished Professor of Science Emeritus, Mathematics*

**Hermann J. Cloeren**  
*Professor Emeritus, Philosophy*

**Robert K. Cording**

*Professor Emeritus, English*

**Barbara L. Craig**

*Associate Professor Emerita, Theatre and Dance*

**John T. Cull**

*Professor Emeritus, Spanish*

**Daniel G. Dewey**

*Associate Professor Emeritus, Mathematics*

**Caren G. Dubnoff**

*Associate Professor Emerita, Political Science*

**James T. Flynn**

*Professor Emeritus, History*

**Theodore P. Fraser**

*Professor Emeritus, French*

**Robert H. Garvey**

*Associate Professor Emeritus, Physics*

**Maurice A. Géracht**

*Stephen J. Prior Professor of Humanities Emeritus, English*

**William A. Green**

*Professor Emeritus, History*

**Baozhang He**

*Associate Professor Emeritus, Chinese*

**Hilde S. Hein**

*Associate Professor Emerita, Philosophy*

**Edward J. Herson, Jr.**

*Associate Professor Emeritus, Theatre*

**Mary E. Hobgood**

*Associate Professor Emerita, Religious Studies*

**George R. Hoffman**

*Distinguished Professor of Science Emeritus, Biology*

**Carolyn Howe**

*Associate Professor Emerita, Sociology/Anthropology*

**David M. Hummon**

*Professor Emeritus, Sociology*

**Patrick J. Ireland**

*Associate Professor Emeritus, English*

**James M. Kee**

*Professor Emeritus, English*

**Suzanne R. Kirschner**

*Professor Emerita, Psychology*

**Ambroise Kom**

*Eleanor Howard O'Leary Chair in Francophone Studies Emeritus, French*

**George N. Kostich**

*Associate Professor Emeritus, Russian*

**Alice L. Laffey**

*Associate Professor Emerita, Religious Studies*

**Normand J. Lamoureux**

*Professor Emeritus, French*

**Vincent A. Lapomarda, S.J.**

*Associate Professor Emeritus, History*

**Thomas M.C. Lawler**

*Professor Emeritus, English*

**Mary Lee S. Ledbetter**

*Professor Emerita, Biology*

**Jerry L. Lembcke**

*Associate Professor Emeritus, Sociology*

**Carol Lieberman**

*Associate Professor Emerita, Music*

**Mark E. Lincicome**

*Associate Professor Emeritus, History*

**Charles Locurto**

*Professor Emeritus, Psychology*

**Kornath Madhaven**

*Professor Emeritus, Biology*

**Richard E. Matlak**

*Professor Emeritus, English*

**John T. Mayer**

*Professor Emeritus, English*

**Theresa M. McBride**

*Professor Emerita, History*

**B. Eugene McCarthy**

*Professor Emeritus, English*

**John F. McKenna**

*Professor Emeritus, French*

**Paul D. McMaster**

*Professor Emeritus, Chemistry*

**William R. Morse**

*Associate Professor Emeritus, English*

**Blaise J. Nagy**

*Professor Emeritus, Classics*

**James B. Nickoloff**

*Associate Professor Emeritus, Religious Studies*

**David J. O'Brien**

*Loyola Professor Emeritus, History*

**John D. O'Connell**

*Associate Professor Emeritus, Accounting and Economics*

**John F. O'Connell**

*Professor Emeritus, Economics*

**Peter Perkins**

*Professor Emeritus, Mathematics*

**James F. Powers**

*Professor Emeritus, History*

**Virginia C. Raguin**

*Distinguished Professor of Humanities Emerita, Visual Arts*

**John P. Reboli, S.J.**

*Associate Professor Emeritus, Visual Arts*

**Robert W. Ricci**

*Professor Emeritus, Chemistry*

**Susan Rodgers**

*Distinguished Professor of Ethics and Society Emerita, Anthropology*

**William J. Rynders**

*Associate Professor Emeritus, Theatre*

**Nicholas Sanchez**

*Professor Emeritus, Economics*

**Royce A. Singleton, Jr.**

*Professor Emeritus, Sociology*

**Victoria L. Swigert**

*Professor Emerita, Sociology*

**Frank Tangherlini**

*Associate Professor Emeritus, Physics*

**Melvin C. Tews**

*Associate Professor Emeritus, Mathematics*

**Edward H. Thompson, Jr.**

*Professor Emeritus, Sociology*

**Karen L. Turner**

*Distinguished Professor of Humanities Emerita, History*

**Jorge H. Valdes**

*Associate Professor Emeritus, Spanish*

**Charles Weiss**

*Associate Professor Emeritus, Psychology*

**Helen M. Whall**

*Professor Emerita, English*

**Thomas W. Worcester, S.J.**

*Professor Emeritus, History*

**William J. Ziobro**

*Associate Professor Emeritus, Classics*

**William L. Zwiebel**

*Professor Emeritus, Modern Languages and Literatures*

## Legal Issues

### Directory Information Notice

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

Directory information includes: the student's name, address, telephone number, email address, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, class level (i.e., first-year, second-year), enrollment status (i.e., full-time or part-time status), degrees, honors and awards received, and the most recent previous educational agency or institution attended by the student.

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

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

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

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

1. **The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** A student should submit a written request to the department that maintains the record(s) the student wishes to inspect. The department will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be made.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate or misleading or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the College to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. They should write to the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. **Note:** The right to challenge grades does not apply under FERPA unless the grade assigned was inaccurately recorded.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; a student serving on an official committee. A school official also may include a volunteer or a person or company with whom the College has contracted as its agent to provide a service or function instead of using College employees or officials and who is under the direct control of the College with respect to the use and maintenance of personally

identifiable information from education records (such as an attorney, auditor, or collection agent or student volunteering to assist another school official in performing his or her tasks). A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities for the College.

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

- a. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- b. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- c. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- d. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- e. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- f. To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9)) To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- g. Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11)). Please see the College's Directory Information Notice above.
- h. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- i. To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- j. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA as they pertain to access and disclosure of student's education records.** Students who believe their rights under the Family Educational Rights and Privacy Act have been violated may file a written complaint with the

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, S.W.,  
Washington, D.C. 20202-4605

## Clery Act Statement

Holy Cross is committed to assisting all members of the Holy Cross community in providing for their safety and security. Information regarding campus safety and security is available upon request or can be found on the Holy Cross website.

The College publishes an Annual Security and Fire Safety Report each year. The Annual Security and Fire Safety Report discloses information about campus safety and security including crime prevention, public safety law enforcement authority, crime-reporting policies, disciplinary procedures, security policies and statistics concerning reported crimes that occurred on campus, on college-controlled property, and on public property immediately adjacent to campus, campus fire safety policies and procedures and fire statistics for each residence hall. A paper copy of the report may be obtained by contacting the Department of Public Safety as described below or online. The College maintains a log of all fires that occur in on-campus housing, and a daily log of all reported crimes. The Department of Public Safety issues timely warnings to the campus community, and when necessary, has the ability to issue alerts via an emergency notification mass-messaging system.

If you would like a paper copy of the Annual Security and Fire Safety, please contact:

The Department of Public Safety at Holy Cross  
3 City View  
Worcester, MA 01610-2395

or telephone (508) 793-2224.

## Harassment Policies

### Sexual Misconduct Policy and Equal Opportunity and Discriminatory Harassment Policy

Holy Cross prides itself as a community that nurtures the growth and development of all its members. In such a community, each individual is entitled to respectful treatment from others in an environment free from harassment.

Unlawful discrimination, harassment, including sexual harassment and sexual violence, and retaliation are prohibited and will not be tolerated at the College. Such behavior violates College policies and may result in disciplinary action, up to and including termination or dismissal from the College. To review the College's

policies regarding discrimination and harassment and related investigation and resolution procedures, please see the following links: Sexual Misconduct Policy (<https://www.holycross.edu/sexual-respect-and-title-ix/overview/>) and Equal Opportunity and Discriminatory Harassment Policy ([https://www.holycross.edu/sites/default/files/files/policyprocedure/adminfinance/forms/discrimination\\_and\\_discriminatory\\_harassment\\_policy\\_.pdf](https://www.holycross.edu/sites/default/files/files/policyprocedure/adminfinance/forms/discrimination_and_discriminatory_harassment_policy_.pdf)). For further information, including contact information for the Director of Title IX and Equal Opportunity who oversees the College's compliance with federal and state non-discrimination and equal opportunity laws, please see the Nondiscrimination Statement section of this catalog.

## Director of Title IX and Equal Opportunity

The Office of the Director of Title IX and Equal Opportunity supports the College's commitment to a safe and inclusive community as evidenced by the College's Sexual Misconduct Policy. The work of the Office is aligned with the mission of the College, where students are challenged to answer the question "What are our obligations to one another?" Respect for, and obligation to, another individual is the foundation of healthy relationships and the key to prevention.

The Director of Title IX and Equal Opportunity (who is also the Title IX Coordinator) supports the College community through policy, education, and response. The Director manages the College's Sexual Misconduct Policy and collaborates with multiple departments on providing resources for those affected by sexual misconduct as well as educational opportunities for the prevention of sexual misconduct. The Director also manages concerns and complaints by all community members that relate to sexual misconduct and manages the response, investigation and resolution of complaints.

The Director of Title IX and Equal Opportunity welcomes your questions and encourages all community members to understand the Sexual Misconduct Policy, including the definitions of prohibited behaviors, available resources to support community members, and the process for the investigation and resolution of complaints. If you would like to learn more, please stop by our office or make an appointment.

### Derek DeBobs

Director of Title IX and Equal Opportunity  
College of the Holy Cross  
Hogan Campus Center- Suite 506  
Worcester, MA 01610  
508-793-3336  
[ddebobs@holycross.edu](mailto:ddebobs@holycross.edu)

## Nondiscrimination Statement

The College of Holy Cross rejects and condemns all forms of harassment, wrongful discrimination, retaliation and disrespect and is committed to sustaining a welcoming environment for everyone and especially for those vulnerable to discrimination on the basis of race, religion, color, national origin, age, marital or parental status, veteran status, sex, disabilities, genetic information, sexual orientation or gender identity. It is the policy of the College to adhere to all applicable state and federal laws prohibiting discrimination. The College does not discriminate unlawfully in admission to, access to, treatment in or employment in its programs and activities on the basis of a person's race, religion, color, national origin, age, marital or parental status (including pregnancy and pregnancy related conditions), veteran status, sex, disability, genetic information, sexual orientation or gender identity or any other legally protected status,

while reserving its right where permitted by law to take action designed to promote its Jesuit and Catholic mission.

Unlawful discrimination, harassment, including, but not limited to sexual violence and sexual misconduct, and retaliation are prohibited and will not be tolerated at the College. Such behavior violates College policies and may result in disciplinary action, up to and including termination or dismissal from the College. To review the College's policies regarding discrimination and harassment and related investigation and resolution procedures, please see the following links: Sexual Misconduct Policy (<https://www.holycross.edu/sexual-respect-and-title-ix/overview/>) and discriminatory harassment policy.

The College has designated the Title IX and Equal Opportunity (who also serves as the College's Title IX Coordinator and ADA/504 Coordinator) to oversee its compliance with state and federal non-discrimination and equal opportunity laws including, but not limited to, Title IX of the Education Amendments Act of 1972 (Title IX) Section 504 of the Rehabilitation Act of 1973 (504), the Americans with Disabilities Act of 1990 (ADA) and the Age Discrimination Act. Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment or retaliation may contact the Director of Title IX and Equal Opportunity.

### Derek DeBobs

Director of Title IX and Equal Opportunity  
College of the Holy Cross  
Hogan Campus Center- Suite 505  
Worcester, MA 01610  
508-793-3336  
[ddebobs@holycross.edu](mailto:ddebobs@holycross.edu)

For more information, please visit the Sexual Respect and Title IX website (<https://www.holycross.edu/sexual-respect-and-title-ix/>) (<https://www.holycross.edu/sexual-respect-and-title-ix/>).

In addition to the College's policies and procedures regarding discrimination and harassment, individuals who believe that they have been subjected to unlawful discrimination, harassment, or retaliation may file a complaint with government authorities by contacting the appropriate agency listed below:

### The U.S. Department of Education

Office for Civil Rights  
5 Post Office Square, 8th Floor  
Boston, MA 02109-1424  
(617) 289-0111  
Fax (617) 289-0150; TDD (877) 521-2172  
[ocr.boston@ed.gov](mailto:ocr.boston@ed.gov)

### Equal Employment Opportunity Commission

John F. Kennedy Federal Building,  
475 Government Center  
Boston, MA 02203  
(617) 565-3200/(800) 669-4000

### Massachusetts Commission Against Discrimination

Worcester City Hall  
484 Main Street, Rm. 320  
Worcester, MA 01608  
(508) 453-3630

Boston Office  
One Ashburton Place



Sixth Floor, Room 601  
Boston, MA 02108  
(617) 994-6000

Springfield Office  
436 Dwight Street  
Second Floor, Room 220  
Springfield, MA 01103  
(413) 739-2145

New Bedford Office  
800 Purchase Street  
Room 501  
New Bedford, MA 02740  
(508) 990-2390

## **Office of the General Counsel**

The Office of the General Counsel is responsible for providing all legal services, preventive legal guidance, and legal advice to the College on a broad spectrum of legal issues that arise in its operation. The Office of the General Counsel is also responsible for engaging the services of outside law firms for specialized legal needs as well as coordinating and supervising the work of outside counsel. The Office of the General Counsel represents the College in all legal matters. It does not represent students, faculty, or staff in personal matters or personally in matters relating to the College, except in those circumstances where the individual is named a defendant in litigation regarding actions taken in the course and scope of his or her employment at the College.

The Office of the General Counsel is located in O'Kane Hall, Room 158. Telephone (508) 793-3759, [esmall@holycross.edu](mailto:esmall@holycross.edu).

# INDEX

---

## A

About Holy Cross .....	4
Academic Calendar .....	8
Academic Goals of a Liberal Arts Education and Assessment .....	21
Academic Honors and Awards .....	36
Academic Plans .....	41
Academic Policies .....	24
Accounting Major .....	80
Accreditation .....	7
Admissions .....	8
Africana Studies Concentration .....	56
American Sign Language and Deaf Studies: Deaf Studies, Minor .....	232
Anthropology Major .....	195
Anthropology Minor .....	196
Arabic .....	232
Art History Major .....	217
Art History Minor .....	218
Asian Studies .....	42
Asian Studies Major .....	43
Asian Studies Minor .....	43
Athletics .....	18

## B

Biochemistry Concentration .....	51
Biochemistry Concentration .....	66
Biology .....	44
Biology Major .....	51

## C

Career Development .....	18
Center for Interdisciplinary Studies .....	53
Chemistry .....	60
Chemistry Major .....	66
Chinese Studies Major .....	233
Chinese Studies Minor .....	233
Ciocca Center for Business, Ethics, and Society .....	242
Classics .....	67
Classics Major .....	72
College Councils and Committees .....	251
College of the Holy Cross 2020-2021 Catalog .....	3
Computer Science Major .....	136
Computer Science Minor .....	136

Creative Writing Concentration .....	92
Creative Writing Minor .....	93

## D

Dance Minor .....	210
Degree Requirements .....	21
Degree Requirements & Academic Policies .....	21
Department Chairs and Program Directors .....	254

## E

Economics and Accounting .....	73
Economics Major .....	81
Education .....	82
Education Minor .....	84
English .....	85
English Major .....	93
Environmental Studies .....	94
Environmental Studies Major .....	95
Environmental Studies Minor .....	96
Expenses .....	10

## F

Financial Aid .....	14
French and Francophone Studies Major .....	233
French and Francophone Studies Minor .....	234

## G

Gender, Sexuality & Womens Studies Concentration .....	57
Geosciences Minor .....	52
German Studies Major .....	235
German Studies Minor .....	235
Governance .....	247

## H

History .....	97
History Major .....	111

## I

International Studies .....	111
International Studies Major .....	125
Italian Studies Major .....	236
Italian Studies Minor .....	236

## J

J.D. Power Center for Liberal Arts in the World .....	243
-------------------------------------------------------	-----

## L

Latin American, Latinx, and Caribbean Studies Concentration .....	58
Legal Issues .....	268

<b>M</b>			
Mathematics and Computer Science .....	126	Studies in World Literatures Major .....	239
Mathematics Major .....	137	Studio Art Major .....	219
Mission Statement .....	7	Studio Art Minor .....	220
Music .....	138	Study Abroad .....	245
Music Major .....	145	<b>T</b>	
<b>N</b>		Teacher Education Program .....	84
Naval Science .....	146	Theatre and Dance .....	206
<b>O</b>		Theatre Major .....	210
Office of the College Chaplains .....	17	<b>V</b>	
Officers of Instruction .....	255	Visual Arts .....	211
<b>P</b>		<b>W</b>	
Peace and Conflict Studies Concentration .....	59	World Languages, Literatures, and Cultures .....	220
Philosophy .....	148		
Philosophy Major .....	155		
Philosophy Minor .....	156		
Physics .....	156		
Physics Major .....	159		
Physics Minor .....	160		
Political Science .....	160		
Political Science Major .....	170		
Professors Emeriti .....	266		
Psychology .....	170		
Psychology Major .....	176		
Public Safety .....	19		
<b>R</b>			
Religious Studies .....	177		
Religious Studies Major .....	186		
Religious Studies Minor .....	186		
Rhetoric and Composition Minor .....	94		
Russian Studies Major .....	237		
Russian Studies Minor .....	238		
<b>S</b>			
Sociology and Anthropology .....	187		
Sociology Major .....	197		
Spanish .....	198		
Spanish Major .....	205		
Special Academic Programs .....	240		
Statistics Minor .....	138		
Student Affairs .....	11		
Student-Designed Majors and Minors .....	60		