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Campus map appears on inside back cover.

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St. Mary's College of Maryland is accredited by the Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, Pennsylvania, 19104; Telephone 215-662-5606.

The College does not discriminate on the basis of age, citizenship, color, disability, national origin, race, religion, sex, sexual orientation, or special disabled veteran and Vietnam era veteran status in the administration of employment and educational policies, or in any other program or activity. St. Mary's does not condone harassment of any kind against any individual because of age, citizenship, color, disability national origin, race, religion, sex, or sexual orientation. Such harassment would be clearly in conflict with the interests and purposes of the College as an educational community and in many cases with provision of law. Inquiries concerning the College's responsibility may be directed to the Affirmative Action Office.

The provisions of this catalog are not to be regarded as an irrevocable contract between the College and the student, or between the College and the parents of a student. The College reserves the right to change any provisions or requirements at any time, but not to make such changes retroactive. While all efforts are made to ensure the completeness and accuracy of this catalog, the regulations and policies of the College are not changed by typographical or other errors.

In compliance with the Student Right-to-Know and Campus Security Act, Public law 101-542, St. Mary's College of Maryland will make available, upon request, a report on graduation rates and/or public safety.

The programs at St. Mary's College of Maryland have been approved by the Maryland Higher Education Commission for the education of veterans and other eligible dependents.

Fall 2009 Academic Calendar

July 13 - 17		New Student Days
Aug. 27	Thurs.	Residences open for new students.
Aug. 27 - 29	Thurs. - Sat.	Orientation for all new students.
Aug. 29 - 30	Sat. - Sun.	Residences Halls open for returning students
Aug. 31	Mon.	CLASSES BEGIN.
Sept. 7	Mon.	Labor Day holiday: NO CLASSES.
Aug. 31- Sept. 11	Mon. - Fri.	Schedule-adjustment period and late registration.
Sept. 14 - Sept. 25	Mon. - Fri.	Add a course with a fee until Sept. 25. You may withdraw with a grade of "W" with a $25 fee until the end of the 10th academic week (Nov. 6).
Sept. 25	Fri.	LAST DAY for students to submit course work to faculty to remove an Incomplete, to change grading option to Credit/No-credit, and to declare an Audit grading option. Last day to file paperwork for CORE 350.
Oct. 1	Thurs.	LAST DAY to withdraw, without a grade penalty, from a half-semester course.
Oct. 9	Fri.	LAST DAY for instructors to remove an Incomplete.
Oct. 12 - 13	Mon. - Tues.	Fall reading days: NO CLASSES.
Oct. 19	Mon.	Mid-semester report deadline.
Oct. 19 - 23	Mon. - Fri.	Half-semester courses begin.
Oct. 23	Fri.	LAST DAY to register for a half-semester course beginning at mid-semester.
Nov. 2 - 6	Mon. - Fri.	Academic advising for all degree students currently enrolled.
Nov. 3	Tues.	All-day advising: NO CLASSES.
Nov. 6	Fri.	LAST DAY to withdraw, without a grade penalty, from a full-semester course.
Nov. 4 - Nov. 13	Wed. - Fri.	Registration for degree students.
Nov. 19	Thurs.	LAST DAY to withdraw , without a grade penalty, from a half-semester course which began at mid-semester.
Nov. 20	Fri.	St. Mary's Projects due to mentor.
Nov. 24	Tues.	Thanksgiving recess begins at 10:00 p.m.
Nov. 30	Mon.	CLASSES RESUME.
Dec. 11	Fri.	Last day of regularly scheduled classes. St. Mary's Projects due in the Office of the Registrar.
Dec. 14 - 17	Mon. -Thurs.	Final class meetings/exams. Last class meeting scheduled during exams.
Dec. 21	Mon.	Grades due to the Office of the Registrar by noon.

Spring 2010 Academic Calendar

Jan. 15	Fri.	Residences open and orientation begins for new students.
Jan. 15	Fri.	Advising for all new students. Orientation continues.
Jan. 15	Fri.	Registration for all new students.
Jan. 17 - 18	Sun. - Mon.	Residences open for returning students.
Jan. 18	Mon.	Martin Luther King Holiday: NO CLASSES.
Jan. 19	Tues.	CLASSES BEGIN.
Jan. 19 - Jan. 29	Tues. - Fri.	Schedule-adjustment period and late registration.
Feb. 1 - Feb. 12	Mon. - Fri.	Add a course with a fee until Feb. 12. You may withdraw with a grade of "W" with a $25 fee until the end of the 10th academic week (Apr. 2).
Feb 12	Fri.	LAST DAY for students to submit course work to faculty to remove an Incomplete, to change grading option to Credit/No-credit, and to declare an Audit grading option. Last day for students to file paperwork for CORE 350.
Feb. 18	Thurs.	LAST DAY to withdraw, without a grade penalty, from a half-semester course.
Feb. 26	Fri.	LAST DAY for instructors to remove an Incomplete.
Mar. 8	Mon.	Mid-semester report deadline.
Mar. 8 - 12	Mon. - Fri.	Half-semester courses begin.
Mar. 12	Fri.	LAST DAY to register for a half-semester course beginning at mid-semester.
Mar. 15	Mon.	Spring recess begins.
Mar. 22	Mon.	CLASSES RESUME.
Mar. 29 - Apr. 2	Mon. - Fri.	Academic advising for all degree students currently enrolled.
Mar. 30	Tues.	All day advising: NO CLASSES.
Mar. 31 - Apr. 9	Wed. - Fri.	Registration for degree students.
Apr. 2	Fri.	LAST DAY to withdraw, without a grade penalty, from full-semester courses.
Apr. 12	Mon.	St. Mary's Projects due to mentor.
Apr. 15	Thurs.	LAST DAY to withdraw, without a grade penalty, from a half-semester course which begins mid-semester.
Apr. 30	Fri.	Last day of regularly scheduled classes.
		St. Mary's Projects due in the Office of the Registrar.
Apr. 24	Sat.	AWARDS CONVOCATION
May 3 - 4	Mon. - Tues.	St. Mary's Project presentations.
May 5	Wed.	Reading day.
May 6 - 11	Thurs. - Tues.	Final Class meeting/exams. Last class meeting scheduled during exams.
May 12	Wed.	Senior grades due in registrar's office by noon.
May 15	Sat.	Commencement
May 17	Mon.	Grades due to the Office of the Registrar by noon.

The College and Its Mission

The Mission of the College

St Mary's College of Maryland, designated the state's honors college, is an independent public institution in the liberal arts tradition. We promote scholarship and creativity by challenging our students to achieve academic excellence through close relationships with faculty, classroom activities, and experiential learning. Our faculty and staff foster intellectual, social, and ethical development within a community dedicated to diversity and accessibility. We provide students with opportunities to understand and serve local, national, and global communities and to accomplish social change.

Founded on the site of Maryland's first capital, the College stands as a living legacy to the ideals of tolerance. Our beautiful residential campus on the banks of the St. Mary's River inspires our work, our play, and our commitment to the environment.

St. Mary's College of Maryland values:

- Creative and intellectual exploration
- Diversity in all its forms
- Social responsibility and civic-mindedness
- Global engagement
- Environmental stewardship
- A spirit of community revolving around our students

St. Mary's College of Maryland pursues the following goals:

- Maintaining a high standard of academic excellence
- Strengthening student/faculty interaction through small classes and close collaborations
- Enhancing accessibility, affordability, and diversity
- Providing an integrative curriculum and fostering intellectual autonomy
- Expanding global engagement opportunities for our students and faculty
- Promoting and maintaining a community built on respect
- Offering a variety of educational, cultural, and recreational experiences for the campus and local communities

Description of the College

Nonsectarian since its founding in 1840, St. Mary's enjoys a unique status in higher education as Maryland's public honors college. Because it is a state college, St. Mary's is committed to the ideals of affordability, accessibility, and diversity. As Maryland's public honors college, St. Mary's offers an undergraduate liberal arts education and small-college experience like those found at exceptional private colleges. St. Mary's shares the hallmarks of private institutions: an outstanding faculty, talented students, high academic standards, a challenging curriculum, small classes, a sense of community, and a spirit of intellectual inquiry. By combining the virtues of public and private education, St. Mary's provides a unique alternative for students and their families. Its spectacular waterfront setting in the heart of the Chesapeake Bay region, 70 miles southeast of Washington, D.C. and 95 miles south of Baltimore, also enhances the College's uniqueness. The St. Mary's campus is one of uncommon charm, inspiring a powerful sense of belonging.

Designated the state's public honors college by the Maryland legislature in 1992, St. Mary's has won widespread recognition for the friendly, caring quality of campus life and the academic excellence of its faculty and students. The College is consistently ranked as one of the top public liberal arts colleges in the nation by *U.S. News & World Report*, *Kiplinger's* and *The Princeton Review*. *The Washington Post* observed that St. Mary's is "a place to get an Ivy League education at a public school price."

As a public institution offering the benefits of fine private colleges, St. Mary's promotes excellence in every facet of campus life. Its first-rate faculty of teachers and scholars have gleaned their own educations at many of the world's finest colleges and universities, and approximately 97 percent hold a Ph.D. or other terminal academic degree in their fields. St. Mary's professors are exceptionally active in research and writing. Eleven of the current faculty have received Fulbright awards, and one is a National Book Award winner. Yet the faculty's primary interest and central concern is teaching.

Small classes (the student-faculty ratio is 12 to 1), dedicated teachers, and an informal atmosphere encourage faculty and students to share in the intellectual life of the College, both in and out of the classroom. Professors serve as academic advisers, work with students in extracurricular programs, involve students

in research, and mentor them in individualized projects.

Academic excellence extends to the student body. St. Mary's is home to the Zeta Chapter of Phi Beta Kappa and the St. Mary's College of Maryland Circle of Omicron Delta Kappa. In recent years, the College's incoming first-year class has had the highest average SAT scores in Maryland's public higher education system.

St. Mary's alumni have distinguished themselves in every academic field and creative pursuit. They have achieved success in the nation's top graduate schools, including Harvard, Yale, and Stanford, as well as in the working world. When the State of Maryland surveys graduates of its public colleges and universities, St. Mary's alumni consistently report higher levels of satisfaction with their education than do alumni of the other institutions.

- St. Mary's success is rooted in its identity as a small, coed, residential community of scholars. About 1,950 men and women attend St. Mary's; about 85 percent are full-time students living on campus, making it the most residential of Maryland's public colleges and universities.

- The College is dedicated to the liberal arts with a curriculum designed to give students an excellent general education and help them develop keen intellectual skills that will serve them throughout their lives. The College's guiding premise is that the best preparation for a life of value is an education in the humanities: the arts, the sciences, and the social sciences. Moreover, the St. Mary's curriculum stresses the links between disciplines while allowing for individual specialization in particular academic fields.

- St. Mary's College focuses on the individual, offering numerous opportunities for intellectual interaction, fostering a supportive learning environment, and encouraging scholarly experimentation and personal growth. The College community promotes individual development through a variety of experiences inside and beyond the classroom. The St. Mary's experience encourages students to give meaningful expression to their lives by becoming involved in community service, attending the many guest lectures, theatrical performances, concerts, and other cultural programs presented on campus each year, as well as participating in clubs, athletics, and student organizations. And, in keeping with its commitment to lifelong learning, the College offers opportunities for adults to continue their education.

- St. Mary's College sponsors programs that take full advantage of its unique site on the very ground where settlers established the fourth permanent English colony in North America in 1634. It is intrinsically sensitive to its watershed environment along the shores of the St. Mary's River.

- Defining itself as a community, St. Mary's seeks to inspire on its campus a shared devotion to tolerance, respect for the individual, the free pursuit of knowledge, concepts of leadership and honor, and service to society.

History of the College

Over the decades, St. Mary's has sought to balance its legacy with its future, pioneering new educational concepts and technologies while maintaining continuity with historical roots. Though the character of the school has changed, several key features have remained constant. Since its founding in 1840, St. Mary's has been state-sponsored, publicly supported, separately administered by an independent board of trustees, nonsectarian, and devoted to providing an affordable liberal arts education. In 1992, the Maryland General Assembly granted the College a new institutional status designed to assure stable public funding.

Named for St. Mary's City, the College was founded as a "female seminary" (girls' boarding school) and "living monument" to the original English settlers of Maryland and their "Act of Toleration." Endorsing this idea as presented by the St. Mary's County community, the Maryland General Assembly authorized the establishment of St. Mary's as a "monument school," a resource of and for the people of Maryland. Hundreds of the state's citizens contributed money to construct the original school.

From the very first, St. Mary's embraced the ideal of making an excellent education affordable. In 1846, the first board of trustees designed tuition and living costs to be substantially lower than those at similar schools. After 1868, when the General Assembly began giving the school annual appropriations, the seminary frequently educated up to half of its students—representing every county of the state and each legislative district of Baltimore City—free of charge. Although it struggled for survival in its first two decades, the seminary enjoyed a successful half-century following the Civil War,

benefiting from state funding, popular approval, and conscientious trustees, many of whom served for as long as 30 years. During the 20th century, the school expanded its campus and enriched the quality of instruction to serve the growing numbers of young women, and eventually men, who desired a fine education. Adding to the stability of St. Mary's was the fact that it has had only nine principals/presidents between 1900 and 2008.

Twice in the 20th century—in 1924 and in 1947—crises threatened to destroy the school. Each time, the people of the county and the state rallied to save their "monument school" and to improve it. In January 1924, during a freezing blizzard, fire gutted the majestic 80-year-old Main Building, despite the valiant efforts of local residents. Trustees, state officials, and hundreds of alumnae and friends quickly rebuilt the school as students lived in temporary quarters. In 1927, their efforts were rewarded when St. Mary's became Maryland's first junior college, affording students the unique opportunity to complete four years of high school and two years of college at the same institution.

In 1947, the Maryland Commission on Higher Education slated St. Mary's Female Seminary-Junior College for dissolution although it was fully accredited and had begun admitting male students. Before the governor could act, a large public outcry, prompted by tireless alumnae, not only saved the school from extinction, but created the momentum for removing the word "Female" and renaming it St. Mary's Seminary Junior College (1949), and its eventual evolution into a four-year baccalaureate college (1967). In 1992, the Maryland legislature designated it the state's public honors college.

Under the leadership of five presidents—M. Adele France (1923-1948), A. May Russell (1948-1969), J. Renwick Jackson, Jr. (1969-1982), Edward T. Lewis (1983-1996), and Jane Margaret O'Brien (1996-present)—St. Mary's College of Maryland has developed into the finest public liberal arts college in the Mid-Atlantic. In the past decade, the College has received national acclaim for the quality of its programs, the excellence of its faculty and students, and the magnificence of its waterfront campus.

The Community

St. Mary's County is considered the "Mother County" of Maryland, a name signifying its location on the site of the first Maryland colony. Together with Calvert and Charles counties, St. Mary's comprises a region known as Southern Maryland or the Western Shore of Maryland, a large, cove- and creek-carved peninsula situated between the lower Potomac River and the Chesapeake Bay. St. Mary's County is the southernmost of these three counties. The College is located near the southern tip of the Southern Maryland peninsula, on the St. Mary's River, a short distance from the Potomac River and its confluence with the Chesapeake Bay. Although it is the fastest-growing county in the state, with dynamic growth in the defense industry and retail establishments, St. Mary's remains largely rural, with broad stretches of farmland and forest. Agriculture and the seafood industry have long figured prominently in the local economy. Watermen still harvest oysters in the cooler months, blue crabs and fish in the summer. Wildlife is plentiful in the region. Wild swans, ducks, and Canada geese winter at the creeks and ponds of the county every year. The center of the local defense industry and the driving economic force in the county is the Patuxent River Naval Air Station. A community in transition, St. Mary's strives to preserve its rural character while accommodating growth.

The land now occupied by the campus of St. Mary's College has played an important role in the evolution of the community and in the history of Maryland. The campus, lying on a broad bend of the St. Mary's River, was the home of the Yaocomaco people during the 1600s. English colonists arrived aboard the *Ark* and *Dove* in 1634, determined to establish a settlement under a charter from King Charles I, authorizing them to take dominion of the lands surrounding the Chesapeake Bay. Led by Leonard Calvert, second son of Lord Baltimore, they came ashore within sight of where the College stands today, signed a treaty of peaceful coexistence with the Yaocomaco, and named their town St. Mary's City. Though the settlement had ceased to flourish by the end of the 17th century, it was the capital of Maryland for 61 years (until 1695) and saw the beginnings of civil rights and representative government on this continent.

By an Act of Toleration adopted at St. Mary's City in 1649, Maryland became an early site of religious freedom in the New World. The Act envisioned tolerance only between Roman Catholics and Protestants, but it represented an enormous triumph over the religious unrest

in Europe and became a basis for today's larger view of religious freedom. The "Freedom of Conscience" monument on the campus commemorates that event.

The first faint trumpet heralding the women's suffrage movement was sounded in St. Mary's City in 1648. There, Margaret Brent, a landowner who had performed significant service to the colony in straightening out its muddled finances, appeared before the colonial Assembly to demand for herself a vote equal to that of male landowners in the affairs of the settlement. Her plea was denied, but her cause has persisted and flourished.

St. Mary's City is the fourth oldest permanent English colony in North America and the only 17th-century settlement site remaining largely undisturbed by subsequent development. Colonial St. Mary's City virtually disappeared after Maryland's capital moved to Annapolis in 1695. During the 1930s, however, archaeologists began excavating the area in an attempt to uncover traces of the settlement and learn more about colonial life. In 1966, a state agency, the St. Mary's City Commission, was formed to preserve, interpret, and develop this important landmark site. Recognizing this, in 1969 the U.S. Secretary of the Interior designated the area, including part of the College campus, a national landmark. In the years since then, researchers have discovered thousands of artifacts along with the vestiges of numerous buildings—enough evidence to create a map of the 17th-century capital and describe the daily life of its inhabitants. College historians, anthropologists, and students have joined with the research staff of the resulting state park and living history museum, Historic St. Mary's City (founded in 1984), to conduct excavations and historical research. The foundations of the building where Margaret Brent made her plea are exposed as a permanent interpretive center, completed in 2008.

In Historic St. Mary's City, 17th-century America comes to life through exhibits, reconstructed buildings, and staff interpretations. St. Mary's College students receive complimentary admission tickets to all exhibit areas, one example of the many ways in which the two institutions collaborate. In 1997, the Maryland General Assembly passed the Historic St. Mary's City Act, which facilitates joint programming by the City and the College. For St. Mary's students, this collaboration represents a rare opportunity to explore the American past.

Admissions

St. Mary's College of Maryland admits students with records of high academic achievement, personal abilities, and accomplishments of superior quality. High school or college grades, the quality of course selection, standardized test scores, and letters of recommendation provide evidence of academic accomplishment and potential. These measures are supplemented by the required application essay and a résumé of co-curricular activities. Individual involvement outside the classroom and in the community is also given attention. Activities that have resulted in honors and awards, or other recognition of special talents, should be listed on the application.

Visiting the Campus and Interviews

A campus visit is an excellent way for prospective students to become acquainted with St. Mary's College. Students and their families are encouraged to schedule an informational interview and tour. These appointments are available Monday through Friday and should be scheduled at least one week in advance by contacting the Office of Admissions (1-800-492-7181, admissions@smcm.edu). Admissions open house programs are scheduled on certain Saturdays throughout the year. Open houses provide an opportunity to learn about the College and talk with faculty members and students. Applicants and their families can make reservations to attend an open house online (www.smcm.edu/admissions) or by contacting the Office of Admissions.

Application Options and Deadlines

In addition to the usual application process (in which candidates submit their applications and supporting documents by January 1 and are notified of a decision by April 1), St. Mary's offers two Early Decision programs for those who know St. Mary's is their first choice. Candidates for the Early Decision I program complete the application process by November 1 and are notified by December 1. Applicants for the Early Decision II program complete the process by December 1 and are notified by January 1. Individuals seeking Early Decision agree to withdraw all their other college applications if accepted by St. Mary's. All candidates, regardless of their admission option, are required to make a non-refundable deposit of $500 (resident students) or $300 (commuting students) to confirm the acceptance of an admission offer.

Application Deadlines	Admission Notice Dates
First-Year Students	
Early Decision I: November 1	Notice: December 1
Early Decision II: December 1	Notice: January 1
Regular Admission: January 1	Notice: April 1
Spring Admission: November 1	Notice: December 1
Transfer Students	
Fall Admission: Priority Housing* February 1	Notice: May 1
Spring Admission: Priority Housing* November 1	Notice: December 1

*Housing priority does not guarantee that housing will be provided for all admissible-transfer students. However, transfer students who apply by the priority deadline will receive preference if housing is available.

Requirements for First-Year Applicants

1. Superior grades in high school, especially in college preparatory courses (for example, honors, Advanced Placement, International Baccalaureate courses).
2. Above-average SAT I or ACT scores. (St. Mary's first-year students generally have SAT I/ACT scores well above the Maryland and national averages.)
3. Completion of the following high school units: English, four; social studies, three; mathematics, three; science, three; other electives, seven.
4. Possession of an earned high school diploma or a satisfactory score on the General Educational Development (GED) examination administered by the State Department of Education.

Procedures for First-Year Applicants

1. Applications: Submit the completed application, including the required essay, résumé,

and the $50 application fee, by the application deadline. Application may be made on-line at www.smcm.edu.

2. Transcripts: Have high schools send official transcript(s) directly to the Office of Admissions, 18952 E. Fisher Road, St. Mary's College of Maryland 20686-3001.
3. Standardized Test Scores: Have SAT I scores and/or American College Test (ACT) scores sent directly to the College. Standardized test scores that appear on the official high school transcript are acceptable. Standardized test scores are required only for individuals who have graduated from high school within the past three years.

Requirements for Transfer Student Admission

1. Above-average grades (recommended minimum GPA of 2.75) in all college courses. Transfer admission is competitive, based on space availability.
2. Satisfactory completion of at least 12 credit-hours of college credit.
3. Possession of an earned high school diploma or a satisfactory score on the General Educational Development (GED) examination administered by the State Department of Education.

Procedures for Transfer Student Applicants

1. Applications: Submit the completed application, including the required essay, résumé, and $50 application fee, by the application deadline.
2. Transcripts: Have each college send an official transcript directly to the Office of Admissions, St. Mary's College of Maryland. Transfer applicants who have completed fewer than 24 credit-hours of college credit must provide an official high school transcript and SAT I scores or ACT score as well.

Notification and Acceptance

First-year applicants who do not request consideration under the Early Decision program will be notified of an admission decision by April 1. Individuals offered admission will have until May 1 to accept the offer and make the required non-refundable advance payment of $500 (resident student) or $300 (commuting student).

Transfer students for fall admission will be notified in early May. Acceptance will continue until the class is filled. Spring transfer students will be notified in early December.

Transfer of Credits

For further information, see "Transfer of credit from other institutions" in the "Academic Policies" section.

Early Matriculation

Superior students who show exceptional maturity may seek admission to St. Mary's after the completion of the junior year of high school. Candidates for early matriculation must have the agreement of the high school that a high school diploma will be awarded after the completion of specified courses at St. Mary's. Candidates for early matriculation must provide a letter from their high school principal certifying the high school's agreement to the above condition and a letter of recommendation from the high school guidance counselor. Candidates for early matriculation must arrange a campus interview with the director of admissions.

Degree-Seeking and Non-Degree-Seeking Students

Students who enroll for course work at St. Mary's College of Maryland are classified as either degree-seeking students or non-degree-seeking students. Degree-seeking students are those seeking a degree from St. Mary's College and have been accepted by the Office of Admissions. A degree-seeking student may enroll for course work (full or part-time) for each consecutive semester as long as he or she remains in good academic standing at the College. A program of 12 credit-hours or more constitutes a full-time load; fewer than 12 credit-hours constitutes a part-time load. Non-degree-seeking students are those not currently seeking a degree from St. Mary's College. They must consult with the staff of the Office of the Registrar.

Non-degree-seeking students are permitted to enroll in fewer than 12 credit-hours. There is no limit to the number of credit-hours that a non-degree-seeking student may accumulate, and a non-degree-seeking student may enroll

for as many terms as desired for the purpose of enrichment or transferring credits to another institution.

Students who fail to meet the criteria for good academic standing outlined above will be sent a letter of warning and placed on academic probation. Non-degree-seeking students receive advising and help with the registration process from the Office of the Registrar.

A non-degree-seeking student may become a degree student by applying for and being granted formal admission through the Office of Admissions. Application must be made prior to the student's enrollment in the last 30 credit-hours of academic credit for a degree at St. Mary's College. In addition, 30 of the student's last 36 credit-hours of academic credit must be completed at St. Mary's. For admission as a degree student, a non-degree-seeking student must meet the same criteria as a transfer student. The terms of which the student may graduate will be determined by the policies laid out in the catalog date of his or her admission as a degree student. A student must maintain continuous enrollment in the College in order to be graduated under that catalog. A student denied admission as a degree student may enroll as a non-degree-seeking student unless previously declared ineligible to register. If a former student has been denied registration but wishes to return as a non-degree-seeking student, he or she must receive permission to enroll from the associate provost for academic services. Normally, a student declared ineligible for registration is not permitted to enroll under any classification until one semester has elapsed since the time he or she was declared ineligible. If a student wishes to apply later as a degree student, admission is determined by the cumulative grade-point average (GPA) for all officially recorded college course work.

Re-admission

Students who have previously attended St. Mary's College of Maryland as degree-seeking students, and who have not been academically dismissed, may apply for re-admission through the Office of Academic Services. If the student returns within five years, he or she will remain under the catalog year at the time of original admission to St. Mary's. If the student is absent for five or more years, he or she must graduate under the catalog requirements of the year of re-admission.

Students who have been academically dismissed from St. Mary's may apply for re-admission after one year by writing to the Academic Policy Committee no sooner than the end of the second semester after their dismissal (see "Academic Dismissal"). Students whose application for re-admission is approved will be given the same status as transfer students regarding housing. Any student who has been re-admitted after an academic dismissal and whose record following re-admission leads to a second dismissal will be ineligible for further re-admission. See re-admission under Academic Policies, pg. 58 for further information.

Part-time Students

Part-time students are those individuals enrolled for 11 or fewer credit-hours during the fall and spring semester or 12 or fewer during the summer semester . They may be either degree or non-degree-seeking students. Degree students make regular application to the College through the Office of Admissions. Non-degree-seeking students complete a simple information form at the time of registration. (A more complete definition of degree and non-degree-seeking status is given in the preceding section, "Degree and Non-degree-seeking Students.") All part-time students are considered part of the student body of the College. They choose from the same courses as full-time students and must meet the same academic standards. College activities, clubs, and organizations are open to part-time students except those governed by special rules of eligibility, such as intercollegiate athletic teams.

Part-time degree students are entitled to preregister for courses at the same time as full-time students. Non-degree-seeking students register at the time designated by the registrar before each semester.

All policies and fees regarding late registration and drop and add procedures apply to part-time students. Campus rules as stated in the "To the Point" handbook also apply.

Education Opportunities for Military Personnel

St. Mary's College of Maryland is an institutional member of the Service Members Opportunity College (SOC), a group of more than 400 colleges and universities providing post-secondary education to active duty members of the military services. As an SOC

member, St. Mary's College of Maryland recognizes the demands of the military service and is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and awarding credit from appropriate military education and occupation programs. For further information, contact the Office of the Registrar.

Students with Disabilities

Students are admitted to St. Mary's College based on their potential for academic success, irrespective of physical or learning disabilities. Administrative staff and faculty work cooperatively to assist students with disabilities in their educational endeavors and adjustments to the College community. The Office of Academic Services works to ensure that educational programs are accessible to all qualified students. Students with physical or learning disabilities should contact the Office of Academic Services for specific information and assistance regarding potential special needs.

Students with disabilities who seek accommodations in their academic programs or in their housing assignments must submit documentation of their disabilities to the Office of Academic Services before receiving accommodations. Because housing assignments for the fall semester are made early in the summer, requests for accommodations in housing should be made as soon as is practicable, preferably by June 1, to ensure the availability of special housing assignments. Students seeking academic accommodations should make an appointment with the academic support and disabilities services as soon as possible after arrival on campus.

International Students

Students who are natives of countries other than the United States must follow the same application procedures specified elsewhere in this section.

In addition to these requirements, international students must submit the following:

1. Scores of the Test of English as a Foreign Language (TOEFL). Any student whose native language is not English must take this examination before the application for admission can be considered. TOEFL scores of 550 or higher (250 or higher on the computer version) are generally required for admission. It is recommended that students also submit scores on the Scholastic Assessment Test or American College Test. Further information can be obtained from the Office of Admissions.
2. Transcripts and certificates of all previous academic work. These records must be originals or certified copies and must be accompanied by English translations if necessary.
3. Financial Resource Statement. An official statement from the international student's bank verifying the student's financial resources for a year of college study must be submitted, along with a literal English translation if necessary.
4. Health Examination Report. This form must be completed and mailed to the Health Center after the student is accepted for admission. The director of International Education is available to assist international students.

Resident and Non-Resident Students

It is the policy of the Board of Trustees of St. Mary's College of Maryland to recognize the categories of resident (in-state) and non-resident (out-of-state) students for the purposes of admission and tuition classification. These categories are determined by a student's financial dependency and permanent place of abode. A full-time active member of the Armed Forces, the spouse of, or the financially dependent child of such a person shall be granted in-state residency provided his or her home of residency is Maryland or that he or she resides in, or is stationed in, Maryland. This in-state residency status begins on the date the military assignment is effective.

The dean of admissions and financial aid determines the residency status for the prospective student while the registrar is responsible for determining the residency status of the enrolled student. A student requesting a change in status must submit to the registrar a petition form (available from the Office of Admissions or the Office of the Registrar or online http://www.smcm.edu/registrar/residency.html) and all appropriate documentation no later than the last day of late registration of the semester in which the change in status is requested. A student must notify the Office of the Registrar in writing within fifteen (15) days of any change that may alter his or her residency status. For

further information or the policy on student residency classification, contact the Office of Admissions, the Office of the Registrar or online http://www.smcm.edu/registrar/residency.html.

Student Life

The time that students spend learning outside the classroom—the hours devoted to sports, publications, theater, clubs, social events and student government—is a valuable part of the college experience. The Division of Student Affairs provides opportunities and support services to students during this time of intense personal development and intellectual growth, a time when new ideas are pursued, value systems re-examined, and attitudes and lifestyles explored. The student affairs staff plays a leadership role in developing experiences, policies, and programs to provide learning and leadership opportunities for students and to help them get the most out of their time as members of the campus community.

Dean of Students

Student affairs is supervised by the dean of students. The dean is directly responsible for coordinating and supervising educational programs and services in the areas of counseling, student conduct, health services, new-student orientation, residence life, leadership development, and student activities. The dean of students will frequently include and encourage professional staff and students to participate in the committees and programs that directly affect the quality of student life at St. Mary's.

Residence Life

Living on campus in the residence halls, suites, apartments, or townhouses is an essential part of each student's educational experience. The Office of Residence Life attempts to create an environment conducive to the social learning and the intellectual and emotional development of each member of the community. The College is a member of the Association of College and University Housing Officers-International (ACUHO-I).

Five residence halls, a suite-style complex, an apartment/suite complex, and two townhouse complexes house more than 85 percent of the full-time undergraduate students at the College. The Office of Residence Life is managed by administrators who are trained and experienced in helping students learn outside the classroom. Residence Hall Coordinators (RHCs) and Resident Assistants (RAs) are student staff members who live on each wing or in each area and provide residence hall programming, informal counseling, mediations, advising, and policy enforcement when needed. The College also provides a housekeeping staff to clean the public areas in the residence halls.

One of the College's housing options, the Edward T. Lewis Quadrangle, opened in 2001. This 210-bed residence hall consists of 6-, 10-, and 14-person suites. Each suite contains a common living area, two bathrooms and double bedrooms. Waring Commons, our newest housing complex, opened in August 2003. A new addition opened in August 2007. This facility has six- or eight-person suites which are similar to the Lewis Quad suites, as well as apartments. Most of the apartments have four single bedrooms (a few have three single bedrooms and one double room), one bathroom, a kitchen, and a living room/dining room combination. Students must have at least junior class standing in order to live in the apartments. Returning students must submit an application to be considered for the suites or apartments. Assignments are determined by earned credits. New students may be housed in the suites on a space-available basis.

Some of the suites and apartments house special living-learning center (LLC) programs, such as the international languages suite (Lewis Quad), the Women in Science House (WiSH in Waring Commons), and the Eco-House (in Waring Commons). For more information about the LLC programs, which have reserved a limited number of spaces for new students, please contact the Office of Residence Life, the International Languages and Cultures department (Prof. Israel Ruiz), or the mathematics department (Prof. Katherine Socha), or the biology department (Prof. Bill Williams). A Substance- and Alcohol-Free Environment (SAFE House), housed in Waring Commons and Queen Anne, was created in 2007. First-year students may apply for this program by contacting the Office of Residence Life (Kelly Smolinsky).

Calvert Hall provides a different residence hall environment for students. Due to the unique nature of the building (administrative offices and student rooms in one building), extended quiet hours are enforced from 8 a.m. – 5 p.m. in addition to the regular quiet hours at night. A limited number of spaces are available in this building for students who are housed in singles, doubles, triples, and a few quad bedrooms.

The College-owned townhouses offer upperclass students an alternative living arrangement. These two-bedroom units include a full kitchen,

living room, dining room, patio, and bathroom, and provide a natural transitional experience for students who will soon be living on their own. Students living in the townhouses pay their own electric bills. Students must have at least junior class standing in order to live in the townhouses. Returning students must complete a separate application for available townhouse spaces, and assignments are determined by earned credits.

In addition to the suites, apartments, and townhouses, St. Mary's College also offers traditional-style residence halls. These buildings contain mostly double rooms with some single bedrooms and study rooms which may be used as bedrooms on an as-needed basis. Each building has six bathrooms, a shared kitchen for occasional snacks, a recreation room, laundry room, and other amenities.

It is considered a privilege to live on campus. As resident students gain certain rights and privileges, they are in turn asked to assume certain responsibilities. Each resident student signs a Housing Contract that serves as a contractual relationship with the College about living on campus. Students should familiarize themselves with all terms of the contract. In addition, by signing the contract, the student agrees to comply with all College and residence hall/suite/townhouse/apartment policies listed in the student handbook, *To the Point*, as well as those listed on the College's web site.

The Housing Contract is binding for the entire academic year, and release is considered only under the following circumstances:

1. the student graduates, transfers, takes a leave of absence, or withdraws from the College;
2. the student participates in a College-approved program that requires off-campus residency;
3. the student is granted a written release after having submitted a written request to the associate dean of students to be released by established dates and only for special, extenuating circumstances on a case-by-case basis. For returning students, the written request for fall semester release must be submitted by May 1; for new students, by June 5. For spring semester release, the written request must be submitted by November 1. If students are not granted a written release but choose to live off-campus, they are still responsible for the terms of the contract, including payment of fees for the assigned residence space. In addition, students who are involuntarily removed from housing for disciplinary reasons are not eligible for any refund of housing fees. Students are urged not to enter into any off-campus housing contracts until they are formally released from their on-campus Housing Contract.

Two housing policies went into effect during the 1998 fall semester. The first policy states that students are guaranteed housing for a maximum of eight semesters (excluding summer sessions). Students should plan to live off-campus if they continue to attend SMCM beyond eight semesters. Students attending the Master of Arts in Teaching program are not eligible for housing. The second policy states that only current, registered, resident students can select housing in March for the following academic year. Commuters and transfers will be accommodated in campus housing only after all new, first-year students are assigned to housing in June. Students wishing to be granted an exception to either of these policies must submit a written request to the assistant director of residence life no later than February 26. Exceptions will be made only for extenuating circumstances on a case-by-case basis. There is no guarantee that an exception will be made, so students should plan accordingly and submit requests early.

Students will be held responsible for damage to their rooms, damage to the contents of the room(s), and for damage to public areas in the residences. The College reserves the right to inspect the rooms periodically and repair, at the expense of the occupant(s), any room and furniture which has been damaged beyond normal wear. The College is not responsible for the loss or damage of any student property resulting from fire, theft, water, or any other cause. Students are strongly encouraged to ensure they have appropriate personal property insurance. All resident students must make a room security deposit ($50 in all residence halls; $150 for suite, townhouse, and apartment residents) as part of their annual fees. This deposit is credited to the student's account after all assessments are made and any damages incurred to the room, wing, or hall have been subtracted.

Because of health and safety regulations, cooking is permitted only in the kitchen areas of the residence halls and in the kitchens of the apartments and townhouses. The residence halls are closed during College vacations, and student

occupancy is not permitted. Students living in the suites, townhouses, and apartments may elect to remain on campus over Thanksgiving and Spring Break. Access through the outside entrances to the traditional halls and to Waring Commons is by cardkey (the student ID card). These residences are locked 24 hours a day. Access through the outside entrances to the individual Townhouse and Lewis Quad units is by key.

Expanded Housing

While the College attempts to accurately predict the number of on-campus residential spaces available for the upcoming year, factors beyond the College's control occasionally result in temporary overflow situations. To honor its commitment to provide housing, the Office of Residence Life may assign students to doubles-as-triples, study rooms, and put additional students into certain townhouses or apartments. Students involuntarily assigned to a double-as-triple or to a five-person townhouse or apartment, or a six-person apartment will receive a $40 per week ($640 per semester) credit on their student account.(Note: Natural triples and quads in Calvert Hall are not eligible for the credit. These rooms were designed to accommodate three or four people.) Students assigned to study rooms are not eligible for the credit since the study rooms are considerably larger than standard rooms in the residence halls. Expanded housing assignments are temporary. As soon as space is available, students in these expanded housing spaces will be reassigned. If the students decline the reassignment, the rebate will end, since the students will be living in the expanded housing room voluntarily. Students in the expanded housing rooms will have basic furniture provided to them: a bed, desk, chair, and dresser. Closet or wardrobe space may need to be shared. In some rooms, the bed will be lofted. In other cases, beds will be bunked in order to provide more floor space for the occupants.

Off-Campus Housing

Off-campus housing opportunities are extremely limited in St. Mary's County. Students interested in housing should review local newspapers, check the residence life web page, or request listings from the Office of Residence Life. Special attention should be given to availability of transportation and utility costs before a student selects off-campus housing.

Dining Services

Our food service program is an "all you can eat" operation in the Servery/Great Room (located in the Campus Center). First-year resident students are required to be on one of three meal plans. Sophomores, juniors, and seniors living in traditional residence halls or suites have a choice of seven meal plans. All other students may elect one of the optional meal plans if so desired. The student ID card serves as the meal card. Flex dollars are included in most of the plans to allow students to eat and drink at the smaller retail dining venues (the Upper Deck, Quiznos®, the Daily Grind, and the Lewis Quad "Grab-n-Go") in addition to the Servery/Great Room. Flex dollars can only be used for food and beverages. There is no refund or carryover of unused flex dollars at the end of a semester. The meal plans and fees are noted in the Expenses and Financial Aid section found on page 25.

To Apply for Student Housing

New Students

1. After being admitted to the College, individuals wishing on-campus housing must complete the following procedures:

    a. New students must make a $200 advance payment for student housing by the date specified in the letter of admission. Information about the "Housing Contract," "Health History Form," "Drug-Free Campus Policy and Acknowledgment," and "Roommate Matching Form" will be available on the student Portal site in early March for early decision students who have already paid the advance payment, or early May for regular decision students who have submitted the advance payment. Students will receive instructions about submitting these forms online. To request hard copies, please contact the Office of Residence Life (240-895-4207).

    b. New students who are 18 or older should complete and electronically sign the Housing Contract, the Drug-Free Acknowledgment form, and the Roommate Matching Form online (using

the student Portal). If the student is not yet 18 years of age, the student may submit the Roommate Matching Form online, but the student must submit a hard copy of the Housing Contract and the Drug-Free Campus Acknowledgment and a parent or legal guardian must co-sign both documents. The Housing Contract, the signed Drug-Free Acknowledgment form, and the The Roommate Matching Form must be received by the Office of Residence Life by June 4, 2010. Students who do not submit the Housing Contract by June 4, 2010 will not be assigned to housing until the contract is submitted. Room assignments will be made using the preference information on the Roommate Matching Form, and housing will be assigned in the order that the advance payments are received by the Business Office. Due to space limitations, preferences may not always be granted. Students may be placed in available spaces without prior consultation.

c. Students must also complete the Health History Form and include verification of required immunizations before being permitted to move into College housing. The Health History Form must be returned to the Health Center in the envelope provided.

d. Should the student not make the advance payment by the due date specified in the letter of admission, he/she forfeits the offer of guaranteed housing.

2. New students will receive specific room assignments, roommate information, and check-in instructions in July for the fall semester, and in January for the spring semester.

3. New students with disabilities who seek accommodations in their academic courses or in their housing assignments must submit documentation of their disabilities to the compliance coordinator prior to seeking accommodations. The deadline for submitting requests for housing accommodations to the Office of Residence Life is June 1, 2010. The compliance coordinator will send recommendations to the Office of Residence Life by June 4, 2010.

4. New students with medical considerations who seek special housing accommodations, including the use of a College-provided window air conditioner (for an additional $150 annual fee), must submit documentation of the medical problem to the Health Center prior to seeking accommodations. The deadline for submitting requests for housing accommodations to that office is June 1, 2010 for the fall 2010 semester. The director or designee will send recommendations to the Office of Residence Life by June 4, 2010. Late requests may not be granted. There is an additional $100 fee for submitting a late request.

Returning Students

1. Each returning student submits a Housing Contract electronically, or a hard copy can be picked up from his or her RHC, the Glendening service desk, or the Office of Residence Life during the time period specified in February. After reading the Guide to Room Selection, the student must do the following:

   a. Submit the completed Housing Contract and a deposit of $200 electronically or in person to the Business Office by February 26, 2010.

   b. Complete and submit any applications for special housing (medical, single room, non-traditional student housing, suite, apartment, or townhouse) to the Office of Residence Life by the specified date.

   c. Go through "Room Draw" (room selection process) in late March if a room has not previously been assigned.

2. Special housing applicants (medical, single room, non-traditional student housing, suite, apartment, or townhouse) will be notified of the status of their applications prior to the general "Room Draw."

3. A wait-list is maintained for students who wish to make room changes after room assignments have been made.

4. Failure to submit a Housing Contract and make an advance payment by the deadline will result in the student being placed on a waiting list for housing and forfeiting the right to guaranteed housing and room preference.

5. Students receive specific room assignments, roommate information, and check-in instructions in July for the fall semester.
6. Returning students with disabilities who seek accommodations in their academic courses or in their housing assignments must submit documentation of their disabilities to the compliance officer by February 12 prior to seeking accommodations. The deadline for submitting the housing application for special housing accommodations to the Office of Residence Life is March 5, 2010.
7. Returning students with medical considerations who seek special housing accommodations, including the use of a College-provided window air conditioner (for an additional $150 annual fee), must submit documentation of the medical problem to the Health Center by February 12 prior to seeking accommodations. The deadline for submitting the housing application for special housing accommodations to the Office of Residence Life is March 5, 2010.

All Students

1. Full payment of tuition, fees, and room and board charges must be made to the Business Office by the specified due date. Students who neglect to make payment lose their reservation and advance payment while remaining accountable to the terms of the Housing Contract.
2. Returning students must be registered for at least 12 credits by June 1 for the fall semester and December 1 for the spring semester. New students must be registered for at least 12 credits by August 15 for the fall semester and January 16 for spring semester. Failure to register by these dates will result in the cancellation of the student's housing assignment. Resident students must be registered as full-time (12 or more credits) unless they receive prior written permission from the associate dean of students. Resident students who are permitted to drop below 12 credits must still pay the full-time tuition fee and are not permitted to be registered for less than eight credits at any time, and must maintain exemplary behavior. Students are urged to check with insurance companies first, to ensure continued coverage.
3. Questions about the status of a student's application for on-campus housing should be directed to the Office of Residence Life.
4. Room changes will be permitted after the first two weeks of the fall semester and after the last two weeks of January with written permission from the assistant director of residence life.

Judicial Affairs

The campus judicial system process is educational, with an emphasis on personal responsibility and a commitment to community standards. It is the philosophy of this College, as reflected in the judicial process, that any inappropriate behavior be redirected rather than punished. Serious and ongoing violations of the Code of Student Conduct, however, may result in suspension or expulsion from the College and/or criminal prosecution. Students at St. Mary's are entrusted with the responsibility of upholding community standards as set forth in the Student Code of Rights and Responsibilities which is printed in the student handbook, *To the Point*, and on the College's web site. For more information about the judicial system, please contact the coordinator of Judicial Affairs, the Dean of Students Office, or the Office of Residence Life.

Student Activities

The Office of Student Activities provides opportunities for enrichment that enhance the overall student experience at St. Mary's. Opportunities for leadership and community involvement help students prepare for their roles as responsible citizens. Through their involvement in co-curricular activities, workshops, and student governance, students learn the qualities of democratic leadership and the skills to be successful members of the College community. The vast opportunities offered, including new-student orientation and parent programs, complement and enhance the St. Mary's academic program.

Orientation

The goals of the orientation program are to aid new students in their transition to the College, to help them understand the mission and values of the institution as well as their relationship to the academic environment, to provide information and exposure to available services, and to introduce them to student life. The program provides interaction with faculty, staff, continuing students, and other new students.

Student Government Association

All full-time students are considered members of the Student Government Association (SGA) and are thus eligible to vote in annual elections of officers to the student senate, the association's legislative body. All major components of the student body are represented in the student senate. The SGA, which holds regular weekly meetings, is charged with promoting the standards of the College, unifying the student body, and representing the students to the faculty, administration, and community. In cooperation with the Student Activities Office, the SGA allocates student activity fees to support such student-initiated programs as campus media, student publications, guest lecturers, dances and concerts, coffeehouses, fine arts performances, film series, and more than 90 clubs and organizations reflecting varied student interests. Student representatives are also selected to sit on the College's Board of Trustees and on such College committees as Academic Policy, Academic Resources, Admissions and Scholarship, Curriculum, Faculty Issues, and Planning. The Programs Board coordinates and promotes student-sponsored events on campus. The SGA president and vice president for administration are invited to attend Board of Trustees and Alumni Council meetings as representatives of the student body.

Clubs and Organizations

A number of clubs and organizations have been formed over the years to meet the changing needs and interests of students. These groups apply for recognition to the SGA by submitting a constitution. The SGA also considers funding requests. The types of organizations which presently exist or have been recently represented include recreational groups, athletic clubs, political organizations, issue-based groups, cultural groups, religious groups, language clubs, academic organizations, community service organizations, and discussion groups on social issues. In addition, class committees have been formed to plan special class functions and help create class unity and spirit.

Media and Publications

Student-produced publications include the campus newspaper, *The Point News*; the literary magazine, *Avatar*; and the yearbook, *The Dove*. In addition, students operate The HAWK Radio station which serves the College community and can be heard world-wide through the internet. Campus media offer students an opportunity to express their creativity and talent and provide valuable practical experience in support of their academic program or career interests. The quality and professionalism of these media are enhanced by staff advisers.

Diversity and Academic Engagement

St. Mary's College of Maryland values diversity in all its forms and is committed to developing a campus environment that is conducive to the enhancement of multicultural diversity. Culturally different backgrounds enrich the liberal arts education, and St. Mary's is dedicated to encouraging learning and development among its students through an appreciation of diverse cultures. The area coordinator for multicultural initiatives provides services to familiarize multicultural students with support services; assist with the adjustment to the school's academic and social environments; and introduce students to faculty, staff, and other students who are historically underrepresented. Multicultural initiatives utilize programs that leverage the wealth of information gathered from the experiences of historically underrepresented populations to the College community. This exchange of information helps create an atmosphere of mutual respect and acceptance among students from different cultures. The program provides personal and academic support through counseling and workshops and also works with various offices to provide a welcoming environment. The area coordinator works collaboratively with faculty, students, and staff to plan or co-sponsor events that educate the campus community on relevant and important issues.

Service and Social Change Program

St. Mary's strongly encourages and supports opportunities for service as part of the College's mission to inspire students to serve society. Hundreds of St. Mary's students give back to the community while simultaneously enriching their own learning through work in the schools, with the underprivileged, and for the environment. Beginning with New-Student Orientation, students can choose from many avenues that lead into the larger community. If they choose to continue involvement, students can volunteer throughout the year with any of numerous student-run service projects and also blend service with learning through course-based service

components, field experience, internships, or St. Mary's Projects. The program is part of the Office of Student Activities. The coordinator of orientation and service programs and student staff members advise and support most of the service projects and help match community needs with campus resources.

Dramatic Arts and Music

Dramatic productions, sponsored by the dramatic arts faculty, are presented in the Bruce Davis Theater periodically during the year. Open readings are held for parts, and students are involved in technical production as well.

The College Choir, the Chamber Singers, the Wind Ensemble, and the Jazz Ensemble, directed by members of the music faculty, provide excellent opportunities for students. These groups present concerts on campus and in the community and have gone on concert tours. Membership in these organizations is based on private audition, and students may participate as a club activity or for applied music credit. Other activities include dance programs and musical theater productions.

Religious Life

Students at St. Mary's College of Maryland may participate in religious groups of their choice. An Episcopal church adjoins the campus, and a Roman Catholic parish lies within a mile. A Jewish synagogue is also nearby. These and other local congregations welcome student participation. On campus, students may form organizations around their religious interests and may secure meeting space as recognized student clubs.

Religious Holidays

St. Mary's students missing classes due to the observance of special religious holidays must inform faculty members in advance and make arrangements with them to make up missed work and assignments.

Athletics and Recreation

The St. Mary's College athletics and recreation program is based on the belief that competitive and recreational sports are essential elements of a liberal arts education. Development of the total person through a broad variety of experiences is the overall aim. Involvement in athletics and physical activity is known to significantly complement academic life, particularly in a small-college environment.

Varsity Sports

Varsity sports at St. Mary's are open to all full-time students at the College. There is ample opportunity not only for those with superior athletic abilities but also for committed athletes who are willing to train hard and be coached to improve. The varsity program includes 17 sports: nine for women, seven for men, and one coed. Fifteen of the varsity programs are regulated by the National Collegiate Athletic Association (NCAA), and the Capital Athletic Conference (CAC) at the NCAA Division III level, while sailing (coed and women) is under the guidance of the Intercollegiate Sailing Association (ICSA) and the Middle Atlantic Intercollegiate Sailing Association (MAISA). This means that the College does not award scholarships for athletic ability and that it competes for national and conference championships with similar institutions. The varsity teams are open to all students, and broad participation is strongly encouraged, but team members must maintain a 2.0 grade-point average and make satisfactory progress toward a degree. The College offers the following sports for intercollegiate competition:

Fall	Winter	Spring
Field Hockey (women)	Basketball (men)	Baseball (men)
Sailing (coed)	Basketball (women)	Lacrosse (men)
Sailing (women)	Swimming (men)	Lacrosse (women)
Soccer (men)	Swimming (women)	Sailing (coed)
Soccer (women)		Sailing (women)
Volleyball (women)		Tennis (men)
Cross Country (men)		Tennis (women)
Cross Country (women)		

For more information, please call 240- 895-HAWK (4295).

Intramurals

The recreational sports program aims to provide a broad range of athletic opportunities to meet the needs and interests of all members of the

campus community. The recreational sports program promotes campus unity through healthy competition in a safe and enjoyable environment. Participants find that recreational sports activities provide physical, social, and emotional benefits. The recreational sports program at St. Mary's is dynamic and responds to the wants and needs of our faculty, staff, and students. Student coordinators develop the program, select student officials, and supervise each event. Listed below are some of the events that may be offered as part of the program during an academic year.

Basketball	Innertube Water Polo
Indoor Soccer	Kickball
Road Races	Tennis
7-a-Side Soccer	Flag Football
Floor Hockey	Volleyball
Softball	Capture the Flag
Dodgeball	

For more information, please e-mail intramurals@smcm.edu.

Club Sports

Club sports are organized and funded by the Student Government Association, supervised by the Office of Student Activities, and coached mostly by students. They are typically at a level between varsity intercollegiate competition and intramurals. These clubs are open to all members of the campus community. They usually compete against clubs at other colleges but have a less demanding schedule than the varsity teams. Currently, active club sports at St. Mary's College are as follows:

Cheerleading	Rugby (men & women)
Crew	Softball
Equestrian	Tennis
Fencing	Ultimate Frisbee (men & women)
Lacrosse (men & women)	
Soccer	Water Polo

Career Development Center

The Career Development Center is a link between the world of education and life after St. Mary's College. This office will provide assistance in getting into graduate school or finding that important first job and will also teach job search skills that are needed throughout one's lifetime. Most students have a difficult time deciding on a career path to pursue. Advising is available for assessment of interests, abilities, and work-related values. An extensive collection of online and print resources on career planning, occupational exploration, job searching, and graduate and professional school is available.

Throughout the year, workshops and programs are presented on a wide variety of career-related topics: career exploration, résumé writing, interviewing skills, job-search strategies, and graduate school application. The end product of the career development process is a self-directed student, able to compete for entry-level positions or graduate programs.

Part-time and summer employment are crucial sources of funds for students financing their own education. The Career Development staff encourages students to find employment that is career-related, as career-related experience is a valuable component of a student's education and career development. The office is committed to assisting students in finding career-related experiences, including credit and non-credit internships, and paid employment on and off campus.

Counseling

Counseling Services, located in Chance Hall, is staffed by licensed professionals. Our therapists assist, at no cost, full-time students with academic, family, or personal concerns. The college years represent a period of transition and change for almost everyone, and at times a need to talk about concerns and issues may arise. The counselors can provide assistance to students dealing with issues such as stress, interpersonal relationships, concern over life goals, alcohol and drug abuse, mood, sexuality, or academics. Psychological assessment, psychiatric care, and ongoing therapy are available through counseling services. Groups, workshops, and consultations are also available. Our services follow the ethical guidelines of the American Counseling Association. If a student requires specialized treatment that falls outside our scope of practice, he or she will be appropriately referred.

Health Services

The Health Center, located in Chance Hall, offers limited outpatient medical services to all full-time students by qualified medical personnel. It is a member of the American College

Health Association. Appointments for the clinic may be made Monday through Friday and limited hours on Saturday. Emergency and after-hours care is provided through local urgent-care clinics and area hospitals. Students are strongly advised to carry an individual health insurance policy that covers them for laboratory, x-ray, emergency services, and hospitalization, none of which are covered by student fees. The College does not endorse or sponsor any particular health insurance plan. However, information on several student health insurance plans is available through the Health Center.

Wellness Education

The Counseling and Health Center is a resource for health and wellness education and information, providing resources and teaching skills that will assist students in making health lifestyle choices now and in the future. Under the direction and guidance of the wellness advocate, programs on a variety of topics and issues are presented throughout the academic year. Alcohol and other drugs, sexuality, healthy relationships, smoking cessation, and body image are some of the topics addressed. Students interested in being involved in health education should contact the wellness advocate.

Public Safety

The Public Safety Office has the responsibility of providing safety and security for persons and property within the College. The staff provides this and other services to the campus community 24 hours a day, every day of the year. Some of the services provided include crime prevention, criminal investigation, temporary and visitor parking permits, and bicycle registration. The office is also a prime source of information about the campus and the surrounding community.

All student-owned and -operated motor vehicles must be properly registered with the College before parking in any College-regulated lot. Vehicle registration permits may be purchased at the Business Office. All visitors must register at the Public Safety Office and obtain a temporary parking permit.

Regulations

Alcohol and Drugs. Only students who are of legal drinking age (21) are allowed to possess or consume alcoholic beverages. The campus alcohol policy outlines regulations concerning private alcohol consumption and exceptions for being served at on-campus events. Other drugs are strictly prohibited from the campus. For more information, please see the student handbook, *To The Point*.

ID Cards. All students are issued College ID cards and are required to carry them at all times. They are also required to provide them to College officials, including Residence Life student staff, upon request.

Suspension. St. Mary's College reserves the right, at any time, to suspend for any period, or try to separate from the College, any student whose academic performance or personal conduct, on or off the campus, is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation.

General Rules and Regulations. The president of the College, acting as the agent of the Board of Trustees, must bear ultimate responsibility for governing the College community. In the areas of student life, the dean of students has been authorized to exercise the responsibility of governance. In practice and by intention, the students rightly enjoy a large measure of responsibility in the regulation of their concerns, particularly in the residences. Specific rules affecting students are outlined in the "General College Regulations," which appear in the student handbook, *To The Point*, and also on the College's web site.

Student E-mail

Every student who is enrolled for credit classes at St. Mary's College of Maryland is issued a student e-mail account, which is the official means of communication from departments such as the Registrar's Office, Academic Services, Residence Life and Student Activities. E-mail will also be used to notify students of certain emergencies, pending judicial action, and school closings due to inclement weather. Most faculty and staff rely on e-mail to communicate with students. It is the responsibility of each student to maintain and check their College e-mail account regularly. Students are accountable to know information disseminated through the e-mail account. Failure to read

College communications sent to the e-mail account does not absolve the student from knowing and complying with the content of these communications.

Expenses and Financial Aid

The total cost for an undergraduate Maryland resident attending the College in the 2009-2010 academic year and living on campus is expected to be approximately $22,874 for tuition, fees, and room and board. The dollar figures listed below are subject to change since the trustees reserve the right to adjust charges at any time as needs dictate.

Undergraduate Program

Tuition and Mandatory Fees

Undergraduate Program

Tuition and Mandatory Fees

All fees listed are annual charges unless otherwise noted.

Tuition: Full-time, Maryland resident

$10,995

Tuition: Full-time, non-resident of Maryland

$22,388

Mandatory fee: Full-time students (resident

and commuter students) $2,239

Orientation fee: all new students (one time)

$100

Graduation fee: $100

Master of Arts in Teaching Program (M.A.T.)

Tuition and Mandatory Fees

All fees listed are annual charges unless otherwise noted.

Tuition: Full-time $10,995

Mandatory fee: Full-time $2,239

Graduation fee: $100

Part-Time Tuition (Undergraduate and Master

of Arts in Teaching Program)

Tuition: Part-time (per credit-hour) $185

Retired persons 60 years and older may apply for a waiver of part-time tuition charges for credit courses. This is done on a space-available basis during the late registration period. Consult the Office of the Registrar for details.

Room (annual)

Room: single occupancy $6,310

Room: double occupancy $5,580

Room: triple/quad occupancy $5,580

Suite: single occupancy $6,310

Suite: double occupancy $5,970

Townhouse: (utilities not included) $6,595

Apartment: single occupancy $6,700

Apartment: double occupancy $6,595

Board (annual)

All first-year students living in the residence halls or suites are required to participate in one of the following three meal plans:

*600 blocks + $0 flex dollars (A1) $4,375

*548 blocks + $100 flex dollars (A2) $4,370

*488 blocks + $250 flex dollars (A3) $4,360

Upperclass students living in the residence halls or suites must select a meal plan from one of the following:

*600 blocks + $0 flex dollars (A1) $4,375

*548 blocks + $100 flex dollars (A2) $4,370

*488 blocks + $250 flex dollars (A3) $4,360

*440 blocks + $350 flex dollars (B1) $4,650

*400 blocks + $200 flex dollars (B2) $4,120

*368 blocks + $250 flex dollars (B3) $4,060

*200 blocks + $350 flex dollars (B4) $2,815

Residence hall and suite residents must select a meal plan when signing up for a room assignment, otherwise they will automatically be assigned to the A3 meal plan. Townhouse or apartment residents and commuting students are not obligated to participate in any meal plan. However, they may elect to purchase any of the above meal plans or one additional meal plan:

*158 blocks + $150 flex dollars (C1) $1,880

or they may pay for individual meals. Changes in meal plans by residents or selection of a meal plan by commuters will be accommodated only through the end of the second week of the fall or spring semester.

Blocks and flex dollars are pre-purchased units of measure that may be redeemed for food and beverages in various dining venues. Blocks are redeemable in the all-you-can-eat Great Room,

and the Lewis Quad Grab-n-Go, using the following scale:

* Breakfast = 1 block

* Lunch and brunch = 2 blocks

* Dinner = 3 blocks

A student who eats 19 meals per week would use 600 blocks per semester if he/she used only blocks to acquire meals. Flex dollars are included in the plans to allow students to use their meal plan to eat and drink at the small retail dining venues (Upper Deck, Lewis Quad Grab-n-Go, and Daily Grind) in addition to the Servery of the Great Room and selected vending machines.

A snackbar (The Upper Deck), Quiznos®, and a café (The Daily Grind) for lighter refreshments are open in the Campus Center These retail venues accept cash, flex dollars and debit dollars. Additionally, during limited hours blocks may be converted using a cash value of $2.00 per block with a daily maximum of 4 blocks at the retail dining venues (Upper Deck and Quiznos® only). Blocks may not be converted on weekends after classes end Friday afternoon.

Special Academic Fees

Special academic fees are assessed to both full-time and part-time students when appropriate as follows:

Applied music: class instruction (one hour per week) $65

Applied music: individual instruction (one hour per week) $200

Scuba diving fee: $175

Teacher education fee: $250

Study abroad fee: $250

Fees for exchange programs and summer programs vary. Contact the Business Office for specific program fees.

Theater lab fee TFMS225: $35

Theater lab fee TFMS425: $90

Theater lab fee TFMS171: $25

Theater lab fee TFMS374: $50

Theater lab fee TFMS375: $50

Theater lab fee TFMS376: $50

Miscellaneous Fees

All fees listed are charged to all students, per occurrence, as appropriate.

Application fee: new-student applications (undergrad. and master's) $50

Advance payment: residence hall student (new) $500

Advance payment: residence hall student (returning) $200

Advance payment: commuting student (new) $300

Advance payment: M.A.T. student (new) $150

Residence hall security deposit $50

Townhouse, apartment, and suite security deposit $150

Late-payment fee (under $1000) $50

Late-payment fee ($1000 and over) $100

Bad-check handling fee (under $1000) $25

Bad-check handling fee ($1000 and over) $50

Motor vehicle registration (academic year) $100

Motor vehicle registration (Continuing

Education, per semester) $10

Parking citation/vehicle violation $10 to $50

Identification card replacement $25

Townhouse, apartment, and suite key replacement $26/key

Mailbox key replacement $10

Course-change fee (per change) $25

Unauthorized meal entry $40

Deferred payment fee (as needed, per week) $25

Payments

All tuition and fees are due in full at the time

stipulated on the statement of account. The only exceptions are the following:

—Students who are receiving scholarships, loans, or other financial aid. These students may defer that portion of their semester charges covered by financial aid when payment will be remitted directly to the College by the paying agency. PLUS loans, issued in both the parents' and the College's name and remitted directly to the College by the lending institution, can be used in deferring payment as long as they are immediately returned to the College upon request for endorsement. Financial aid documentation must be completed prior to any payment deadline in order to be eligible for deferment. Complete documentation includes the formal acceptance of aid by the student. Students accept or decline their financial aid through the student portal at https://seahawks.smcm.edu/ics. The amount to be deferred may be no greater than the sum of the scholarships, loans, and aid. If any aid used to defer payment is rejected after the due date, late charges may be applied in accordance with the College late payment policy. College work-study programs cannot be used in deferring payment, since wages are based on actual hours worked.

Note: Financial aid will not be credited to the student's account prior to 10 days before the first day of classes. Financial aid listed on the statement of account prior to that time is for information purposes only. The College will allow the deduction of the amount of aid indicated on the statement with the understanding that the student will be held responsible for the amount of any reduction or elimination of aid.

—Students who are in a federal, state, or county vocational rehabilitation program. These students may defer that portion of their tuition and fees being funded by these programs, as long as payment is made directly to the College and proof of participation is provided.

—Students whose tuition and fees are being paid by their (or their parents') employer. These students may defer that portion of their tuition and fees which is being paid by an employer, provided the employer has made prior arrangements to be billed directly by the College.

If the total balance of tuition and fees is not paid within the deadlines specified on the bills, a $50 or $100 late-payment fee will be charged, based on the balance due. In addition, the institution reserves the right to cancel class registration, room reservation, and other assignments if full payment or financial aid arrangements are not made prior to the published deadline. The College normally will not permit a student to register nor will the College release transcripts or diplomas as long as the student has an outstanding indebtedness to the institution. All payments for tuition and fees should be made payable to St. Mary's College of Maryland and forwarded to:

Cashier

St. Mary's College of Maryland

18952 E. Fisher Road

St. Mary's City, MD 20686-3001

For new students, the College accepts VISA, MasterCard, or Discover credit cards for application fees, housing and tuition deposits. For all other payments and for all payments made by continuing students, the College accepts online payments using Mastercard, Discover or ACH (electronic check) through the Portal @ https://seahawks.smcm.edu/ics. There is a convenience fee for use of a credit card, there is no fee for payment by ACH.

The College does not accept VISA for payments other than itemized above. Tuition and fee payments with VISA can be made by contacting Tuition Management Systems at 1 -800-722-4867 or at www.afford.com. There is a convenience fee added for this service. Contact the cashier at 240-895-4302.

Tuition Payment Plan

St. Mary's offers a payment plan through Tuition Management Systems. The plan is interest-free: there is no interest assessment on the balance. The payment option is available for a small enrollment fee and includes personal account service and counseling, automated account information 24 hours a day, and access to your account through their web site at www.afford.com. Families using the plan make five payments per semester or a total of 10 payments per year.

Deposits

Housing Contracts are binding for the entire academic year. Since cancellation of housing directly affects eligibility for a refund, see the "Refunds" and "Student Life" sections of the catalog for specific deadlines. Advance payments for all new students are non-refundable and are credited to their first-semester billing. Failure to matriculate will result in forfeiture of the advance payment.

New students wishing to live on campus should forward the residence hall advance payment to the Business Office upon notification of their admission to the College, but no later than May 1. Housing is not guaranteed for new students who deposit after May 1.

New students who do not wish on-campus housing are required to pay the commuting student advance payment upon notification of their admission to the College. This fee must be paid prior to the established deadline for the following semester. Failure to pay by the deadline may result in loss of class placement.

Returning resident students must sign and complete the housing contract and pay the $200 housing deposit by February 26, 2010 for the fall 2010 semester. The housing deposit is credited to the student's first semester billing.

Deferment of the housing deposit is not acceptable, even for those students on full scholarships. Returning students wishing to be released from the housing contract with no financial penalties must submit a written release request by May 1 . Please contact the Office of Residence Life for additional information. The security deposit ($50 for residence hall students or $150 for townhouse, suite, and apartment residents) is credited to the student's account after damage charges have been placed on the student's account. Any additional College charges are assessed at the end of the spring semester. Remaining balances will be reflected as a credit on the next academic year's fall semester billing. Credit balances for graduating seniors are automatically processed for a refund. Other students may request a refund in writing should they not be returning to St. Mary's College.

Refunds

All refunds are processed through the Business Office and normally take about two weeks to receive. Refunds for less than $20.00 will not be processed for currently enrolled students. Tuition and mandatory fees are refundable according to the schedule below. Refunds for non-credit enrichment courses will be processed according to the schedule in the current Continuing Education Program brochure. Special academic fees are non-refundable after the last day of the late registration period. Miscellaneous fees are non-refundable once assessed. In addition to the published refund policy, refunds will be adjusted, as needed, for eligible federal financial aid recipients. Those students with internships or teaching sites and places of residence more than 50 miles from the campus may request a refund of up to 50 percent of all mandatory fees other than course-related fees for that semester.

Tuition Refunds

Withdrawal from the College and Leave of Absence:

Degree-seeking undergraduates or Master of Arts in Teaching Program students (either part- or full-time) who withdraw from the College or take a leave of absence will receive tuition refunds as follows:

—Before classes officially begin, 100 percent of tuition and mandatory fees will be refunded. As of the first day of classes, mandatory fees are non-refundable.

—80 percent of tuition will be refunded only prior to the end of the second week after the official beginning of classes.

—60 percent of tuition will be refunded only during the third week after the official beginning of classes.

—40 percent of tuition will be refunded only during the fourth week after the official beginning of classes.

—20 percent of tuition will be refunded only during the fifth week after the official beginning of classes.

—After the fifth week of classes, no tuition or fees shall be refunded.

Enrollment Status Change

Tuition refunds for all degree-seeking undergraduate and M.A.T. students, whether changing from full-time to part-time status, or, as a part-time student dropping one or more classes while remaining enrolled:

—Before classes officially begin, 100 percent of tuition and mandatory fees are refundable to the student. As of the first day of classes, mandatory fees are non-refundable.

—Before the end of the second week following the official beginning of classes, 80 percent of the tuition payment can be refunded.

—Starting on Monday of the third week following the official beginning of classes, 0 percent refund.

Room Refunds

For students taking a leave of absence or withdrawing from the College, the room refund schedule is as follows:

—100 percent less penalty fee as noted on the Housing Contract before classes officially begin.

—80 percent prior to the end of the second week after the official beginning of classes.

—60 percent during the third week after the official beginning of classes.

—40 percent during the fourth week after the official beginning of classes.

—20 percent during the fifth week after the official beginning of classes.

—No refund after the fifth week following the official beginning of classes. Room refunds must be requested in writing to the Office of Residence Life, as part of being released from the Housing Contract.

—Note: Depending upon the date of notification, student-initiated room cancellations may result in a liability for some portion of housing costs in addition to loss of the advance payment. This information is contained on the Housing Contract.

Board Refunds

All board refunds will be based on weekly meal plan use. This includes students who withdraw or take a leave of absence during the semester.

Remittance of Excess Financial Aid

A student with a credit balance on his/her statement of account, resulting from federal aid monies to the College, will automatically receive a refund check not to exceed the net aid amount unless the student has authorized the credit balance. A student receiving other financial aid and showing a credit balance on his/her statement of account may request a refund no earlier than the first day of classes.

Financial Aid

The Office of Financial Aid helps students to identify and apply for financial support of their college education. St. Mary's College of Maryland believes that qualified students should have an opportunity for a college education. The primary responsibility for paying the cost of education is the family's. However, as a public institution St. Mary's College recognizes that students and their families are not always able to fund the full cost of a college education. Financial aid is designed to bridge the gap between family resources and the cost of attending St. Mary's.

St. Mary's offers a variety of programs designed to assist in meeting college expenses. These programs include scholarships, grants, loans, work opportunities, and a tuition payment plan. St. Mary's participates in all applicable federal and Maryland financial aid programs. To gain an objective assessment of a candidate's ability to contribute to educational cost, St. Mary's recommends applicants complete the Free Application for Federal Student Aid (FAFSA). The FAFSA provides St. Mary's with the expected family contribution to the student's comprehensive expense, as well as the estimated contribution of any federal grants for which the student may be eligible. St. Mary's then prepares a package of financial assistance consisting of a combination of loans, grants, scholarships, and/or work opportunities intended to meet the portion of expenses that cannot be met by other sources. In the end, the goal is to ensure that qualified applicants have the opportunity to obtain a liberal arts education at St. Mary's.

HOW TO APPLY FOR FINANCIAL AID

To be eligible for most federal, state, and institutional aid programs, students must be U.S. citizens or must meet eligible non-citizen

criteria; be admitted to and pursuing an eligible-degree program; and be enrolled on at least a half-time basis.

First-year and Transfer Students

To be considered for most forms of aid, students need to complete the Free Application for Federal Student Aid (FAFSA) by the priority deadline of March 1. Because it takes approximately two to four weeks for government processing, applicants should submit the completed FAFSA form between January 1 and February 15 of the semester preceding fall matriculation. Applicants for spring matriculation should file their applications by November 1 of the preceding year. By filing the FAFSA, applicants are applying for grants, loans, and work-study. First-year applicants receive notification of financial aid in April; transfer students receive notification in May.

Returning Degree Students

Applicants submit the completed FAFSA or Renewal Application between January 1 and March 1. Awards are based on academic performance and/or financial need. Returning students receive notification of their financial aid in June.

HOW TO ACCEPT FINANCIAL AID

All students receiving St. Mary's College and/or federal financial aid:
Upon receiving their aid package from St. Mary's, applicants make a decision to accept or reject each form of aid offered (loan, grant, scholarship, work), once eligibility has been confirmed. Applicants indicate their decision by accessing their financial aid awards at https://seahawks.smcm.edu/ics.

RESPONSIBILITIES OF FINANCIAL AID RECIPIENTS

Financial aid recipients must do the following:

1. Maintain good academic standing and make satisfactory progress as required. Detailed information may be obtained from the Office of Financial Aid.
2. Report changes in names, addresses, and dependency status to the Office of Financial Aid. (Changes in name and address also must be reported to the Office of the Registrar.)
3. Report to the Office of Financial Aid the receipt of any financial assistance (scholarship, grants, and so forth) received from other groups or organizations.
4. Consult with the Office of Financial Aid prior to making any changes in enrollment status (change from fulltime to part-time, or withdrawal from the College).
5. Submit the Free Application for Federal Student Aid (or the Renewal Application) before the priority deadline of March 1. Maryland residents who file after the March 1 deadline may not be considered for Maryland state assistance.

Note: St. Mary's reserves the right to adjust aid awards at any time when there are changes in enrollment or residency status, income discrepancies, or financial changes.

TYPES OF AID

Grants

Grants are gifts of money awarded to students with financial need. Grants need not be repaid. St. Mary's College offers the Federal Pell Grant, Federal Supplemental Educational Grant (SEOG), and numerous College grants for students with demonstrated financial need.

St. Mary's Scholarships

Merit scholarships at St. Mary's are awarded to entering full-time first-year and transfer students who show exceptional promise. Candidates are encouraged to file a FAFSA to allow St. Mary's to consider the student for need-based aid as well as for scholarships. Scholarships are awarded competitively to academically talented students. So that St. Mary's can recognize the accomplishments of as many students as possible, scholarship offers from St. Mary's will not exceed the value of in-state tuition. (Tuition waivers for dependents of St. Mary's College and University of Maryland System employees are a form of scholarship in the application of this policy.) Scholarships, unless otherwise noted, are automatically renewed for up to four consecutive years of full-time study at St. Mary's as long as the student remains in good standing and maintains at least a 3.00 grade-point average in each semester (minimum of 12 completed hours). Students who fall below the minimum standards for GPA or credit hours per semester have one probationary semester in which to

correct the deficiency. Students who fall below the minimum standards in any subsequent semester will lose their merit scholarship. The Office of Financial Aid, associate provost for academic services, and the Scholarship Review Committee monitors academic progress of scholarship recipients.

ST. MARY'S SCHOLARSHIPS

St. Mary's Academic Achievement Awards

These awards, given to students with outstanding records of academic achievement, are made in the amount of $3,000 and go up to the equivalent of in-state tuition. Recipients of St. Mary's Academic Achievement Awards have challenged themselves with a rigorous course of study that often includes Advanced Placement, International Baccalaureate, honors courses, or membership in an academic honors society.

Presidential Merit Awards

These awards, given to students with strong records of academic achievement and impressive co-curricular accomplishments, are made in the amount of $500 to $2,000 per year. Recipients of Presidential Merit Awards have challenged themselves with a rigorous course of study that often includes Advanced Placement, International Baccalaureate, honors courses, or membership in an academic honors society.

OTHER SCHOLARSHIP FUNDS

Endowed Scholarships

The College also has a number of endowed scholarships which provide financial support to students. Many of these are funded through the St. Mary's College Foundation, a private, non-profit organization dedicated to supporting critical College needs. Scholarships in the form of one-time financial awards are given by the College and the College Foundation at the Awards Convocation ceremony in April each year. For a descriptive list of these scholarships and awards, see Honors and Awards, page 221.

Maryland State Scholarships

The State of Maryland offers a wide variety of scholarship support to Maryland residents attending college in Maryland. These awards are based on need and on merit. Awards include Guaranteed Access Grant, Educational Assistance Grant, Distinguished Scholar Awards, Teacher Distinguished Scholar Award, Senatorial and Delegate Scholarships, Science and Technology Scholarship, Maryland Teacher and Hope Scholarships, Developmental Disabilities and Mental Health and Workforce Tuition Assistance Program, and Maryland Foster Care Recipients. Information on these programs is available from the Maryland State Scholarship Administration, Maryland Higher Education Commission, 16 Francis Street, Annapolis, MD 21401 (800) 974-1024.

Expenses and Financial Aid

LOANS

A loan is borrowed money and must be repaid at a later time. In most cases, the student is the borrower and repays the loan once he or she is no longer enrolled in an institution of higher learning, graduates, or is enrolled less than halftime. There are a few loan programs where the parent is the borrower and begins repaying the loan while the student is still enrolled. All educational loans carry favorable interest rates. Some include interest benefits, meaning that the federal government pays the interest on the loan while the student is enrolled. Multiple repayment plans provide the borrower with flexible repayment options. St. Mary's College participates in all federal and state financial aid programs, such as the Federal Stafford Student Loan Program (FSSL) and Federal Parent Loans for Undergraduate Students (PLUS). St. Mary's College participates in the electronic processing of all student and parent loans. After a loan is processed, the funds are electronically wired into the student's account. If applicable, refunds are sent directly to the student's local address. For detailed information on these programs, borrowers should consult the Office of Financial Aid.

FEDERAL PERKINS LOAN PROGRAM

This loan program was established by the federal government in agreement with St. Mary's College to make low interest loans available to students with clearly established financial need. For more information, contact the Office of Financial Aid.

CAMPUS EMPLOYMENT

Part-time employment is another way many students meet their educational costs. The Office of Financial Aid administers the federal work-study program. Work-Study aid is based

on need, and job placement is administered through the Office of Financial Aid. Students are employed in many capacities throughout the College. Income from part-time employment is paid directly to the student during each two-week pay period in which the student worked, and contributes significantly to meeting individuals' education expenses. Information about campus employment is available from the Career Development Center. St. Mary's College of Maryland is an Equal Employment Opportunity employer and a supporter of Affirmative Action initiatives.

OTHER RESOURCES

Information on alternative loan programs, such as CitiAssist, TERI, or EMAX, is available through the Office of Financial Aid. Check local civic organizations for potential funds. Investigate the local library resource section for outside funding and review the World Wide Web for other sources. For Web information, try the following Web pages: http://www.finaid org and http://www.smcm.edu/ (see the financial aid section for outside resources).

FINANCIAL AID FOR STUDY ABROAD

In most cases, financial assistance is available to eligible students for both academic year and approved study-abroad programs in the summer. Students should begin this process by contacting the Office of International Education. For more information regarding aid availability, contact the Office of Financial Aid.

VETERANS BENEFITS

Individuals who wish to apply for Veterans Benefits should contact the Office of the Registrar, Glendening Hall. Telephone 240-895-4336.

Liberal Arts Curriculum

As a public college of the liberal arts, St. Mary's College of Maryland aims to educate its students to lead productive and satisfying lives as citizens. To accomplish this goal, the program of study is designed to provide a first-rate general education, to promote competence in at least one academic field, and to help each student develop skills of analysis and expression necessary for a life of value.

All students complete general college requirements, including two programs of study: Core Curriculum, and a major. The Core Curriculum program offers the student a broad understanding of several fields of knowledge. The major provides the opportunity to pursue one field in depth.

The Core Curriculum

The Core Curriculum at St. Mary's College of Maryland represents a commitment to providing students with a broad grounding in the liberal arts. The curriculum was designed to stimulate a spirit of inquiry about a range of intellectual issues and develop students' ability to think creatively and critically, with reason and imagination. Because students must develop the intellectual and ethical resources to flourish in our complex world, the Core Curriculum engages students in different modes of knowledge and learning. Through the Core Curriculum, our students develop the abilities to speak and write with clarity and precision; construct sound arguments; apply theoretical concepts and integrate knowledge; and use information and technology resources effectively and ethically. Students develop these abilities across all disciplines, in activities ranging from creative production in the fine arts to the use of scientific methods in the sciences. Our vision of learning at St. Mary's College includes, welcomes, and depends upon many voices and viewpoints. The Core Curriculum begins the process through which faculty and students participate in ongoing conversations about value, meaning, understanding, and action. A student's intellectual growth will therefore entail a deepening moral awareness. The Core Curriculum lays the foundation that will enable St. Mary's College students to develop a sense of social and civic responsibility and be prepared to participate ethically and intelligently as informed citizens of the communities in which they work and live.

The Core Curriculum will provide opportunities for students to:

- engage in and articulate the value of creative and intellectual exploration;
- use multiple modes of inquiry, resources, and knowledge from multiple disciplines to ask questions, identify issues, and solve complex problems, both within and across disciplinary boundaries;
- develop an openness to diversity in all its forms and demonstrate social responsibility and civic mindedness;
- learn about the "global community" and environmental stewardship; and
- hone the fundamental liberal arts skills of critical thinking, information literacy, written expression and oral expression across a variety of disciplinary boundaries.

The fundamental liberal arts skills (critical thinking, information literacy, written expression, and oral expression) are the cornerstones of a traditional liberal arts education and are essential to an integrative curriculum. All students in all majors employ them throughout their academic careers. Making sure that all students achieve proficiency in these four skills will lead to the excellence in education that our mission statement calls for. A liberal arts education is a comprehensive education designed to cultivate autonomous and well-rounded members of the world community by developing the fundamental skills enabling the full exercise and expression of one's person. As such, these fundamental skills do not mark mere technique, but represent some of the core capacities shaping human intelligence.

Critical thinking describes the capacity to recognize and appreciate the context of a line of thought (for example, a rhetorical argument, a mathematical proof, or a musical composition); the capacity to evaluate its consistency, coherence, importance, and originality; and the capacity to create an independent line of thought. Information literacy describes the capacity to identify the need for information and to locate, analyze, evaluate, and effectively use all forms of information (for example, written, oral, visual, or quantitative. Written expression and oral expression describe the capacities to clearly articulate a coherent, creative, and compelling line of thought in writing and speech, with attention to the power of both language and images.

Although each skill maintains its identity as the definitions above signify, these skills inextricably inform one another. These skills will be introduced and practiced in the Core Curriculum,

but as students matriculate beyond the Core Curriculum the outcomes for these skills will expand, multiply, and diverge. In other words, the idea of "all four skills in all four years" will form an integral part of the academic culture at St. Mary's College of Maryland. Students will begin to understand this culture before they arrive on campus, become immersed in it during their time on campus, and further develop these skills after they leave the campus. Assessment of these skills will take place in a variety of ways in the Core, in the majors, and in the senior capstone experiences.

St. Mary's Projects

In compliance with St. Mary's College's position as Maryland's public honors college, the St. Mary's Project (SMP) is the capstone of study at the College. The project is an eight-credit, independent, sustained endeavor of research or creative expression that is supervised by a faculty mentor and presented in a public forum. Each project realizes several of the following goals of this honors college:

1. *The maintenance of high academic standards*
2. *The creation of a sense of intellectual community in which the academic disciplines are appreciated as both unique and interrelated*
3. *The development of each student's ability to think critically and creatively in order to foster curiosity and promote inquiry*
4. *The encouragement of each student's ability to identify personal educational goals and to select the courses that will help to realize these goals*
5. *An emphasis on learning not only in the classroom, but between faculty and students and between students and their peers*
6. *Sponsorship of a project of quality as the culmination and means of assessing the whole of a student's education*
7. *High standards of intellectual and creative endeavor and a sense of responsibility and personal integrity that lead to meaningful performance in a world that is increasingly complex and interdependent*

As Maryland's public honors college, St. Mary's is committed to the ideal of providing an excellent and challenging education to a diverse population. As an honors college, St. Mary's seeks talented students who are serious about their education. As a public college, St. Mary's recruits a student body that is diverse socioeconomically, ethnically, and by age. The two characteristics of academic strength and social diversity define the mission of this college, and the St. Mary's Project offers students and faculty the means to fulfill the College's unique educational opportunities.

The Major

At St. Mary's College, depth of knowledge is gained through intensive study in a major field. By assuming a major, the student goes beyond the introductory level in a chosen field, develops a coherent view of the subject, and attains competence in the use of skills appropriate to the discipline. This aspect of the curriculum allows students to experience the challenge and pleasure of pursuing a subject in depth. It also helps them refine their abilities of acquiring, analyzing, and synthesizing information, abilities needed to respond to the increasing complexity of the modern world.

See page 58 for a complete listing of the majors offered by the College.

Declaring a Major

By the end of the sophomore year, each student must declare a major by using the SMCM web Portal. A student may change a major or declare a second major at any time before the start of his or her last semester at the College prior to graduation, except in the case of Independent Student-Designed Majors. In most cases there is no need for a student to designate a major until the end of the second year. However, if a student anticipates majoring in biology, chemistry, mathematics, computer science, natural science, or music, or plans to pursue the M.A.T., a faculty adviser in the field should be consulted early in the first year, preferably before the student enrolls in the first semester.

The Minor

Recognizing that many students may want to take a concentration of courses under a specific discipline but not with the intention of majoring in the subject matter, St. Mary's College allows students to pursue approved minors. Minors require students to take 18-24 credit-hours in prescribed course work.

See page 58 for a complete listing of the minors offered by the College.

The Minor in Cross-Disciplinary Studies

Cross-disciplinary studies can increase intellectual community across disciplines, encourage cohesion in the choice of electives, and promote combinations of methods and materials that challenge the boundaries of knowledge. They involve at least three academic disciplines and require 18 to 24 credit-hours, at least eight (8) of which must be at the upper-division level. Cross-disciplinary studies include an integrative component such as a common course or requirement. At the discretion of the specific cross-disciplinary studies committee, students may complete the St. Mary's Project in the study area, provided they secure the approval of the department in which they are majoring. Completion of the course work in a cross-disciplinary study area is noted as a specific minor on a student's transcript. Currently, the College offers the following cross-disciplinary minors: African and African Diaspora Studies, Asian Studies, Democracy Studies, Environmental Studies, Museum Studies, Neurosciences, and Women, Gender, and Sexuality Studies.

Declaring a Minor

To declare a minor, each student use the SMCM web Portal. There is no absolute deadline for the declaration of a minor, but departments offering minors must certify graduates prior to graduation. Therefore, it is highly advisable to declare a minor by the end of the fourth week of the first semester of the student's senior year.

Degrees

The College awards the bachelor of arts degree upon successful completion of all requirements, including the Core Curriculum program and one or more of the designated majors. Students who complete the requirements for more than one major, as determined by the appropriate academic departments, will have that fact recorded on their permanent records.

A liberal arts education equips the student for employment in a wide variety of spheres. For example, many St. Mary's graduates enjoy successful careers in business and government as well as the arts, education, and the sciences. Many students plan for graduate study in academic fields, or for training in such professions as law and medicine.

Second Bachelor's Degree Program

The Second Bachelor's Degree Program is intended to fulfill the needs of college and university graduates who wish to achieve competency in a field of academic study different from the one in which they attained their first degree. Students seeking entrance into the program must have previously received a baccalaureate degree from St. Mary's or from another accredited institution. To be considered for the program, there must be no extensive duplication among the major field requirements for the two degrees. Prospective students apply to the Office of Admissions for entrance into the program. The Office of the Registrar will assess the transferability of credits earned elsewhere.

Students pursuing a second bachelor's degree are subject to all academic policies that normally pertain to St. Mary's degree-seeking students. To earn a second bachelor's degree, a student must complete a) requirements "1" and "4" of the general College requirements listed below and b) a minimum of 32 credit-hours at St. Mary's beyond those earned for the first degree.

Interested students are urged to make a pre-application appointment with the Office of Admissions to receive advice regarding admissions procedures and transfer credit policies.

General College Requirements

1. Completion of at least 128 credit-hours (credits), including at least 44 credit-hours of upper-division (300- and 400-level) courses, with a cumulative grade-point average of at least 2.00, both on an overall basis and in those courses that meet major requirements.
2. Completion of at least 30 of the last 36 credit-hours of academic work toward the degree at St. Mary's College. With the permission of the assistant vice president for academic services, this provision may be waived for students engaged in departmentally approved off-campus learning experiences.
3. The Core Curriculum requirements.
4. The requirements for a major field of study.

Core Curriculum Requirements

To fulfill the goals of the Core Curriculum, stated at the beginning of this section, all students must achieve competence in four "fundamental liberal arts skills" by the time they graduate. These skills, including a) critical

thinking, b) information literacy, c) written expression, and d) oral expression, will be introduced in the First Year Seminars, practiced and honed in increasingly sophisticated ways throughout the Core Curriculum and the majors, and then assessed within the major prior to graduation. Additionally, students are required to successfully complete designated courses in each of the following categories: I) Introduction to the Liberal Arts – Liberal Arts Seminars; II) International Languages; III) Liberal Arts Approaches to Understanding the World; and IV) Experiencing the Liberal Arts in the World.

I. Introduction to the Liberal Arts – Liberal Arts Seminars

The Liberal Arts Seminars, an integral part of the Core Curriculum, introduce students to the campus community, liberal arts culture, and the excitement of intellectual inquiry. The Seminars are overseen by the dean of the Core Curriculum and First Year Experience and taught by faculty from every department. By completing this requirement, students will be able to:

- apply, analyze, synthesize, and evaluate specific course content and disciplinary or interdisciplinary approaches to learning on which the seminar is based;
- use a variety of critical thinking methods in interacting with a topic, question, or group of texts;
- use information literacy to complete course assignments and activities, identify the need for diverse kinds of information, access information effectively and efficiently, evaluate sources critically, and incorporate new material into their existing knowledge base;
- write with an acceptable level of proficiency in organizing ideas, developing a thesis, and revising and editing text, both informal and formal, in a variety of genres for audiences of both peers and professors;
- use effective oral expression strategies and model civility of discourse when engaging in small group activities, participating in large group discussions, and making formal presentations; and
- reflectively participate in academic discourse as an active member of the college community.

Students who need additional support in making the transition to college-level writing are also required to take English 101, Introduction to Writing, in their first semester concurrently with a First Year Seminar. Entering students who score below 600 on the Writing Section of the SATs or below a 27 on the Writing Section of the ACTs must take an English Placement Examination, a timed writing assignment, during the summer or during new-student orientation. This exam, administered by the English Department and scored holistically by trained readers, is used to determine which students will take English 101 in their first semester on campus.

To satisfy the requirement for the Liberal Arts Seminar, students must take either CORE 101 or CORE 301. Students must earn a grade of C- or higher in order to satisfy the Liberal Arts Seminar requirement. The First Year Seminar may not be used to satisfy any other Core Curriculum requirements, nor can the First Year Seminar be used to satisfy any requirements within a major or minor. Incoming first year students and students who transfer in with fewer than 32 credits will take CORE 101 in their first fall semester on campus. Students who transfer in with 32 credits or more will take CORE 301 in their first spring semester on campus.

CORE 101. The First Year Seminar (4F)
The First Year Seminar serves as the gateway course to the honors college. The Seminars will encourage students to engage deeply with an intellectual topic through exercising the four fundamental liberal arts skills (critical thinking, information literacy, written expression, and oral expression). The Seminars are not meant to be introductions to disciplines, nor are they merely orientations to the campus or clinics on study skills. Rather, they focus on a question, an issue, or a group of texts, on which students will write, speak, research, and think critically. Multiple sections of this course will focus on a wide variety of topics.

CORE 301. Inquiry in the Liberal Arts (2S)
This course, designed for students transferring to St. Mary's College of Maryland with 32 credits or more, will focus on the four fundamental liberal arts skills (critical thinking, information literacy, written expression, and oral expression) and emphasize their importance for a broad grounding in the liberal arts.

CORE 401. Peer Mentoring Practicum (4F) Advanced undergraduate students may apply to be peer mentors to the First Year Seminars (CORE 101). In addition to attending the seminar section to which they are assigned, peer mentors will attend regular practicum meetings designed to address issues related to mentoring, ethics in teaching, teaching and learning theories, as well as issues related to facilitating discussion and helping students develop and hone the four fundamental liberal arts skills. Prerequisites: Junior or Senior standing. Students must apply to the dean of the Core Curriculum and First Year Experience to be considered for the Peer Mentor program. Credit/No credit grading.

II. International Languages

Students will take one 3- or 4-credit international language course beyond their entering level of proficiency. The course must have an ILC designation, such as courses listed in the St. Mary's College of Maryland course catalog (e.g., ILCC [Chinese], ILCF [French], ILCG [German], and ILCS [Spanish]). Courses not listed in the St. Mary's College of Maryland course catalog but that receive a 3- or 4-credit ILC designation on a student's transcript (e.g., courses in Italian, Latin, Thai, among others) may also satisfy the International Languages Core requirement. By completing this requirement, students will be able to:

- identify key topics, questions, and issues central to the specific language and culture being studied, and understand other cultures from their own internal perspectives;
- apply the investigative strategies of these disciplines to collect, organize, and analyze information, to solve problems, and to reflect on issues of cultural and societal importance;
- articulate the strengths and limitations of these methodologies in dealing with problems and issues, and describe their value in dealing with cross-disciplinary topics and concerns; and
- write and speak at the level of the language course taken, and use appropriate tools of information literacy in ethical ways to inform their engagement with these areas of study.

Determining course level:

Though students may always opt to fulfill the requirement by starting a new language at the 101 level, other levels of placement (course numbers 102, 110, 201, 202, 206) will be determined by one's score on the web-based Foreign Language Proficiency Test (FLPT). For specific information on the administration of the FLPT, please contact the Office of Academic Services.

Other ways to meet this requirement:

1. by providing proof of course work in any foreign language at the College level (including languages not currently taught at St. Mary's College of Maryland); or
2. by petitioning the dean of the Core Curriculum and First Year Experience and the chair of the International Languages and Cultures Department for an exemption, such as by demonstrating native or near-native knowledge of a language other than English (that is, international students or anyone else with significant linguistic and cultural background from outside the United States); or
3. by submitting evidence of a score of a 4 of 5 in an AP foreign language exam or a minimum score of 5 in an IB/HL exam in a foreign language.

Students who have already satisfied the International Languages requirement, as detailed above, are still strongly encouraged to continue to develop their proficiency through additional college level work and are encouraged to take the Foreign Language Proficiency Test (FLPT) to determine level of placement.

III. Liberal Arts Approaches to Understanding the World

Students must take one course from each of the following six areas: 1) Arts, 2) Cultural Perspectives, 3) Humanistic Foundations, 4) Mathematics, 5) Natural Sciences with Laboratory, and 6) Social Sciences. The purpose of this requirement is to introduce students to academic disciplines central to the liberal arts (including the particular approaches and assumptions of these disciplines), as well as to reinforce breadth and diversity of experience. Each area of study has its own goals, which are described in further detail below.

By the end of their experiences in courses that fulfill the "Liberal Arts Approaches to Understanding the World" category of the Core Curriculum, students will, at a level appropriate for an introductory course, be able to:

- select an area of study for further pursuit based on knowledge of the basic assump-

tions, methodologies, and ways of interacting with information in various disciplines or interdisciplinary areas of study;

- identify key topics, questions, or issues central to various disciplines;
- apply investigative strategies of various disciplines or interdisciplinary fields to collect, organize, and analyze information, to solve problems, and to reflect on issues of personal and societal significance;
- distinguish among the various methodological approaches used in the study of the liberal arts and articulate the strengths and limitations of various methodologies for dealing with problems and issues within particular disciplines as well as with cross-disciplinary topics and concerns; and
- write and speak using the language and stylistic conventions of various disciplines, while using appropriate tools of information literacy in ethical ways to support varied scholarly projects.

A student will take one course from each of the following six areas: 1) Arts, 2) Cultural Perspectives, 3) Humanistic Foundations, 4) Mathematics, 5) Natural Sciences with Laboratory, and 6) Social Sciences. The six courses must be from six different disciplines. In other words, only one course with any given prefix—such as ANTH, MUSC, POSC or TFMS—may be counted among a student's six Liberal Arts Approaches to Understanding the World courses.

1. **Arts:** The Arts include courses whose primary focus is the study and/or practice of artistic creation in literature, the visual arts, music, dance, theater and film. Courses in the arts examine how art forms express ideas and experiences. Some of these courses focus on the history of art forms, the contexts of their production and reception, and the theories used to interpret them. Other Arts courses focus on students making, writing, or performing artistic creations. By studying the arts, students learn to attend carefully to the structure and details of creative works, to understand these works in their social and historical contexts, and to express their creative and critical intentions clearly and effectively.

   The following courses satisfy the Arts requirement:

ART 105: Introduction to Visual Thinking
ART 204: Introduction to Drawing
ART 206: Introduction to Painting
ART 208: Introduction to Sculpture
ART 210: Introduction to Printmaking
ART 212: Introduction to Photography
ART 214: Introduction to Digital Imaging
ART 233: Topics in Studio Art
ART 237: Topics in Studio Art: Color
ARTH 220: Rock, Paper, Sword: The Media of the Ancient and Medieval World
ARTH 250: Topics in Art History
ARTH 260: Topics in Art Theory
ENGL 106: Introduction to Literature
ENGL 230: Literary Topics
ENGL 270: Creative Writing
ENGL 281: Literature in History I
ENGL 282: Literature in History II
ENGL 283: Literature in History III
HIST 264: Introduction to Museum Studies
MUSC 112: Music as Communication
MUSC 203: Music Theory I (3)
MUSC 205: Music in History
MUSC 217: The Jazz Makers
MUST 200: Introduction to Museum Studies
TFMS 130: Introduction to Performance
TFMS 170: Stagecraft
TFMS 171. Elements of Theatrical Design
TFMS 200: Theater in History
TFMS 220: Introduction to Film and Media Studies
TFMS 225: Topics in Film and Media
TFMS 230: Acting I
TFMS 231. Acting II
TFMS 250: Movement I
TFMS 255: Modern Dance I (3)
TFMS 258: Dance in History
TFMS 260: Topics in Dance/Movement
TFMS 275: Costumes and Clothes in History

Four 1-credit MUSA courses at the lower division level may also satisfy the Arts requirement in the following ways: 1) Students taking lessons (at the 200 level) may accumulate credits only on one instrument (or voice) across four semesters. 2) Students may participate in an ensemble (at the 100 level) across four semesters. 3) Credits may also accumulate through a combination of lessons (in only one instrument or voice) plus any mixture of ensembles for a total of four credits.

Lessons that can be used to fulfill this requirement:

Guitar: MUSA 280
Piano MUSA 281
Brass: MUSA 284
Strings: MUSA 285
Voice: MUSA 286
Percussion: MUSA 287
Woodwinds: MUSA 288

Ensembles that can be used to fulfill this requirement:

Choir: MUSA 180
Chamber Singers: MUSA 182
Jazz Ensemble: MUSA 186
Chamber Ensemble: MUSA 187
Orchestra: MUSA 189

2. **Cultural Perspectives**: Courses in this category are designed to help students better recognize the ways their own culture shapes their thinking and the ways in which culture more generally shapes an individual's world view. Courses include those in which the primary object of study is cultures and languages using the methodologies of diverse disciplines as well as interdisciplinary methodologies. Courses might examine theories of race and ethnicity, explore the experiences of people and societies in various cultures, or investigate diverse issues related to both globalization and the variability of experiences within particular cultures.

The following courses satisfy the Cultural Perspectives requirement:

AADS 214: Africa and the African Diaspora
ANTH 230: Cultural Anthropology
ANTH 250: Language and Culture
ASIA 200: Introduction to Asian Studies
ENGL235: Topics in Literature and Culture
HIST 280: Africa and the African Diaspora
ILAS 200: Democracy in Latin America
ILC 102, 201, 202, 205, or 206 courses, if they are not used to fulfill the language requirement
ILCT 200: Introduction to European Studies
MUSC 216: Introduction to the World's Music
POSC 252: Comparative Politics
POSC 269: International Politics
RELG 216: Jewish Cultures
RELG 221: Islamic Civilization
RELG 231: Religions and Cultures of India
TFMS 210: Japanese Performance Traditions
TFMS 251: Introduction to Traditional African Dance

3. **Humanistic Foundations**: Courses in this category take as their primary objects of study the constitutive events, ideas, beliefs, and practices that have shaped, and continue to shape, the human condition. Methodologically, they focus on the analytical investigation of human experience in general; of the experience of particular individuals; and of the links between the particular and the general—thus recognizing both the individual and also the way in which every individual's experience is shaped by larger systems and paradigms. Courses may address the fundamental question of what it means to be human in the world, thereby providing students with the analytic tools to critically reflect on their place on earth. In the process, students will also become familiar with the key topics, questions, issues, and methodologies central to the disciplines of philosophy, history, religious studies, and women, gender, and sexuality studies.

The following courses satisfy the Humanistic Foundations requirement:

ARTH 100: Introduction to Art History
HIST 104: Historical Foundations of the Modern World to 1450
HIST 105: Western Civilization
HIST 108: History of the Modern World
HIST 200: United States History, 1776-1980
HIST 206: East Asian Civilization
HIST 219: Colonial American Survey
HIST 253: Latin American Civilization
HIST 268: Russian Civilization
HIST 272: Ancient Mediterranean
HIST 274: Europe, 1815-1914
HIST 276: Twentieth Century World
PHIL 101: Introduction to Philosophy
PHIL 120: Introduction to Ethics
RELG 110: Introduction to World Religions
RELG 210: Biblical Foundations
RELG 215: Introduction to Judaism
RELG 220: Foundations of Islam
RELG 225: Introduction to Christianity
RELG 230: Introduction to Hinduism
WGSX 200: Introduction to Women Studies
WGSX 210: Introduction to Gender Studies

4. **Mathematics:** Mathematics is a discipline that studies quantitative aspects of the world. The courses within this section introduce the student to basic mathematical skills and concepts, sometimes through the elements

of computer programming. Students are expected to learn methods and techniques of problem solving and to develop facility in the mathematical mode of thinking. They are expected to become acquainted with the major areas of current interest in mathematics, with the primary achievements of the past, and with the fundamental problems of number, space, and infinity.

The following courses satisfy the Mathematics requirement:

COSC 120: Introduction to Computer Science
MATH 131: Survey of Mathematics
MATH 151: Calculus I
MATH 200: Discrete Mathematics

5. **Natural Sciences with Laboratory**: The natural sciences are academic disciplines that study the natural world, including biological, chemical and physical structures and phenomena. Courses in the natural sciences present major scientific concepts and theories and teach students to apply investigative methodologies to explore scientific questions. Students will learn to analyze scientific literature and to write and speak using the languages of these disciplines. All courses in this area include the required laboratory component.

   The following courses satisfy the Natural Sciences with Laboratory requirement:

   ASTR 154: Solar System Astronomy
   ASTR 155: Stellar Astronomy and Cosmology
   BIOL 101: Contemporary Bioscience with Laboratory
   BIOL 105: Principles of Biology I
   CHEM 101. Contemporary Chemistry with Laboratory
   CHEM 105: General Chemistry I
   GEOL 130: Introduction to Geology
   PHYS 104: Basic Physics with Laboratory
   PHYS 121: College Physics I
   PHYS 131: General Physics I

6. **Social Sciences**: The social sciences are a group of academic disciplines that study human aspects of the world. The courses within the social sciences take human behavior—individual, in groups, or in societies—as its object of study. They emphasize the use of scientific methodologies in the study of humanity, including quantitative tools and narrative approaches. The goal of the social sciences is to make students aware of the forces that have shaped and are shaping the modern world in order to enable them to think critically about the global society in which they live and to write and speak effectively about that society. Students who study the social sciences will have a wide-ranging appreciation of the functioning of a broad spectrum of social systems and will appreciate how the methods of social science can help interpret human behavior.

   The following courses satisfy the Social Sciences requirement:

   ANTH 101: Introduction to Anthropology
   ECON 101: Introduction to Economics
   POSC 100: Introduction to Politics
   PSYC 101: Introduction to Psychology
   SOCI 101: Introduction to Sociology

   Courses may be added to or removed from the six categories in the Liberal Arts Approaches to Understanding the World pending approval by the dean of the Core Curriculum and First Year Experience and the Core Curriculum Committee.

IV. Experiencing the Liberal Arts in the World

In this element of the Core Curriculum, students will bridge the gap between their academy and the world beyond, transcending the theory-praxis divide and giving extra meaning to their academic courses by applying their developing knowledge base to life experiences outside the boundaries of the college campus. By completing this requirement, students will be able to:

- practice the dynamic interaction of doing and reflecting;
- discuss the value of being a participant/observer while maintaining a fluid balance between active participation and astute observation with appropriate attention to details; and
- synthesize their experiences through critical reflection and evaluation of the experience.

This requirement can be satisfied in four ways. Each option requires that students a) engage in activity off campus, or that has an off-campus focus b) keep a journal detailing their experiences and their developing understanding of the relationship between their academic course work and their activity, and c) produce a reflective product that synthesizes what they have

learned about themselves and the intersection of academic and practical knowledge. The journal and reflective product are described in CORE 350 (see below). Students register for CORE 350 as a co-requisite when enrolling an approved experience that they wish to use to satisfy this element of the Core Curriculum requirements. Before completing this requirement, students should either have attained junior standing, completed their other Core requirements, or received approval by the dean of the Core Curriculum and First Year Experience to complete the requirement prior to the junior year.

There are four options for satisfying the Experiencing the Liberal Arts in the World requirement:

1. Study Abroad: Students may satisfy the Experiencing the Liberal Arts in the World requirement by participating in at least four credit hours of study-abroad coursework. Study-tour courses and semester or longer study-abroad programs count towards this requirement.
2. Internship: Students may satisfy the Experiencing the Liberal Arts in the World requirement by participating in acredit-bearing internship of at least four credits (contact the Career Development Center for more information). Students who wish to use a non-credit internship to satisfy this requirement must submit a petition to the dean of the Core Curriculum and First Year Experience for approval prior to beginning the internship.
3. Independent Study or Directed Research With a Community Focus : Students may satisfy the Experiencing the Liberal Arts in the World requirement under faculty direction with on and off-campus experiences in the world of work or community service not typically associated with an internship placement. Students opting to satisfy the Experiencing the Liberal Arts in the World requirement through this option must submit a proposal for at least four credit hours of independent study or directed research at the 300 or 400 level to the dean of the Core Curriculum and First Year Experience for approval prior to beginning the experience.
4. Experiential or Service Learning Course: Students may satisfy the Experiencing the Liberal Arts in the World requirement by taking a course that has a significant experiential or service learning component. Students may take one of the following courses to satisfy this requirement:

   EDUC 206: The Child in America
   EDUC 296: Language Acquisition and Phonemic Awareness
   EDSP/PSYC 336: Exceptionality: An Introduction to Special Education
   EDUC/PSYC 368: Educational Psychology
   PSYC 410: Service Learning in Psychology
   TFMS 392: The Teaching of Theater in the Schools

   Courses may be added to or removed from this category pending approval by the dean of the Core Curriculum and First Year Experience and the Core Curriculum Committee.

CORE 350. Reflection on Experiencing the World (0E)
In addition to participating in one of the above described activities, students will keep a journal and compose a reflective piece based on their experience. Note that the reflective piece may also be used to satisfy requirements for the service learning courses, internship, independent study, or study-abroad coursework at the discretion of the professors for those classes. This course is a co-requisite for any course with an experiential learning component, study-abroad experience, independent study, or internship experience that a student wishes to use to satisfy this requirement of the Core Curriculum. Students will receive a grade of "Pass with Distinction," "Pass," or "Fail." Students who receive a grade of "Fail" will be invited to revise and resubmit their reflective piece.

Nitze Scholars Program

For two decades, St. Mary's College has provided special educational opportunities to students with exceptional academic potential. Competitive with elite and expensive private colleges in the quality of students it enrolls and in the standard of excellence it maintains, the Nitze Scholars Program offers an alternative approach that is challenging, enriching, and flexible.

The Nitze Scholars Program was named in 1998 for Paul H. Nitze, the former ambassador, secretary of the Navy, and adviser to presidents, whose career exemplified leadership and public

service. The program is designed to provide exceptional opportunities for students who have demonstrated their commitment to the liberal arts and sciences through their outstanding academic success and their commitment to improving society, especially through leadership and service.

By combining academic excellence with a leadership and service orientation, the Nitze Scholars Program aims to develop in students an understanding of leadership and leaders, especially those individuals who can inspire others. The program offers an approach to the study of the liberal arts and sciences that is challenging, enriching, and flexible. It endorses the same goals as the Core Curriculum, with its emphasis on fostering skills of analysis, synthesis, integration, and communication. However, because it assumes that its students have already mastered some of the basic knowledge and learning strategies required in college-level coursework, it focuses on integration across the disciplines, and on using the knowledge and strategies of the scholar for a greater good. The program therefore expects students, with the help of careful advice and guidance, to design a program of study that achieves the breadth of the liberal arts mission. It recognizes that different students come to the College with different strengths, and it provides a program that is a blend of stipulated seminars and foundational courses with substantial freedom to assume a shape that conforms to each student's individual profile.

Nitze Scholars Program participants design elements of their own core curriculum to be an enriching and challenging means of attaining a liberal arts education of high quality, and combining academic rigor and scholarship with an understanding of the importance of leadership and service. These students benefit from such special features of the program as more flexibility in curricular choices, individualized advising by the Scholars Program director or assistant director, instruction in special seminars that emphasize leadership and service and develop skills of oral and written communication, unique opportunities for the study of foreign culture through an international trip in the second year of participation in the program, and the creative challenge of designing and maintaining a leadership and service portfolio. In addition, students in the Nitze Scholars Program participate in special extracurricular activities, such as receptions, field trips, and honors conferences and seminars featuring Paul H. Nitze Fellows. The Nitze Fellows are leaders in national and international service whose skills, reputation, and practice of leadership qualify them for appointment to the time-honored task of mentoring young scholars.

The small, selective Nitze Scholars Program admits only 15-20 students from each entering class. Those students admitted as first-time students will be invited to join the program based on the strength of the credentials in their application to St. Mary's College. High school academic performance (generally a grade-point average of 3.5 or better), excellent SAT scores (re-centered 1350 or higher), breadth of experience in curricular and extracurricular programs, and demonstrated interest in leadership and service will be assessed, as will a required essay. Advanced Placement and International Baccalaureate experience will be considered as well. Students may also apply to the program after they have matriculated at St. Mary's College. Their acceptance will be based on both their academic performance and interest in the leadership and service orientation of the program. Current St. Mary's College students should consult the Scholars Program director for details.

The Nitze Scholars Program is administered by the Scholars Program director, assistant director, a committee of faculty members, and student representatives elected by the Nitze Scholars.

DeSousa-Brent Scholars Program

The mission of the DeSousa-Brent Scholars Program is to cultivate the academic talent and leadership potential of students who are traditionally underrepresented at St. Mary's College of Maryland. By identifying and supporting students of diverse backgrounds, the select program hopes to develop a community of learners who will guide the College's efforts to increase the understanding of diversity.

The DeSousa-Brent Scholars Program was named in 2008 for Matthias DeSousa and Margaret Brent, two important figures in the early history of Maryland at St. Mary's City. Matthias DeSousa was the first Black man to have a vote as a landowner in the colony of Maryland. He began his time in Maryland as an indentured servant but eventually was released from his servitude to become a landowner and served in the legislative assembly. Margaret Brent broke sex role barriers and social expectations for women of her time by becoming a landowner with her sister. She was trained as a lawyer and is known as the first suffragette even though she was denied the right to vote. Both

DeSousa and Brent provide examples of leaders who moved themselves and their society forward despite social expectations. The DeSousa-Brent Scholars enter the St. Mary's College community with that same sense of possibility for creating social change through leadership.

Students invited for participation in the program are identified by their past success as high school leaders and their membership in under-represented groups as defined by ethnicity, income, geography, and first-generation status. Participants self-select into the program upon receiving an invitation. Other interested students who request to participate are considered as space permits with preference provided to international students, students with disabilities, and students who participated in high school programs that have historically partnered with the College.

The DeSousa-Brent Scholars Program supports the Core Curriculum experience of the participants by providing opportunities to extend the intentional development of the fundamental liberal arts skills that include critical thinking, information literacy, written expression, and oral expression.

Teacher Certification

Teacher certification in early childhood with elementary certification, elementary grades 1-6, secondary, or K-12 certification in art, music or theater is available through the Master of Arts in Teaching (M.A.T.) program. Students complete their four-year degree while minoring in educational studies and then, following graduation, may be admitted to the M.A.T., a year-long, full-time, intensive program leading both to eligibility for certification and the master's degree.

Auditing

Those students who would like to take a course, but have no need of academic credit, may register to audit. No assignments will be required and no grades given. (See "Academic Policy" section.)

Experimental Courses

Occasionally, a department may offer a course that is not listed in the catalog. Designated as experimental, such courses may be offered twice before being formally approved and incorporated into the curriculum or dropped from the College's offerings. Such courses carry credit on the same basis as courses listed in the catalog.

Academic Policies

Academic Advising

Each degree student is assigned an academic adviser. The student is expected to meet with the academic adviser, who assists him or her in becoming familiar with academic programs of the College, including requirements, electives, and suggested areas of study. The adviser also helps the student plan a curriculum to meet the educational goals of the College while fulfilling the student's aspirations. Before each term, the student must consult with an adviser who assists in planning a course schedule and who also gives clearance for registration. Although the adviser's counsel can have great value to the student, *it is the student who bears the ultimate responsibility for completing the requirements for graduation.*

Catalog Selection

The catalog year determines the set of general academic requirements the student must fulfill for graduation. Students are held to the requirements of the catalog year in which they enter St. Mary's College of Maryland as a degree-seeking student.

Students may request change of catalog year status through the Office of the Registrar under the following conditions:

1. Transfer students from a State of Maryland institution of higher education have the option of satisfying St. Mary's College of Maryland graduation requirements that were in effect at the time the student first enrolled at the original institution. These conditions are applicable to a student who has maintained continuous enrollment at a State of Maryland institution of higher education. Continuous enrollment shall be defined as registration for and completion of at least one course per term in each academic year.

2. Students may not move back to any catalog published before their initial enrollment as a degree student. They do have the option of moving to any catalog published after their initial enrollment as a degree-seeking student, but may not move back after having moved forward. Students should be aware that being granted such permission means they are held accountable for all the requirements in that new catalog. The exception is that if a new minor is introduced in a catalog(s) after their admission to St. Mary's, students follow the requirements for minors in the new catalog, but complete all other graduation requirements of their original catalog, unless they officially move up to the new catalog year. If a student has declared a minor, and the requirements of that minor change, they are required to follow the catalog requirements for the minor of the catalog year in which they were initially enrolled.

Students are reminded that they should check all graduation requirements (major, minor, Core Curriculum, upper division and over-all) before they decide to elect a change of catalog.

Registration

Student registration takes place once each semester for the next semester. Prior to registration, the Business Office must clear the student's financial account. A registration time is assigned to each student, based on the number of earned credit-hours accumulated. Students must meet with their academic adviser before registration to complete a class-registration form. During the assigned registration time students will register online through their SMCM web Portal. A late fee is charged if initial registration is completed during the schedule-adjustment period. No initial registration will be accepted after the end of the schedule-adjustment period (the first two weeks of classes).

Course Load

A semester-hour is the same as a credit-hour. A typical course load consists of 16 to 19 credit-hours during a regular semester. A student may enroll for more than 19 credit-hours only during the schedule-adjustment period. The student's adviser must acknowledge, by signature on the add-drop form, course enrollments of more than 19 credit-hours. To be eligible to live in College housing facilities, a student must enroll in a minimum of 12 credit-hours each semester. A student on academic probation may not enroll in more than 16 credit-hours. The maximum course load for summer session is normally eight semester hours; students willing to take more than 12 credits must obtain permission to do so and will be charged full-time tuition and fees.

Advanced Placement and Credit by Examination

Students desiring either advanced placement in a subject or degree credit for work done outside a baccalaureate program may submit the results

of tests recognized by the College. Certification of having passed such tests must be in the form of an official report sent directly by the issuing agency to the Office of the Registrar. The chair of the appropriate department, in consultation with the relevant faculty, will determine the number of credit-hours to be awarded for each examination. Credit by examination may be counted only as lower-division credit and may not total more than 45 credit-hours. (For more detailed information concerning transfer of credits from another university or college, see the "Transfer of Credit" section.) Regulations governing the use of specific types of examinations include the following:

1. CEEB Advanced Placement Examinations: Credit will be given in the appropriate subject if a score of 4 or 5 is achieved.

2. CLEP Examinations: Credit is given to students earning scaled scores of at least 55 on a general or subject examination, or at least 65 on the English Composition Examination. Because some CLEP examinations may not be appropriate for fulfilling certain College requirements, a student should secure written approval of a particular test before taking it. The student must secure written approval from the Office of the Registrar prior to taking the exam. If a student does not secure such approval, the College may not grant credit toward fulfilling a given College requirement. Note: Credits earned by successful completion of an appropriate CEEB Advanced Placement Examination or CLEP subject examination may be used to satisfy the corresponding four-credit-hour Core Curriculum requirement.

3. International Baccalaureate Program: St. Mary's College of Maryland recognizes the International Baccalaureate Program. College credit will be awarded for IB courses taken at the higher level. A minimum grade of 5 is required. Please consult with the Office of the Registrar for course-by-course equivalencies. No credit shall be awarded for standard-level examinations. Four credits will be awarded for an IB Diploma in recognition of an extended essay and participation in Theory of Knowledge.

4. In some cases, students may be able to satisfy the prerequisites for upper-division courses by taking an examination on the course content of the lower-division course. To do so, a student must obtain the permission of the appropriate department chair by the second day of the semester and take the examination before the last day of the schedule-adjustment period (the end of the first two weeks of classes). If the department chair, in consultation with the appropriate instructor(s), waives the prerequisite based on the student's exam performance, no credits will be awarded for that prerequisite course, but the student may enroll in the upper-division class.

Internships

Internships for academic credit are designed to help students support their academic and career goals through supervised work experiences. Internships are generally off-campus, but can also be arranged in professional settings at the College, such as the Boyden Gallery. Internships can be used to satisfy the Experiencing the Liberal Arts in the World requirement if approved as such.

1. Policies

a. Internships are available to full-time, degree-seeking juniors or seniors who have a cumulative grade-point average of 2.50 or higher. Acceptance into the Internship Program is based primarily on the student's ability to perform well in the type of internship sought, as indicated by assessment of the student's intellectual qualities, reliability, personal maturity, and ability to combine an extensive academic assignment with onsite-work.

b. A maximum of 16 credit-hours of internship credit may be applied toward a degree at St. Mary's. All 16 semester hours need not be taken in a single semester. Summer internships may carry between four and eight credit-hours. Students who wish to take more than eight credit-hours for a summer internship must obtain written permission from the assistant vice president of academic services.The number of internship credits that may be applied toward fulfillment of a student's major requirement is determined by the appropriate academic department.

c. If the contractual agreement has been only partially fulfilled, the student may receive only part of the contracted number of credits, as determined by the student's faculty sponsor and the director of career development.

d. The evaluation of the internship will be based on the specifics of the student's unique learning agreement.

e. The mode of evaluation will be Credit/No credit. The academic project will be evaluated by the faculty supervisor and assigned a letter grade that will appear parenthetically on the student's academic record. This grade will not be included in the calculation of the student's GPA. The academic project must receive a passing grade for the student to receive credit. Credit for the internship will be assigned by the faculty sponsor after consultation with all appropriate parties, including the director of career development.

f. In general, the policy is that students may not receive both a salary and credit for an internship. However, in certain circumstances related to the nature of a site's own organizational mandates, it may be possible for an intern to receive both credit and pay. The student should petition the Academic Policy Committee, providing 1) verification of the situation from the site, 2) approval from the Career Development Center, and 3) approval from the faculty internship sponsor, to request permission for an exception to the general policy regarding receiving credit and pay for an internship.

2. Procedures

a. Students interested in registering for internships should review the details about the credit internship program available online and then schedule an appointment at the Career Development Center early in the semester prior to the internship placement.

b. The director of Career Development and the appropriate department chair must approve the site placements of students for any site at which a St. Mary's student has not previously interned for credit.

c. The "Internship Learning Agreement" will be prepared by the student, in consultation with the site supervisor, faculty sponsor, and career development staff. It must be submitted to the Career Development Center by the end of the semester prior to the start of the internship.

d. Both the intern and on-site supervisor will complete written evaluations of the internship for the director of career development before the end of the internship.

e. The intern will file a copy of the academic project with the faculty sponsor.

Independent Studies (including Guided Readings and Directed Research)

Independent studies provide a means for students to pursue subjects in greater depth than otherwise provided by the curriculum. With the exception of independent studies that are approved to fulfill the CORE350 requirement, independent studies cannot be used to satisfy Core Curriculum requirements.

1. Instructors must have full-time faculty status.
2. To register for an independent study, a student must complete a learning contract. An official form for such contracts is available in each administrative office found in the academic buildings or in the Registrar's Office. The level of study (that is, 100, 200, 300, or 400) is determined by the faculty supervisor. The learning contract must be approved by the appropriate department chair and filed with the Office of the Registrar, ordinarily by the last day of the schedule-adjustment period.
3. Independent studies may not be substituted in place of courses offered on a regular basis in the College curriculum. In cases of unusual need, exception may be granted by the appropriate department chair.
4. A maximum of eight credit-hours of such work may be applied toward fulfillment of the student's major requirements. Independent study taken to fulfill major requirements must be taken for a letter grade.
5. Inasmuch as first-year students are encouraged to pursue basic courses, only sophomores, juniors, and seniors are normally allowed to register for independent study. First-year students wanting to take an independent study should petition the appropriate department chair, offering evidence of sufficient academic preparation.
6. A student may not take more than eight credit-hours of independent study or field study during any semester, and the student is limited to a maximum of four credit-hours of independent study during a summer session.
7. To be eligible to enroll for independent study, a student must be in good academic standing.

8. As a condition for independent study, the student and the instructor must contract to meet no less than twice during the session (in addition to the first and final meetings) to discuss and assess the progress of the project.

9. The details of the independent study are determined by the faculty mentor who works within the guidelines of departmental requirements for independent studies. The underlying requirement is that the academic work must be of the same quality and quantity as a regular course of the same number of credits and level (200, 300, 400).

10. An independent study project is contracted for a specific period of time and is assessed at its contracted date of completion. The grade category "Incomplete" is assigned to a student carrying independent study only when extenuating circumstances have made substantial completion of the project impossible.

Classroom Assistantships

Some departments at St. Mary's offer courses in Classroom Assistantships. Students work with a faculty member in conjunction with a course offered by that faculty member. Credits received in a Classroom Assistant course cannot be used to satisfy the Core Curriculum requirements. Students should contact individual departments to register for a Classroom Assistantship. Departments should follow the policies listed below:

1. Instructors for Classroom Assistantships must have full-time faculty status.

2. Students may earn a total maximum of eight semester hours for a Classroom Assistantship. If a student wants to continue working as a Classroom Assistant after completing eight semester hours, the student may receive pay, but not credit.

3. To be eligible for a Classroom Assistantship, students must be a junior or senior or must have completed two courses of 200 level or above in the discipline of the course in which the student is the Classroom Assistant.

4. Students may not take more than four credits of a Classroom Assistantship during any semester.

5. Students must have a minimum overall GPA of 2.5.

6. Students registered in a Classroom Assistantship must abide by all of the course policies set by the instructor.

7. While students registered in a Classroom Assistantship may review class assignments and make preliminary marks, the professor holds the ultimate authority and responsibility in assigning grades for all assignments.

8. While students registered in a Classroom Assistantship may lead review sessions, the faculty instructor must be present if the Classroom Assistant is assuming the role of teacher.

9. All other details related to a Classroom Assistantship are negotiable between the faculty member and the student.

International Education Programs

St. Mary's College of Maryland encourages its students to study abroad. Study abroad makes available to the College's students unique educational and cultural opportunities not offered at St. Mary's. The College offers three categories of international education: (1) Approved study-abroad programs offered through other colleges and universities; (2) Study abroad through institutions with which St. Mary's has a contractual relationship; and (3) Study tour programs that are offered through a course at St. Mary's College of Maryland. These international education programs are governed by the following academic policies:

1. Students must have a minimum cumulative grade-point average of 2.5 in order to be eligible for study abroad. Students must petition the Academic Policy Committee for a waiver to this requirement prior to the end of the 10th week of the semester, supplementing their petition with current information from professors about their academic progress at that point in time.

2. Students who wish to study (for credit) in other institutions' study-abroad programs that have not previously been approved by St. Mary's College must secure written permission on a study-abroad request form available from the Office of International Education.

3. For any study-abroad program, the student must file a Pre-Approval Form for Study

Abroad with the Office of International Education. Each course a student plans to take must be evaluated and approved by the Office of the Registrar in consultation with the chair of the department most closely related to the content of the course. The Office of the Registrar or department chair will indicate on the form the transfer equivalency at St. Mary's College. The student is responsible for filing the study-abroad request forms with the Office of International Education by the appropriate deadline in the semester before the study-abroad program begins (October 15th for spring programs and March 1st for summer and fall programs).

4. If a student does not follow the procedures outlined in item 3 above, the College may refuse to grant credit for study-abroad courses taken by the student, regardless of the program in which they were taken.
5. Credits earned in study-abroad courses and programs offered by another institution and approved by St. Mary's College will be transferred to the student's transcript when an official transcript is received from the other institution. Credits transferred from NSE and institutions abroad follow the policies as outlined in the next section, Transfer of Credits from Other Institutions

Transfer of Credits from Other Institutions

A student enrolled at St. Mary's College may enroll in another institution or take a correspondence course and subsequently transfer the credits to St. Mary's College. If a student does not secure written permission before taking courses at another institution, the College reserves the right to refuse to grant credit for such courses. The student should secure this prior written permission on a "Pre-Approval of Transfer Credit" form from the Office of the Registrar. The Office of the Registrar will indicate on the form the transfer equivalency at St. Mary's College. The student is responsible for filing the written permission with the registrar. This policy includes courses taken during the summer, while on leave of absence, or while concurrently enrolled as a student at St. Mary's College of Maryland.

Transfer students who are admitted to the College will receive an official evaluation of their transfer credits after the College has received official transcripts for all college work attempted and the student has confirmed their acceptance with a paid deposit.

Any course taken more than 10 years ago, although possibly acceptable as transfer credit, might not fulfill Core Curriculum or major requirements. The determination of which requirement(s) such a course fulfills shall be made by the chair of the department in which the course is normally offered.

Credit earned from other institutions is acceptable for transfer to St. Mary's under the following conditions: (1) The institution must be accredited by the appropriate regional accrediting association. (2) The course must be approved by the College as being congruent with its liberal arts program. (3) A minimum grade of C- for courses taken at an out-of-state college or D for courses taken at a Maryland public college is required for transfer credit. A course in which credit has been earned but no letter grade given will be accepted for transfer only if the student was not allowed to take the course for a letter grade, or if the student can verify that the letter grade equivalent was C- or better. (4) Credits for technical (career) programs will be evaluated on a course-by-course basis. (5) The maximum number of credits that can be transferred from a two-year institution is 70 credit-hours, and 90 credit-hours from a four-year institution. The maximum total number of credits that can be transferred from any combination of institutions is 90 credit-hours. (6) Credits that are transferred will be excluded from the computation of the grade-point average at St. Mary's College. For further information, see "Computation of the Grade-point Average" in the section below. (7) At least half of the credits applied towards the student's major must be completed at the College. For a minor, all 300- and 400-level courses must be completed at the College, and no more than half of courses applied towards the minor at the 100- and 200-level can be transferred to the College from another institution. (8) Students transferring from Maryland public colleges are entitled to the rights set forth in the Student Transfer Policies of the Maryland Higher Education Commission. St. Mary's College complies with these policies. Consult the Appendix for the full text of these policies. Regardless of the number of credits transferred, every student must conform to all degree requirements at St. Mary's in order to obtain a degree.

Attendance

Regular attendance at classes is expected; all students are responsible for any class work done or assigned during any absence. In each course, two absences shall be accepted by the instructor during the term. However, when any absence results in a student missing an examination, or an assignment deadline, the instructor's policy covering missed examinations or late work shall apply. Beyond two absences the instructor's policies shall be in effect.

Change of Schedule

The first two weeks of each semester are designated as a "schedule-adjustment period." During this time, students may change their class schedule by presenting completed "add-drop" forms to the Office of the Registrar. The course "drops" made during the first two weeks of the semester will not be reflected on the student's permanent record. Although no fees are assessed for changes within the schedule-adjustment period, each course change made thereafter will be charged a schedule-adjustment fee.

If a student does not attend any of the first week of class meetings, the student **may** be dropped from the class up to the end of the add/drop (change of schedule) period at the discretion of the instructor; however, instructors typically place responsibility on the student for completing the requisite paperwork. The Office of the Registrar will notify students by e-mail if they are dropped by an instructor. **Without this notification, students must assume they are enrolled in the course.**

After the second week and before the end of the fourth week of classes, but not thereafter, students may add courses by presenting completed "add-drop" forms to the Office of the Registrar. (The only exceptions to courses that may be added after the fourth week of classes are independent studies, private music lessons, and theater practicum. The absolute deadline for adding independent studies and private music lessons is the same as the last day to withdraw from a course, that is, the end of the 10th week of classes. Adding theater practicum is accomplished only through submission of official rosters by the faculty member.) After the second week and before the end of the 10th week of classes, but not thereafter, students may withdraw from courses. A grade of W for any course from which a student withdraws will be placed on the student's permanent record.

Testing Programs

Students are required to participate in assessment and testing programs arranged for the purpose of institutional research and development. These testing programs enable students to measure their own academic progress against that of classmates and national samples, while furnishing group data needed for institutional research at the College.

Evaluation

1. Grading

   Evaluations are made in accordance with the following system:

   A, A-, B+, B, B-, C+, C, C-, D+, D, F, CR (credit for the course), AU (audit), NC (no credit for the course), I (incomplete), IP (in progress), W (withdrawal). All grades will appear on the permanent record.

2. Change of Grade

   A change of the final grade in a course may occasionally be justified for extraordinary reasons, such as computational error. Such a change may be initiated by either the instructor or the student. A request initiated by a student must be a formal one, submitted in writing with justification to the instructor by the end of the fourth week of the following semester. Any changes initiated or approved by the instructor must be approved by the department chair and submitted to the Office of the Registrar by the end of the sixth week of the subsequent semester. The registrar will record the grade change on the student's permanent record.

3. Mid-term Reports

   If a student's work in a course is unsatisfactory at mid-term, the instructor submits a report to the registrar, who sends a copy to the student and faculty adviser.

4. Repeating Classes

   A student may elect to repeat any course in which he or she wishes to improve the grade. (If a course is designated "May be repeated for credit," then it can be repeated for a better grade only if the topic is the same as the topic of the original course.) If the

course is repeated at St. Mary's College, the grade earned on the latest attempt, not the original grade, will be used in the computation of the grade-point average. The original grade remains on the permanent record. Furthermore, if the original grade was a passing grade, and the grade received on the latest attempt is a failing grade, then credit for that course will be rescinded.

A student may elect to repeat a course at another institution. To do so, the student must file a pre-approval of transfer credit form with the Office of the Registrar. If the grade received at the other institution is C- or better (or a D or better from a Maryland public institution), the student will be awarded transfer credits for pre-approved courses. Although the original grade will be removed from the computation of the grade-point average, it will remain on the transcript. The transfer grade is not calculated into the grade-point average.

A student may not repeat a course after earning a degree from the College.

5. Credit/No credit grading

   There are two situations in which a student may receive a Credit/No credit evaluation in lieu of a letter grade. These situations are specified separately in (a) and (b) below:

   a. Courses in which letter grades are normally assigned:
      A student in good academic standing may elect to take, on a credit/no credit basis, a course in which letter grades are normally assigned. In order to do so, the student must file the appropriate form with the Office of the Registrar no later than the last day of the fourth week of classes. When the student has completed the course, the faculty member will assign a letter grade for that student that will be recorded officially as CR if the letter grade is D or higher, or NC if the grade is F. These courses may not include any that are required in a student's major program, minor program, or those used to satisfy Core Curriculum requirements. A maximum of 16 credit-hours elected on the credit/no credit basis can be applied to graduation. For students transferring into St. Mary's College with 64 credit-hours or more, a maximum of eight credit-hours elected on the credit/no credit basis can be applied to the degree.

   b. Courses in which letter grades are not assigned:
      In certain courses the assignment of a letter grade is not feasible. These courses are offered only for credit/no credit evaluation by the instructor. Such courses are approved by the provost of the College on recommendation of the appropriate department and the Curriculum Committee and are identified in the course descriptions in this catalog. There is no limit on the number of such courses that a student may take; however, these courses may not be used to satisfy a Core Curriculum requirement, major, or minor requirements, with the exception of credit internships approved by the appropriate department or cross disciplinary study area.

6. Incomplete work

   An I (Incomplete) may be given by the instructor only at the request of the student when extraordinary circumstances, such as extended illness or other serious emergency beyond the control of the student, prevent the student from completing a course within the academic term. To qualify for an Incomplete, the extraordinary circumstances must have occurred near the end of the term and the student must have been attending the course regularly throughout the term up until that point. To assign an Incomplete, the instructor must discuss with the student the work that must be completed and the deadline for submission of that work. In addition, the instructor will indicate the reason for the Incomplete by checking the appropriate box on the "Incomplete Request Form" submitted to the registrar at the time grades are due for that semester. The instructor will also indicate the grade the student should receive if the conditions for completion of the course work are not met by the appropriate deadline. If no grade is specified on the Incomplete request form or if the reason for the Incomplete is not checked on the form, a grade of F will be recorded on the student's transcript. The student must submit all designated work to the faculty member by the end of the fourth week of the following semester. The deadline for submitting the grade change to the registrar is the end of the sixth week of that semester. Any Incomplete that is not removed prior to that date will revert to the grade specified by the contract granting the

Incomplete. The instructor may extend the deadline for submission of work until later in the semester if the student requests such an extension in writing. However, the Incomplete must be removed by the last day of classes of that semester, or the grade reverts to the grade specified by the contract granting the Incomplete. No Incomplete may remain on a graduating senior's transcript, and graduating seniors are ineligible for Incompletes in the semester that the degree is conferred.

7. Withdrawal from a course

   A student who formally withdraws from a course after the last day of the schedule-adjustment period but before the end of the 10th week of regularly scheduled classes receives a grade of W for that course. A student may not withdraw from a course after the 10th week of classes unless the student is withdrawing from the College. The assistant vice president for academic services may grant exceptions to this latter provision in unusual circumstances and following consultation with the instructor and the Academic Policy Committee. The schedule-adjustment period and final date of withdrawal for courses that do not follow the regular academic schedule will be published in the academic calendar. For half-semester courses, this date is usually at the end of the fifth week of regularly scheduled classes.

8. Enrollment as an auditor

   A student who wishes to show that he or she has attended a course regularly but who does not wish to earn credit for the course may register as an auditor with the consent of the instructor. The following policies govern such registrations:

   a. If attendance has been regular, the instructor will assign AU as a grade, but no credit (either attempted or earned) is entered and no quality points are calculated.

   b. If the instructor deems that attendance has not been adequate, the instructor will notify the Office of the Registrar and the student will be dropped from the course.

   c. A change from credit to audit or audit to credit may be made only with the consent of the instructor and no later than the last day of the fourth week of classes.

   d. Part-time students must pay for audited courses at the same rate charged for credit courses.

   e. Audited courses will not be included in determining the total academic load of the student.

   f. Regular attendance at class is expected of the auditor, but he or she is not required to write papers or take quizzes, tests, or examinations.

Computation of Grade-point Average

A grade-point average (GPA) is calculated on the basis of the following quality points: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1, F = 0. The grades of CR, NC, I, W, and AU do not enter into the computation of the grade-point average. The GPA is computed on the basis of all courses taken at St. Mary's College for which a letter grade has been received. The grade-point average is computed on both a semester-by-semester basis and on a cumulative basis. Transfer credits are excluded from the GPA computation.

Classification of Students

A student is classified according to the number of credit-hours earned:

0-24 credit-hours: first-year student

25-55 credit-hours: sophomore

56-89 credit-hours: junior

90 or more credit-hours: senior

Academic Misconduct

St. Mary's College of Maryland is committed to the ideals of honesty, personal integrity, and mutual trust. Academic integrity is a responsibility of all students, members of the faculty, and administrative officers. All students are expected to uphold the highest ideals of academic integrity throughout their career at St. Mary's. The following policy has been adopted for fair judgment in cases of suspected academic misconduct. Students who commit acts of academic misconduct (see "Definitions of Academic Misconduct" below) are subject to in-class penalties imposed by the instructor and to a hearing before the Academic Judicial Board with possibilities of additional penalties. (See the "Code of Student Rights and Responsibilities" included in the student handbook, *To the Point*, distributed each year to every St. Mary's student through the Office of

Student Development.) The Code of Student Rights and Responsibilities is also located on the College web site at www.smcm.edu/stuhandbook.

Definitions of Academic Misconduct

Academic misconduct may include, but is not limited to, the following acts:

1. Cheating

   Cheating involves dishonest conduct on work submitted for assessment. Specific instances of cheating include, but are not limited to, the following:

   a. Assisting another student or receiving assistance from anyone to complete quizzes, tests, examinations, or other assignments without the consent of the instructor.

   b. Using aids unauthorized by the instructor to complete quizzes, tests, examinations, or other assignments.

2. Plagiarism

   Plagiarism is the act of appropriating and using the words, ideas, symbols, images, or other works of original expression of others as one's own without giving credit to the person who created the work. If students have any questions regarding the definition of plagiarism, they should consult their instructor for general principles regarding the use of others' work. Among sources commonly used for documenting use of others' work are the style manuals published by the American Psychological Association, the Council of Biology Editors, the Modern Language Association, and Turabian's *Manual for Writers of Term Papers*. The final authority concerning methods of documentation is the course instructor. Specific instances of plagiarism include, but are not limited to, the following:

   a. Word-for-word copying of sentences or paragraphs from one or more sources that are the work or data of other persons (including books, articles, theses, unpublished works, working papers, seminar and conference papers, lecture notes or tapes, graphs, images, charts, data, electronically based materials, etc.), without clearly identifying their origin by appropriate referencing.

   b. Closely paraphrasing ideas or information (in whatever form) without appropriate acknowledgement by reference to the original work or works.

   c. Presenting material obtained from the Internet as if it were the student's own work.

   d. Minor alterations such as adding, subtracting, or rearranging words, or paraphrasing sections of a source without appropriate acknowledgement of the original work or works.

3. Falsification

   Falsification involves misrepresentation in an academic exercise. Misrepresentation includes, but is not limited to:

   a. Falsely attributing data or judgments to scholarly sources.

   b. Falsely reporting the results of calculations or the output of computer programs, or materials from other electronic sources.

   c. Presenting copied, falsified, or improperly obtained data as if it were the result of laboratory work, field trips, or other investigatory work.

4. Resubmission of work

   No student may turn in work for evaluation in more than one course without the permission of the instructors of both courses.

Academic Standing

At the end of each semester and summer session, the Office of the Registrar evaluates every student's record to determine his or her academic standing.

1. A student whose cumulative grade-point average is 2.00 or higher is in good academic standing.

2. A student who earns a grade-point average of less than 2.00 in any single semester is given an academic warning, which will appear on the grade report.

3. A student whose cumulative grade-point average falls below 2.00 is either placed on academic probation or is dismissed from the College, as specified in the sections below.

Non-degree-seeking students are expected to maintain the following cumulative GPA based on coursework taken for grade (A-F) at St. Mary's College of Maryland as indicated below:

Credits (includes St. Mary's credits only)	Minimum GPA
8-28 credits	1.5
29–56 credits	1.75
57 and above	2.0

Non-degree-seeking students who fail to meet the criteria for good academic standing as outlined will be sent a warning letter and placed on academic probation. After being warned, if students do not maintain good academic standing in any subsequent term, their enrollment will be permanently discontinued.

Academic Probation

A student is placed on academic probation if his or her cumulative grade-point average falls below 2.00. When a student is placed on academic probation, the Office of Academic Services will send the student (and his or her advisers) a letter defining the terms of the probation and indicating what constitutes satisfactory progress toward removal of the probationary status. Satisfactory progress includes achieving a minimum 2.00 semester grade-point average and meeting the other requirements in the letter. A student remains on probation until the cumulative grade-point average reaches 2.00.

Probationary status is indicated on the permanent record as well as on the grade report. A student on academic probation may not register for more than 16 credit-hours for any regular semester during the term of the probation. In addition, the following extracurricular programs are available only to students in good academic standing: varsity sports, campus media, student government offices, student club offices, drama productions, and music ensembles. (Music ensembles and drama productions are not prohibited to those students on academic probation who are taking them for credit as part of their academic load of 16 or fewer credit-hours.)

Academic Dismissal

If a probationary student fails to make satisfactory progress, that student will be dismissed. Students will be evaluated for dismissal after each semester. Students who are dismissed will not be permitted to register for credit courses either as a degree or non-degree-seeking student (through the Continuing Education Program).

Appeal for exemption from dismissal may be granted by the assistant vice president for academic services in unusual circumstances and following consultation with the Academic Policy Committee. Students whose appeals are granted will be re-admitted to the College for a period not to exceed two semesters on a provisional basis. If students fail to attain the minimum GPA for retention and they fail to comply with the conditions specified in the letter allowing them to return to the College, they will be dismissed at the end of the provisional period. Students receiving financial aid and/or scholarships from the College must meet the minimum required academic performance and enroll in the minimum number of credit-hours required for retaining their aid and/or scholarships.

Students who have been academically dismissed from St. Mary's may apply for re-admission after one year by writing to the Academic Policy Committee no sooner than the end of the second semester after their dismissal. The application for re-admission should include the following information: educational goals; past academic difficulties and steps taken to address these difficulties; plans for ensuring future academic success; and transcripts of academic work taken at other institutions during the period following dismissal. Academically dismissed students who wish to continue their education at St. Mary's should remove deficient grades by taking courses elsewhere until their cumulative GPA at St. Mary's is at least 2.00. (See "Computation of Grade-point Average" elsewhere in the "Academic Policies" section.)

In evaluating an application for re-admission, the Academic Policy Committee will consider evidence of the student's growth and maturity that will indicate the student now has an increased probability of being academically successful. Re-admission of dismissed students is not automatic and will be granted by the assistant vice president for academic services in consultation with the Academic Policy Committee only in cases where the student is clearly capable of fulfilling the rigorous requirements of the honors college curriculum. Students who are re-admitted to the College will be permitted to attend as degree-seeking students or to register as non-degree-seeking students through the

Continuing Education Program. A student re-admitted after being academically dismissed will be placed on a status of provisional admission for two semesters after re-admission. Re-admitted students must meet with the assistant vice president for academic services to discuss their academic plans, and must meet all of the conditions specified in their letter of re-admission, or face dismissal at the end of the provisional two semesters if they have not attained a cumulative GPA of at least 2.00. Any student who has been re-admitted and whose record following re-admission leads to a second dismissal will be ineligible for further re-admission.

Withdrawal from the College

A student may withdraw from the College at any time during the semester on or before the last day of classes, provided the student is not under temporary suspension. To withdraw from the College, the student must receive the approval of the assistant vice president for academic services. A student suspended on an interim basis or against whom a temporary suspension or expulsion may be initiated may not withdraw from the College before the conclusion of his/her judicial case. A student who withdraws from the College or is suspended or expelled will be assigned a grade of W in each course for which he or she is currently registered. It is assumed that students who withdraw from the College do not plan to return.

Leave of Absence

A student may take a leave of absence from the College at any time during the semester on or before the last day of classes, provided the student is not under temporary suspension. Any degree student may be granted leaves of absence up to a total of three semesters during his or her College career, including the semester in which the leave is initially taken. In cases of unusual need, degree students may be granted additional leaves of absence by the assistant vice president for academic services following consultation with the Academic Policy Committee. If a student is academically dismissed or expelled from the College during the semester preceding the semester for which a leave of absence is conditionally granted, the approval of the leave is canceled automatically. When a student on leave of absence returns to the College, he or she is reinstated as a degree-seeking student and retains the rights to the provisions of his or her prior catalog. Applications for leaves of absence are available in the Office of Academic Services and must be filed by the student no later than the last day of classes in the semester in which the leave of absence is to begin.

Credit earned at another institution during a leave of absence will be transferable to St. Mary's College under the same provisions as other transfer credit, with the following exceptions:

1. If a student pays a deposit and subsequently is granted a leave of absence before the deposit deadline, the deposit, at the student's discretion, may be held until such time as the leave of absence is terminated.
2. A student who requests a leave of absence after the deadline forfeits the deposit.
3. A student who does not return at the conclusion of the leave of absence will forfeit the deposit.
4. A student who does not return at the conclusion of the leave of absence, but who subsequently wishes to return, must reapply to the College through the Office of Admissions. Re-admission under these circumstances would be under the catalog of the year in which the student returned.

Re-admission

Students who have previously attended St. Mary's College of Maryland as degree-seeking students and who have not been academically dismissed may apply for re-admission through the Office of Academic Services. The form to use in applying for re-admission may be found on the registrar's web site. If the student returns within five years, he/she will remain under the catalog year at the time of original admission to St. Mary's. If the student is absent for more than five years he/she must graduate under the catalog requirements of the year of re-admission. If the student previously completed the General Education or Core Curriculum requirements under the catalog of their original admission, the General Education or Core Curriculum requirements of the new catalog year would be considered complete. Although degree requirements may change under the new catalog year, the student would retain the previous number of credits earned at St. Mary's.

If a degree-seeking student who was previously enrolled left on probation and is granted re-admittance to St. Mary's College of Maryland, he/she would remain on probation for the re-entry term and be expected to meet the requirements of any student on probation.

Students who are re-admitted under a current catalog may appeal the catalog year requirement to the Academic Policy Committee.

Students who have previously attended St. Mary's College of Maryland as degree-seeking students and who have not been academically dismissed but have attended another college or university must apply for re-admission through the office of admissions.

Transcripts

Transcripts of a student's academic record are issued to other institutions or authorized persons upon completion of a "Transcript Request" form completed and signed by the student or by notifying the Office of the Register in writing. The Office of the Registrar will accept a written request for transcripts by fax or by a scanned attachment through email. The College does not fax or e-mail official transcripts. All requests for transcripts must include 1) the signature of the student, 2) student ID number or social security number, 3) dates of attendance, 4) daytime phone number, 5) number of transcripts (official or unofficial), 6) address where transcripts are to be sent. Transcripts are issued free of charge. The College does not usually release an official transcript directly to a student. When such a release is required, the College shall do so in a secured envelope whose seal must remain intact for the transcript to remain valid. No transcript will be issued for a student whose financial account with the College is not paid.

Degree Candidacy

To be a candidate for a degree, a student must be enrolled as a degree-seeking student at some time during the 12 months preceding graduation. In addition, the student must file a formal application for the degree with the Office of the Registrar by the last day of the April registration period one year before the intended graduation date.

Participation in the Commencement Ceremony

Only students who have successfully completed all coursework and have been verified as complete by the department of their major and the registrar are allowed to participate in the commencement ceremony.

In some instances students may have all requirements completed for one major but may be missing requirements for an additional major at commencement. Students will be allowed to participate at commencement with the completed major noted in the commencement program and diploma. The student will be eligible to finish the additional major as long as the student has no more than eight credit-hours of required course work remaining to satisfy the second major requirements and can complete the required coursework in one calendar year.

Family Educational Rights and Privacy Act (Buckley Amendment)

The Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) is a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.

In accordance with The Family Educational Rights and Privacy Act of 1974 (FERPA), disclosure of student information, including financial and academic, is restricted. Release of information other than "directory information" to anyone other than the student requires a written consent from the student. The College may release "directory information" without prior written consent from the student. St. Mary's College considers the following to be directory information: student's name, address, phone number, e-mail address, photographs, date and place of birth, year in college, parents' names and addresses, prior educational institutions attended, dates of college attendance, degrees, scholarships, awards received, weight and height of members of athletic teams, and participation in officially recognized activities and sports. The federal regulations can be found online http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html. The "Notification of Rights" appears in *To the Point*, the student handbook.

Interpreting Course Listings

The following paragraphs provide keys to understanding the codes used.

Course Numbers. The number of the course indicates the level of instruction: that is, 100-level courses are appropriate for first-year students, most 200-level courses are appropriate for sophomores, 300-level for juniors, and 400-level for seniors. 500-700 level courses are designated for the Master of Arts in Teaching Program. A student who does not have the stated prerequisite for a course may register for that course only with the consent of the instructor.

Credit-hours. The number in the parentheses following the title of each course identifies the credit-hours the course will earn. Most courses carry four credit-hours. Some offer varying credits, depending upon the exact content determined by the instructor.

Frequency of Offerings. The letter(s) appearing in the parenthetical entry following the title of each course indicates the frequency with which the course is offered.

A: Offered in alternate years.

AF: Offered in alternate years, usually in the fall semester.

AS: Offered in alternate years, usually in the spring semester.

E: Offered in each semester.

F: Offered annually in the fall semester.

S: Offered annually in the spring semester.

Su: Offered annually in the summer.

Courses are of one-semester duration unless otherwise described. This information is provided to assist the student in making tentative four-year plans when he or she enrolls in St. Mary's, even though changes in academic needs and faculty resources may require that a department deviate from the anticipated frequency of offerings. If no letter appears after the credit-hours number, a student can consult the appropriate department about its calendar offerings. Courses being offered in any given semester are listed in the online "Schedule of Classes," a web publication distributed well in advance of the beginning of each semester.

Class Time. Except where course descriptions show both lecture and laboratory hours, courses are conducted primarily by the lecture or discussion method, and classes meet for the same number of total hours each week as there are credit-hours for the course.

EXAMPLE: ENGL 320. The Victorian Period (4AS) indicates an English course at the junior level, earning four credit-hours, offered in alternate years, usually in the spring. Class time of four hours per week may be scheduled in several different ways: for example, on Mondays, Wednesdays, and Fridays for periods of one hour and 10 minutes each; on Tuesdays and Thursdays for periods of one hour and 50 minutes each; or any equivalent plan. The online "Schedule of Classes" for the semester in which the course is offered lists class hours, size limit, location, and instructor. The phrase "May be repeated for credit" means that the course usually varies in content each time it is offered. A student may register for such a course more than once, earning credit each time, provided that the topics are different. A student may repeat such a course for a better grade only if the topic is the same as the topic of the original course.

Majors, Minors, Other Programs of Study, Course Descriptions

Students complete a major to earn a bachelor of arts degree from St. Mary's College of Maryland. Students may, in addition to their major, complete a minor or take courses in a specialized curricular program.

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Department-Based Minors

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Additional curricular areas not resulting in a major or a minor

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African and African Diaspora Studies

The African and African Diaspora Studies program is designed to help students explore, examine, and critically analyze the African presence in a global context. This presence stretches back to antiquity in Europe and Asia, and for centuries in the Americas, but serious and sustained efforts to understand the profoundly rich, dynamic, and complex contributions to the world's civilizations have been lacking. Students are provided background and tools to investigate the agency, experiences, and movements of African and African Diaspora people that span time and place and bridge academic disciplines. The program is a cross-disciplinary study area with course offerings in anthropology and sociology, economics, history, political science, fine arts, literature, language, psychology, and philosophy that address the black experience in Africa, the Caribbean, Latin America, and the United States. The broad goals of the program are to investigate the historical and cultural linkages between African and African Diaspora people and between people of the Diaspora and other groups in the cultures where they live; to examine theories of race and ethnicity; and to explore critical issues and contributions of Diaspora people in major fields of knowledge and aspects of life.

The foundation of the program is the core course AADS 214, Africa and the African Diaspora, which serves as a gateway to the field of African and African Diaspora Studies and a common experience for all students in the program. The course includes scholarship produced by African and African Diaspora scholars that recognizes the intellectual and cultural histories of black people. It introduces students to a broader range of scholarship to provide a thorough grounding in the experiences of peoples of African origin.

The required core course is offered every spring semester and provides a broad overview of the peoples, languages, culture, history, and institutions across the African continent and the African Diaspora. Any student with an interest in pursuing study in this particular area should consult the program coordinator. Formal declaration of intent to complete the program's requirements must be preceded by completion of the core course. Students are encouraged to declare their participation and seek curricular advising early, but no later than the end of the first week of the first semester of the senior year.

Degree Requirements for the Minor

To complete a minor in the African and African Diaspora Studies program, students must satisfy the following requirements designed to provide the depth and breadth of knowledge consistent with the goals of the program.

1. General College requirements
2. All requirements in a major discipline of study
3. A 4-credit core course (AADS 214)
4. Electives: From the list below, the student must choose at least 16 credit-hours of courses, of which 8 credit-hours must be upper division (300-400 level) courses selected from at least two disciplines. Students must obtain a minimum grade of C in each course.

   ANTH 303: The Gambia, West Africa Field Study Program (8ASu)
   ANTH 348: African-American Culture (4AS)
   ANTH 360: Kinship and Social Organization (4AS)
   ANTH 390: Cultures of Africa (4AF)
   ECON 316: Economics of Race and Gender (4S)
   ECON 425: Econometrics (4AS)
   ENGL 230: Literary Topics: Literature by Minorities in America (4AS)
   ENGL 365: Studies in American Literature: Multicultural American Literature
   ENGL 430: Topics in Literature: American Literature and Music as Social Protest
   ILCS 363: Literature of the African Diaspora (4)
   HIST 317: In Our Times, 1945 to the Present (4AF)
   HIST 360: Early African Civilization (4AF)
   HIST 361: African Civilization 1800-1900 (4AF)
   HIST 369: The History of Apartheid (4AS)
   HIST 400: Comparative Slave Systems in the Americas (4AF)
   HIST 401: The Caribbean Experience (4AS)
   HIST 419: African American History in America (4AS)
   IDIS 316: Black Film (4AS)
   POSC 336: Politics of Southern Africa (4F)
   PSYC363: Cross-Cultural Psychology (4AF)

RELG 220: Foundations of Islam (4S)
SOCI 320: Sociology of the Family (4F)
SOCI 347: Minorities (4AF)
TFMS 200: Theater in History (4AF)
TFMS 220: Introduction to Film and Media Studies (4)
TFMS 251: Introduction to Traditional African Dance (4F)
TFMS 258: Dance in History (4A)
TFMS 325: Documentary Practices (4AS)

Each year the coordinator and participating program faculty will designate other courses, including new courses, topic courses, and special offerings that will satisfy elective requirements. A complete list of approved current offerings will appear in the online "Schedule of Classes."

Students are encouraged to participate in an approved field experience. Credits obtained for such activities will count toward the elective credit-hours. Activities may include study abroad, internships, independent study, directed research, and other hands-on initiatives.

Currently, study-abroad programs exist in The Gambia and Sénégal. Plans are being made to establish programs in Brazil and other countries.

Students may pursue their St. Mary's Project in African and African Diaspora Studies with the permission of their major department and an African and African Diaspora Studies faculty member serving as mentor. Project credit (8 hours) does not apply toward fulfillment of the curriculum requirements of the program.

AADS 214: Africa and the African Diaspora
This course is designed to give students a broad overview of the experiences of Africans and Africans in The Diaspora over the last 500 years and to introduce them to the broad array of concepts and techniques of analysis which have been used and are still being used to describe these experiences. The course is particularly sensitive to how Africans and Africans in the Diaspora have reflected on the processes which have created and sustained the Diaspora and challenges students to think about the ways in which the linkages between Africans and Africans in the Diaspora communities are constantly being tested and re-forged in an international community that marginalizes Africa and in local /national contexts hostile to the claims made by African Diaspora communities. The course will be team-taught by the faculty within the AADS program.

ANTHROPOLOGY

Anthropology, the broadest of the social science disciplines, is the study of human culture and social experience through space and time—from early hominid ancestors to post-industrial societies. The major consists of a four-field approach: cultural anthropology and the study of historic and contemporary societies (ethnography, ethnology, and ethnohistory), archaeology and the study of material culture (prehistoric, historic, and underwater archaeology), biological anthropology (biology, human evolution, and culture), and linguistic anthropology (language and culture). Course offerings address topical areas that include applied anthropology, Chesapeake archaeology, ecological and economic anthropology, kinship and social organization, food, media, myth, ritual, and symbolism. Many courses address issues of gender, ethnicity, and globalization.

Affiliations with Historic St. Mary's City and nearby Jefferson Patterson Park and Museum/ Maryland Archaeological Conservation Laboratory provide adjunct faculty and generate rich opportunities for majors to engage in internships, independent studies, St. Mary's Projects, and hands-on professional research, laboratory, and field work. Several study tour and exchange programs offer exciting possibilities for study and research abroad, including the Gambia program sponsored by anthropology faculty.

A degree in anthropology prepares students for graduate work in the social sciences and professions and provides an excellent liberal arts foundation for a wide range of career options—working in educational institutions, museums, business, private industry, or government.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in anthropology, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:

2. Forty credit-hours of coursework carrying anthropology credit and distributed as follows:

   a. Required Core Courses (8 credit-hours):
      ANTH 101: Introduction to Anthropology
      ANTH 201: Anthropology Toolkit

   b. Three courses chosen from the following to incorporate three subfield anthropology courses (12 credit-hours):
      ANTH 230 Sociocultural Anthropology
      ANTH 243 Biological Anthropology
      ANTH 250 Language and Culture
      ANTH 281 Archaeology and Prehistory

   c. Required Upper-Level Courses (8 credit-hours):
      ANTH 349: Anthropological Theory
      ANTH 385: Anthropological Research Methods

   d. Three elective courses in anthropology at the 300- or 400-level (12 credit-hours)

3. In their senior year, majors may elect to complete a St. Mary's Project (8 semester-hours, ANTH 493/494), or complete the Anthropology Senior Tutorial (ANTH 490) and one additional course in anthropology at the 300- or 400-level (4 credit-hours).

4. The 48 credit-hours of major requirements may include field experience and independent study as approved by the department chair.

5. All courses presented for the major must have a grade of at least C-.

Each student will plan an individual prograwith an adviser to arrive at a combination of courses that will meet the requirements for the major and be most meaningful for the student's goals and interests. The anthropology faculty strongly recommends that the student obtain an adviser from among the faculty in the student's area of concentration by the beginning of the junior year. The following model is suggested as a possible basic program to satisfy the above requirements:

First Year:
ANTH 101 and one subfield anthropology course

Second Year:
ANTH 201, two subfield courses, and two anthropology electives

Third Year:
ANTH 385, ANTH 349, one anthropology elective

Fourth Year:
St. Mary's Project or ANTH 490 Senior Tutorial and one anthropology elective (300- or 400-level)

Degree Requirements for the Minor

To earn a minor in anthropology, a student must satisfy the following requirements:

1. Completion of Core Curriculum requirements.

2. At least 24 credit-hours in anthropology:

a. Required Courses (8 credits)

ANTH 101 Introduction to Anthropology

ANTH 201 Anthropology Toolkit

b. Two Courses at the 200-level (8 credits)

ANTH 230 Cultural Anthropology

ANTH 243 Biological Anthropology

ANTH 250 Language and Culture

ANTH 281 Archaeology and Prehistory

c. Elective Courses (8 credits)

Two 4-credit anthropology courses at the 300 or 400 level

d. All courses presented for the minor must have a grade of at least C-.

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major.

These consultations should take place during the first semester of the sophomore year.

Faculty

Iris Carter Ford (department chair), Daniel W. Ingersoll, Julia King, Bill Roberts. Adjunct faculty: Silas Hurry, Susan Langley, Kate Meatyard, Henry Miller, Timothy Riordan.

ANTHROPOLOGY COURSES (ANTH)

ANTH 101. Introduction to Anthropology (4E)
This course provides an overview of anthropology's approach to understanding humanity and the human condition from a holistic perspective. Students examine the four subfields of anthropology: archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology. Students learn how anthropology provides useful knowledge, perspectives, and skills to better understand and meet contemporary challenges facing humanity. This course satisfies the Core Curriculum requirement in Social Sciences.

ANTH 201. Anthropology Toolkit (4E)
This course provides an introduction to the basic anthropological concepts and tools necessary to collect, analyze and interpret data; and to report findings in written, verbal, and multimedia formats. Students learn to think critically about information found in maps, archival records, archaeological collections, Internet sources, online databases, and peer-reviewed articles. Students are introduced to software programs such as the Statistical Program for the Social Sciences, PowerPoint, and GIS. Issues such as research ethics and the politics of representation are addressed.

ANTH 230. Cultural Anthropology (4S)
This course provides an introduction to the ways societies use culture to structure behavior and interpret experience. Students learn methods and theories anthropologists use to study culture; examine aspects of culture such as language, social organization, gender, marriage, family, and religion; and analyze historical, biological, and social determinants of cultural institutions. This course fulfills the Core Curriculum requirement in Cultural Perspectives.

ANTH 243. Biological Anthropology (4F)
This course addresses the relationships between culture and human biology. Topics include primate classification and behavior, human origins and evolution, and human variation and genetics. Students work with fossils, as well as geological and other data, to understand the biological dimensions of human populations.

ANTH 250. Language and Culture (4S)
This course provides a broad introduction to linguistic anthropology. Students learn how anthropologists study the relationships between language and culture and society and how language both reflects and shapes human behavior. Topics addressed include historical and comparative linguistics, descriptive linguistics, and sociolinguistics. This course fulfills the Core Curriculum requirement in Cultural Perspectives.

ANTH 281. Archaeology and Prehistory (4F)
This course provides an overview of the methods and theories employed by archaeologists to study prehistoric populations. Students learn the methods used by anthropologists to collect, analyze, and interpret archaeological data. Students survey the development and composition of past human cultures.

ANTH 302. Food and Culture (4AF)
This course focuses on the role of food in human evolution and the cultural dimensions of food practices. Students learn what people eat across cultures and why; how groups get, process, and prepare food; how food is used to build and maintain social, economic, and political relationships; and how food is linked to gender, age, social class, and ethnicity.

ANTH 303. The Gambia, West Africa Field Study Program (8ASu)
This course is designed to provide participants with first-hand learning experiences in The Gambia. Over the course of seven weeks, participants study various aspects of Gambian language, social life, and history to gain the requisite knowledge and skills to pursue research on a topic selected with the instructor. The combination of directed research and other personal experiences provides the basis for participants to better understand and appreciate the achievements of African people in general and The Gambia's civilizations in particular.

ANTH 304. Anthropology of Media (4AF)
This course provides a survey of media as powerful cultural agents. Students will acquire a broad understanding of media (primarily electronic) and the theoretical tools necessary to critically investigate cultural and social effects.

The course will focus on ethnographic issues at the intersection of people and media technologies and anthropological critiques of how mass media are employed to represent and construct culture.

ANTH 306. Principles of Applied Anthropology (4AF)
This course provides an overview of applied anthropology and the work of practitioners from a historical perspective. The course examines the contexts in which practitioners work, the types of problems they face, and the political and ethical challenges associated with their work. Students become familiar with and begin to develop requisite skills to undertake applied work by carrying out a service-learning project in the local community.

ANTH 311. Native American Culture and History (4AS)
This course provides an interdisciplinary anthropological and ethnohistorical analysis of Native American societies and cultures in the Americas from the first peopling of the New World through interactions with Euro-Americans from the 17th to the early 20th century. Archaeological, ethnographic, and ethnohistorical approaches are employed. Cross-listed as HIST 311. Students may receive credit for either course but not both.

ANTH 313. African American Colonial Culture (4AF)
This course focuses on the worldview and lifestyles of African Americans during the colonial period. Students explore early African-American culture through archaeology, ethnohistory, and anthropological linguistics. The intent of the course is to discover what it meant to be human during the colonial era from an African-American perspective and to gain general insight on how culture develops for all groups.

ANTH 325. Interpretation of Myth (4AF)
This course focuses on major approaches and important contributions to the cross-cultural study of myth. Students explore and evaluate the place of myth in Western culture.

ANTH 341. Economic and Ecological Anthropology (4AF)
This course provides an overview of contemporary relationships of economy to society, culture, and environment. Students examine the major anthropological approaches to the study of human adaptation and livelihood. The course focuses on basic processes of production, exchange, and consumption for societies ranging from small-scale foragers to global-scale capitalists.

ANTH 343. Ritual and Symbolism (4AF)
This course focuses on the analysis of symbolism and application of this analytical perspective to the study of ritual. Students examine the capacity of humans to create and use symbols to establish order and meaning and to explore the relationship between religious and secular rituals.

ANTH 344. American Folk and Popular Culture (4AS)
The course surveys contributions from folklorists and anthropologists to the understanding of the American variant of Western culture. Topics considered include social structure, kinship, myth, material culture, and symbolism. Problems concerning ethnographic recording and observer bias receive special attention.

ANTH 346. Analysis of Material Culture (4AS)
The purpose of this course is to examine how anthropologists, archaeologists, folklorists, and other analysts of humanly constructed artifacts and environments infer cultural symbol and logic from prehistoric, historic, and contemporary material culture. A cross-cultural sample of cultures and societies is considered. Material categories addressed include architecture, gravestones, measuring instruments, pottery vessels, clothing, and settlement pattern.

ANTH 348. African-American Culture (4AS)
This course focuses on the breadth of contemporary African-American culture in the United States explored through ethnography, ethnohistory, anthropological linguistics, biological anthropology, and cultural criticism. The intent of the course is to provide an introduction and broad overview of the relationship of culture to the formation and maintenance of ethnic identity.

ANTH 349. Anthropological Theory (4F)
This course provides a survey of sociocultural and social theory in anthropology. Students learn the history and evolution of classical and contemporary anthropology theory, as well as relationships between theory, research, and practice needed for a solid liberal arts education. The course prepares students for St. Mary's Projects, general careers, and graduate school. *Prerequisites: ANTH 101 and ANTH 201.*

ANTH 351. Underwater Archaeology (4S)
This course provides an introduction to underwater archaeology at the undergraduate level. Students will learn the history of the sub-discipline and a basic understanding of the steps involved in researching, recording, interpreting and protecting submerged cultural remains. No diving is required for this class. Students who successfully complete the course will have a solid foundation on which to build experience by assisting on archaeological projects.

ANTH 352. Topics in Anthropology (4)
This course provides analysis of substantive issues in anthropology. Topics vary each semester the course is offered and reflect current interests of students and the instructor. May be repeated for credit.

ANTH 353. Egyptian Archaeology (4AS)
This course presents an overview of the development, florescence, and decline of Ancient Egyptian culture using research from anthropology, archaeology, and history. Students explore the political, economic, and social history of Egypt, as well as technological and material aspects.

ANTH 357. Archaeological Analysis and Curation (4F)
This course is structured to expose students to a variety of concepts and skills used to analyze precontact Native American and Euro-American material culture of the 17th through 20th centuries. Students work in the archaeological laboratory.

ANTH 360. Kinship and Social Organization (4AS)
This course focuses on the ways societies use kinship to structure social behavior and organization. Students learn kinship terminology and systems cross-culturally with particular emphasis on feminist and postmodern challenges to critically analyze the changing landscape of kinship that will define families in the 21st century.

ANTH 385. Anthropological Research Methods (4S)
In this course students learn how to design and conduct anthropological research and critically assess a research proposal and report. Students develop research skills by completing and presenting individual or group projects. Topics include funding and the political context, research design, sampling, data collection and analysis, interpretation of data, and research report writing. *Prerequisite: ANTH 101 and ANTH 201.*

ANTH 390. Cultures of Africa (4AS)
This course examines the principles that organize everyday life in the cultures of Africa. The wide variety of African cultural systems is examined. The origins of African peoples and their historical development are reviewed. The impact of exogenous forces on African life is discussed. Africa's place in world affairs is explored and prospects for the future investigated.

ANTH 410. Historical Archaeology Field School (8Su)
This 10-week course in archaeological methodology is sponsored by Historic St. Mary's City and St. Mary's College. Practical experience is supplemented by seminars. This course is cross-listed as HIST 410. Students may receive credit for either course but not both.

ANTH 412. Archaeological Curation, Conservation, and Collections Management (4Su)
The course provides an introduction to archaeological curation, conservation, and collections management, with emphasis on understanding, managing, and preserving historic and prehistoric artifacts and their documentation, including their use by anthropologists and historians, and ethical issues concerning preservation of the past. Students will learn to identify, document, and photograph artifacts; they will learn methods of artifact stabilization, conservation, and analysis, working with advanced laboratory equipment.

ANTH 450. Historical Archaeology (4AS)
The study of the Euro-American in North America through history and archaeology. Method and theory are emphasized. *Prerequisite: ANTH 101 or ANTH 281, or one or more American history courses, or consent of the instructor.*

ANTH 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: admission to the Internship Program and approval of the department chair.* (See "Internships" under "Academic Policies" section.) Credit/No credit grading.

ANTH 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by an anthropology faculty member. The nature of the project, the schedule for completion, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

ANTH 490. Senior Tutorial (4E)
This course analyzes a selected issue from the perspectives of anthropology. The tutorial enables students to integrate knowledge gained in major coursework and apply it to a specific topic. The goal of the course is to produce a research paper for public presentation or submission to a professional conference.

ANTH 493/494. St. Mary's Project (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines, or in an established cross-disciplinary studies option. The project is supervised by a faculty mentor. This course is repeatable for up to a total of 8 credit-hours. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s).* Consult faculty mentor for project guidelines. Students are strongly urged to complete ANTH 349 (Anthropological Theory) and ANTH 385 (Anthropological Research Methods) before beginning their projects.

ART AND ART HISTORY

The art program involves the student in three basic approaches: a study of theories underlying art, a study of art history, and an exploration of studio principles ranging from basic techniques to the creation of art in various media. In offering this curriculum, the art faculty has the following objectives: to increase intellectual understanding and aesthetic enjoyment of visual arts, to provide basic instruction in and exploration of various art techniques, to stimulate students to creative activity in the visual arts, and to prepare students for graduate work or for careers in art and other professions. Students in art may focus their studies in studio arts or in art history.

Degree Requirements for the major

To earn a bachelor of arts degree with a major in art, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. At least 13 courses carrying art credit and a minimum of 48 credit-hours, in all of which the student must earn a grade of C- or better and a cumulative grade-point average of at least 2.00, including the following:
3. Two core courses:

   ART 105: Introduction to Visual Thinking
   ARTH 100: Introduction to Art History

For the studio art focus:

a. Two additional required studio courses:
   ART 204: Introduction to Drawing
   ART 214: Introduction to Digital Imaging

b. Three studio art courses chosen in consultation with and approved by an art faculty adviser to constitute an integrated area of focus in studio art. This area of focus should include course work on both the introductory and advanced levels:
   1) One advanced-level course chosen from the following:
      ART 304: Drawing Studio
      ART 306: Painting Studio
      ART 308: Sculpture Studio
      ART 312: Photography Studio
      ART 314: Digital and Time-Based Studio
   2) Two additional elective courses, one of which might be the introductory course that serves as the prerequisite for one of the courses listed above.

c. Two courses in Art History

d. Two courses in Art Theory

e. One of the following two options for a senior capstone experience totaling 8 credit-hours:
   1) The following two courses for the St. Mary's Project:
      ART 493: St. Mary's Project in Studio Art I
      ART 494: St. Mary's Project in Studio Art II
   2) Two 300- or 400- level art studio courses chosen in consultation with and approved by an art adviser. One of these courses must be selected from the following list:
      ART 304 Drawing Studio
      ART 306 Painting Studio
      ART 308 Sculpture Studio
      ART 312 Photography Studio
      ART 314 Digital and Time-Based Studio
      Note: some of these 300-level courses above have a prerequisite of the corresponding introductory course in the specific media area. This introductory course must be taken before completing this requirement and can be counted as one of the three studio electives required for the studio focus.

For the art history focus:

a. Four additional courses in art history, two of which are focused on the study of Western art and two of which are focused on the study of non-western art.

b. Two courses in art theory.

c. One additional art studio course

d. Senior Experience. This requirement may be satisfied in one of two ways:
   1) ARTH 493/494: St. Mary's Project in Art History.
      With the approval of the department, and in consultation with an art history faculty adviser, the student completes eight credit-hours of the St. Mary's Project in art history, or in any other discipline or cross-disci plinary area.
   2) ARTH 490: Senior Experience in Art History.
      With the approval of the department, and in consultation with an art history faculty adviser, the student completes Senior Experience in Art History (ARTH 490).

e. Additional elective courses to bring the courses taken for the major to a minimum of 13 courses and a minimum of 48 credit-hours, chosen in consultation with an art history faculty adviser and approved by the art faculty as a plan of study. With art faculty approval, electives may include courses in other departments.

Degree requirements for the minor

To complete a minor in art studio or in art history, students must satisfy the following requirements:

1. General College requirements
2. All requirements in a major field of study other than art and art history.
3. At least six courses carrying art and art history credit that total no less than 22 credit-hours, in all of which the student must earn a grade of C- or better, including the following:

For the art studio minor:

a. Four courses in art studio.

b. One additional course chosen from the following:
   ART 304 Drawing Studio
   ART 306 Painting Studio
   ART 308 Sculpture Studio
   ART 312 Photography Studio
   ART 314 Digital and Time-Based Studio

c. ARTH 100: Introduction to Art History

For the art history minor:

a. ARTH 100: Introduction to Art History

b. Three additional art history courses (at least one course designated as non-western)

c. One art theory course

d. One art studio course

Cooperative Programs in Art Education

The requirements for Maryland's teacher certification in art (K-12) can be met at St. Mary's College. Completion of the combined requirements for the art major and teacher

certification might require study beyond the usual eight semesters necessary for the bachelor's degree alone. Because careful attention to course selection is necessary as early as the first semester of the first year, students interested in teaching art should consult with the chair of the Department of Educational Studies and their art faculty advisers as soon as they are accepted for admission to the College.

Faculty

Colby Caldwell, Cristin Cash, Sue Johnson, Joe Lucchesi (department chair), Carrie Patterson, Lisa Scheer

ART HISTORY COURSES (ARTH)

ARTH 100. Introduction to Art History (4E)
An introduction to both art history and its methodologies that will prepare students to analyze and understand art and architecture from diverse regions and time periods. Critical examination of artworks considers both their process of creation and their meaning in cultural context. Using case studies from prehistory to contemporary times, the course is subdivided to explore some of the general themes that often provide meaning to artistic expression, including space/place, the body, institutional and private patronage, and self-expression. Special emphasis is given to developing skills of visual, iconographic and contextual analysis, comparative study, and the interpretation of primary documents and secondary sources. Slide presentations, lectures, and discussion. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

ARTH 220. Rock, Paper, Sword: The Media of the Ancient and Medieval World (4A)
An introduction to the art of the ancient and medieval world. Utilizing the three elements of rock, paper, and sword, this course examines how different Western, Asian, and Islamic cultures approached art in these media. Exploring rock involves both architecture and sculptural representation; examining paper engages issues of two-dimensional media and the sweeping changes caused by the introduction of paper; and considering the sword includes both the production of metalwork and the artistic scope of ancient and medieval empires. A museum visit as well as the College's collection of plaster casts and artifacts will be integral to the course. Slide presentations, lectures, and discussion. This course satisfies the Core Curriculum requirement in Arts.

ARTH 224. Ancient American Art and Architecture (4AF)
An introduction to the art and architecture of the Americas before the Spanish Conquest. The course surveys a diverse range of cultures including Native Americans of the Southeast, Southwest, and Plains regions of the United States; the Olmec, Teotihuacan, Maya, and Aztec of Mesoamerica; and Andean empires from Chavin through the Inca. Analysis takes an interdisciplinary approach to examine the form, function, and symbolism of Ancient-American art and architecture and its role in the construction and maintenance of political power, religious belief and practice, concepts of space, and bodily performance. Slide presentations, lectures and discussion.

ARTH 250. Topics in Art History (4)
Various topics in art history, each representing an introduction to an aspect of the discipline. May be repeated for credit if the topic is not repetitive. For a description of each course, see the current online "Schedule of Classes." This course satisfies the Core Curriculum requirement in Arts.

ARTH 306. American Art (4AF)
A study of architecture, sculpture, and painting in the United States from the colonial period to the present. Emphasis is given to special problems such as the influence of European traditions, the development of specifically American visual forms, the issue of minority representation as both artists and subjects, and the emergence of the United States as a center of artistic influence in the modern and contemporary period. Slide presentations, lectures, and discussion. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ARTH 310. Art in Europe, 1500-1850 (4AS)
A study of painting, sculpture and architecture in Western Europe. Issues of religious and state patronage, the development and influence of art academies, and the relation between art and civic identity are featured. Slide presentations, lectures, and discussion. *Prerequisite is one of the following: ARTH 100, ARTH 220, ARTH 250, ART 105, or consent of instructor.*

ARTH 314. Race and Representation (4A)
A study of art produced by racial and ethnic minorities in the United States. The course examines the production of individual artists,

considers some historical, political, and theoretical underpinnings that inform their production, and provides a particular lens for exploring the history of race relations in the United States. Depending on the instructor, this course will focus specifically on African-American or Chicano/a art. Slide presentations, lectures and discussion. This course may be repeated once for credit if the topic is not repetitive. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ARTH 316. Modern Art, 1850-1945 (4AS)
A study of important developments in painting and sculpture during the modern period. The emergence of the avant-garde, the development of abstract art, and the relation between art and modern culture will be examined. Slide presentations, lectures, discussion. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ARTH 321. Art and Architecture of the Ancient Maya (4AS)
A study of the artistic traditions and history of Maya civilization before the Spanish Conquest. The course presents significant structures and monuments, imparts a basic knowledge of the hieroglyphic writing system, and surveys the volatile political history of the region. In particular, the course concentrates on the role of the visual arts in the construction, maintenance and public presentation of elements of royal identity and cosmic order that reinforced the tenuous political power of Maya rulers. Slide presentations, lectures and discussion. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ARTH 322. Native North American Art and Architecture (4AS)
A study of the art and architecture produced by ancient and historic Native American cultures in select regions of the United States and Northern Mexico. A portion of the course will also focus on works created by 20th-century Native artists from all regions of the United States and Canada. This course presents specific works of art, architecture and performance in the context of their creation and usage within the greater culture. Particular emphasis is placed on the role of the visual arts in the construction and representation of Native American ethnic and gender identity and Euro-American conceptions of authenticity. Slide presentations, lectures and discussion. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ARTH 331. Latin American Art of the 20th Century (4AF)
A study of the visual qualities, symbolism, cultural contexts and conceptual frameworks of major stylistic movements in 20th century Latin America. Countries considered may include Argentina, Brazil, Cuba and Mexico, among others. 19th-century Academic Art provides the starting point for understanding the emergence of Modernismo at the turn of the 20th century. The course then explores Modernismo as both a visual art style and an overarching socio-cultural theory that defined the Latin American avant-garde through mid-century. This class also considers the diverse range of abstract art produced in post-modern Latin America as well as contemporary Latin American art produced in the early 21st century. Slide presentations, lectures, and discussion. Prerequisite: ARTH 100, 220, 250, ART 105, or consent of instructor.

ARTH 350. Advanced Topics in Art History (4)
Various topics in art history, each representing study of an aspect of the discipline at an advanced level. ARTH 350 may be repeated for credit if the topic is not repetitive. For a description of each course and its prerequisites, see the current online "Schedule of Classes."

ARTH 490. Senior Experience in Art History (4E)
Advanced work in art history designed to synthesize materials from different course work within the major. Students join an art history or art theory topics course (ARTH 350/450) as the context for their senior experience. The synthesizing goal is achieved in the writing of a paper that addresses the content of both the topics course and another selected upper-level course. Selection of the two courses must be made in consultation with and approved by the art history faculty. *Prerequisite: approval of art history faculty adviser.*

ARTH 493/494. St. Mary's Project in Art History (1-8E)
The St. Mary's Project in art history is an extensive independent study that focuses on art objects, theories, or issues. The project may take many forms, such as a research paper, an exhibition of selected objects presented with a catalog, or a video documenting and analyzing an architectural site or a display of public art. The work may be undertaken in conjunction

with study abroad or a museum internship; or it may be focused to objects in museums in Washington, D.C., or Baltimore; or in the St. Mary's College Teaching Collection of Art. In consultation with a faculty mentor, the student identifies a topic that is supported by that student's previous academic work. A formal proposal includes a statement of the substance of the project, the methodologies that will be employed, and the contribution that the project will make to the discipline of art history. The project will be presented to the College community through a means appropriate to the form of the project, such as an exhibition or a report of research findings. The work is supervised by a faculty mentor. *Prerequisite: approval of the faculty mentor and the chair of the Art and Art History Department. Project guidelines are provided by the faculty mentor.*

ARTH 398, 498. Off-Campus Internship (4-16E)
Off-campus experiential learning opportunity. A variety of internships can be arranged through the director of internships subject to the approval of the art history faculty. The off-campus internship is an individually-designed experience that allows the student to explore the relationship between learning and everyday work situations. *Prerequisites: admission to the Internship Program and approval of the department chair. (See "Internships" under "Academic Polices" section.) Credit/No credit grading.*

ARTH 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent reading or research project designed by the student and supervised by an art history faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

ART THEORY COURSES

ARTH 260. Topics in Art Theory (4)
Selected topics in art theory studied in the context of the work of an artist, art movement, or a special problem. This course may be repeated for credit if the topic is not repetitive. For a description of each course and its prerequisites, see the current online "Schedule of Classes." This course satisfies the Core Curriculum requirement in Arts.

ARTH 367. Color (4A)
This applied theory course explores the history of and motivations behind our use of color as it relates to art objects. It is an intermediate studio art class that integrates historical and contemporary color theory with studio art projects. Working with water-based paint and collage, students will apply what they learn to a series of studio projects. Group discussions, critiques, and written assignments will reflect class readings including literature, theory, historical texts, and artist statements. Formerly ART 237. Not open to students who have received credit for ART 237.

ARTH 382. Sexuality and Modernity (4A)
This course explores 20th century and contemporary art through changing conceptions of sexual identity. The course focuses on the visual arts as a primary means through which gender and sexuality were elaborated, negotiated, and enforced during the last 100 years, from the turn-of-the-century emergence of the "gay and lesbian individual" to ongoing shifts in conceptions of sex and gender roles. The course will consider style, content, and production contexts in diverse media, including painting, sculpture, photography, and performance. Seminar format, readings, and discussion. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, one course in Women, Gender, and Sexuality Studies, or consent of instructor.*

ARTH 410. After Modern Art, 1945 to the Present (4AF)
This course explores the conceptual foundations of contemporary art from abstract expressionism to the present, with particular focus on issues such as the modernist artist-hero; the emergence of alternative or non-traditional media; the influence of the women's movement and the gay/lesbian liberation movement on contemporary art; and postmodern theory and practice. Slide presentations, lecture, and discussion. Formerly ART 460. Not open to students who received credit for ART 460. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ARTH 425. The Artist in Context (4S)
This applied theory course explores the development of effective presentation materials by which studio artists contextualize, articulate and document the intentions of their own cre-

ative work. Course activities include learning how to write effective visual analysis and artist statements, photograph and digitally document artworks, create on-line portfolios, and prepare a variety of professional presentation materials such as résumés and letters of application. Course work culminates with students creating their own on-line portfolio. This course satisfies an art theory requirement for art majors with a concentration in studio art. Formerly ART 425. Not open to students who have received credit for ART 425. *Prerequisite: One 300-level studio art course or consent of instructor.*

ARTH 440. Advanced Topics in Applied Art Theory (4)
Selected topics in art theory studied at an advanced level in an applied, experiential context. Individual course topics will vary with the instructor, but will generally focus on curatorial issues, the relationship between theory and studio practice, exhibition development and design, object research, or museum and collections ethics. Seminar format, readings, discussion and fieldwork. This course may be repeated for credit where the topic is not repetitive. For a description of each course and its prerequisites, consult the current online "Schedule of Classes."

ARTH 450. Advanced Topics in Art Theory (4)
Selected topics in art theory studied at an advanced level in the context of the work of an artist, art movement, or a special problem. This course may be repeated for credit if the topic is not repetitive. For a description of each course and its prerequisites, see the current online "Schedule of Classes."

ARTH 470. Critical Approaches to the Analysis of Art (4S)
This course explores the production and analysis of art and has two interrelated goals. The first is to develop students' critical engagement with art, architecture, and material culture. The second goal is to explore the historiography and methodologies that shape art historical inquiry, including formalist, feminist, Marxist, Foucaultian, and contemporary critical theories. Organized around several major topics that have informed the ways in which art is created and interpreted, such as form, narrative, representation, and authorship, the class also provides an opportunity for specific applications of various methodological approaches through visual analyses of individual artworks. This course offers a foundation from which students can discuss and critically analyze art and visual culture as well as broader cultural movements and historical debates. Seminar format, readings, and discussion. *Prerequisite is one of the following: ARTH 100, 220, 250, ART 105, or consent of instructor.*

ART STUDIO COURSES (ART)

ART 105. Introduction to Visual Thinking (4E)
This topics-based course serves as a broad introduction to the visual arts through an investigation of 2D, 3D, and 4D (time-based and sequential) artistic practices. The topic of each course, developed by the instructor, serves as the framework to explore the creative process. Emphasis is placed on problem solving, problem generation, and the development of ideas in visual art making. Studio projects, critiques, and discussions incorporate reading, research, and writing components that integrate critical thinking with personal expression while encouraging the development of conceptual and formal skills. This course satisfies the Core Curriculum requirement in Arts.

ART 204. Introduction to Drawing (4E)
An introduction to the fundamental issues, materials, and techniques of drawing. Drawing skills and visual awareness are addressed through formal exercises and creative projects. Emphasis is given to developing an understanding of the basic principles of two-dimensional design and the depiction of form and space. This course satisfies the Core Curriculum requirement in Arts.

ART 206. Introduction to Painting (4F)
An introduction to the principles of painting and basic oil painting methods. Formal and expressive problems are explored through creative projects featuring a variety of techniques and subjects. Critiques and discussions of issues in art history and in contemporary art. This course satisfies the Core Curriculum requirement in Arts.

ART 208. Introduction to Sculpture (4F)
An introduction to the principles of sculpture and basic sculptural processes. Creative problems are explored through the use of a variety of subjects and techniques, including modeling and construction in clay, steel, and wood. Critiques and discussions of issues in art history

and in contemporary art. This course satisfies the Core Curriculum requirement in Arts.

ART 210. Introduction to Printmaking (4S)
An introduction to art-making that integrates digital, traditional and experimental printmaking techniques. Students will explore intaglio printmaking and digital imaging as practiced in a context of contemporary art practice and theory. Studio art-making, critiques, and discussion of traditional and contemporary art. Previous experience with drawing and or digital imaging is encouraged. This course satisfies the Core Curriculum requirement in Arts.

ART 212. Introduction to Photography (4E)
An introduction to the principles of photography and basic photographic processes. Creative problems are explored through the use of a variety of subjects and techniques, including experiments with paper and film, small-camera operation, roll-film processing, enlarging, finishing, and mounting. Critiques and discussions of issues in art history and contemporary art. This course satisfies the Core Curriculum requirement in Arts.

ART 214. Introduction to Digital Media Art (4E)
An introduction to the fundamental issues, tools and techniques of digital art. Formal and creative problems are explored through the use of a variety of computer software and hardware, including screen, audio and physical media projects. Critiques of digital art and discussion of issues in contemporary digital media. This course satisfies the Core Curriculum requirement in Arts. *Prerequisite: one of the following courses: ART 100, 102, 105, 204, 206, 208, 210, 233 or 333, or permission of instructor.*

ART 304. Drawing Studio (4F)
An intensive studio practice in drawing. Emphasis is given to developing an understanding of the unique issues and concerns of drawing and how these may contribute to the expression of a personal vision. Projects are directed to develop the student's ability to work independently. Studio projects, critiques, and discussions of issues in art history and contemporary art. This course may be repeated once for credit. *Prerequisite: ART 204.*

ART 306. Painting Studio (4AS)
An intensive studio practice in painting. Emphasis is given to developing an understanding of the unique issues and concerns of painting and how these may contribute to the expression of a personal vision. Projects are directed to develop the student's ability to work independently. Studio projects, critiques, and discussions of issues in art history and contemporary art. This course may be repeated once for credit. *Prerequisite: ART 206.*

ART 308. Sculpture Studio (4A)
An intensive studio practice in sculpture. Emphasis is given to the issues and concerns of sculpture and to the resolution of an artistic conception through all of the stages of the creative process, from designing models to fabricating finished works. Projects are directed to develop the student's ability to work independently. Studio projects, critiques, and discussions of issues in art history and contemporary art. This course may be repeated once for credit. *Prerequisite: one of the following courses; ART 102, 105 or 208.*

ART 312. Photography Studio (4A)
An intensive studio practice in photography. Emphasis is given to the issues and concerns of photography and how these may contribute to the realization of the student's personal vision. Projects are directed to develop the student's ability to work independently. Studio projects, critiques, and discussions of issues in art history and contemporary art. This course may be repeated once for credit. *Prerequisite: ART 212.*

ART 314. Digital and Time-based Art Studio (4S)
An intensive studio practice in digital and time-based art (digital video, computer animation and web-based applications). Emphasis is given to developing an understanding of the unique issues and concerns of digital and time-based art and how these may contribute to the expression of a personal vision. Projects are designed to develop the student's ability to work independently. Studio projects, critiques, and discussions of issues in art history and contemporary art. This course may be repeated once for credit. *Prerequisite: ART 214.*

ART 485. Practicum in Art Studio Instruction (2E)
Supervised experience in organizing, preparing, and teaching a studio art course and supervising studio lab sessions. Students are assigned to a specific art studio course and will assist the instructor. Grade evaluation will be based on attendance, preparation, teaching ability and specific tasks assigned by the instructor, such as designing a demonstration or presentation

to illustrate art studio principles and practices. *Prerequisites: students must be art majors and/or must obtain consent of the instructor.*

ART 493. St. Mary's Project in Studio Art I (4F)
This course provides a structured environment in which students explore and develop their own artistic interests in the context of exchange with fellow seminar members and a faculty mentor. In a selected area of focus (drawing, painting, photography, printmaking, sculpture, or combined media), students pursue sustained independent studio projects accompanied by written formulation of artistic concerns and research into related art and ideas. Consult the Department of Art and Art History's guidelines for the St. Mary's Project. *Prerequisite: one 300-level studio art course in the student's chosen area of focus and the approval of the instructor and chair of the Art and Art History Department.*

ART 494. St. Mary's Project in Studio Art II (4S)
In this course students continue to develop and produce a body of self-generated studio work culminating in a public exhibition. This exhibition will be accompanied by a written statement of goals placed within an art historical context and a public lecture that addresses the project's expressive significance and its relationship to contemporary art and art theory. Consult the Department of Art and Art History's guidelines for the St. Mary's Project. This course replaces ART 490. *Prerequisite: one 300-level studio art course in the student's chosen area of focus selected from the following; ART 304 Drawing Studio; ART 306 Painting Studio; ART 308 Sculpture Studio; ART 312 Photography Studio; ART 314 Digital and Time-based Studio; and the approval of the instructor and chair of the Art and Art History Department.*

ART 398, 498. Off-Campus Internship (4-16E)
Off-campus experiential learning opportunity. A variety of internships can be arranged through the director of internships, subject to the approval of the art faculty. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning and everyday work situations. *Prerequisites: admission to the Internship Program and approval of the department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

ART 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by an art faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

TOPICS IN STUDIO ART AND ADVANCED TOPICS IN STUDIO ART

One of the following courses will be offered each year:

ART 233. Topics in Studio Art (4)
Various topics presented as introductory-level courses, each focusing on a particular studio art activity. Topics may be defined in terms of techniques, medium, or subject matter. This course may be repeated for credit if the topic is not repetitive. For a description of each course, see the current online "Schedule of Classes." This course satisfies the Core Curriculum requirement in Arts.

ART 333. Advanced Topics in Studio Art (4)
Various topics presented as advanced-level courses, each focusing in depth on a particular issue in studio art. Topics may be defined in terms of technique, medium, or subject matter. These courses are designed for students who have already completed introductory-level work in the area of each topic offering. This course may be repeated if the topic is not repetitive. For a description of each course and its prerequisites, see the current online "Schedule of Classes."

ART 339. Advanced Topics in Studio Art: Painting and Drawing from Life (4)
The principles, practices, and history of painting and drawing from direct observation. Students learn advanced techniques of drawing and painting from direct observation and the conceptual framework for a variety of approaches to life painting and drawing. Studio work from the model, still life, and landscape. Critique and discussion of traditional and contemporary observational drawing and painting. *Prerequisite: one of the following art studio courses: ART 100, 102, 105, 204, 206, 208, 210, 212, 233, 333, or consent of instructor.*

ART 347. Advanced Topics in Studio Art: Book Arts (4)
This course explores the art of the book. Emphasis is placed on the book as a communicative medium, the interrelationships between text and image, and the creation of sequence, narrative, and meaning through visual and textual means. Students will develop original content and design for book projects, and are encouraged to explore their own poetry, prose, artwork and other subject matter of interest. Students learn basic bookbinding, typography and layout skills, relief and intaglio printmaking, and digital imaging. Directed and self-proposed projects, critiques and discussion of traditional and contemporary art. *Prerequisite: one of the following art studio courses: ART 100, 102, 105, 204, 206, 208, 210, 212 or consent of instructor. Previous experience with digital imaging is encouraged.*

ART 338. Advanced Topics in Studio Art: Figure Sculpture (4AF)
This course focuses on creating sculpture from direct observation of the human figure. Class activities include both drawing and sculpting from anatomical aids and live models. Students learn how to create portrait busts and full figure sculptures in clay. Other class activities include group critiques and research of traditional and contemporary approaches to figurative sculpture. Formerly ART 333: Figure Sculpture. Not open to students who have received credit for ART 333. *Prerequisite: one of the following art studio courses: ART 204, 206, 208 or consent of instructor.*

ART 359. Advanced Topics in Studio Art: Scientific Illustration (2)
The interdisciplinary field of scientific illustration will be explored through practical work, assigned readings, field trips and visits from experts in the field. Skills to observe and illustrate biological, anthropological, archaeological and/or other scientific materials will be developed through individual and small-group exercises. These exercises will illustrate a variety of different methods and techniques used in scientific illustration and will help to hone observational and artistic skills. Working directly with a faculty member, professional scientist, or illustrator, each student will complete a final project to be used in a publication, laboratory notebook or public display. Required co-requisite: BIOL 380: Topics in Biology: Scientific Illustration. *Prerequisite: ART 204 and consent of instructors. Co-requisite: BIOL 380. Topics in Biology: Scientific Illustration (2).*

Asian Studies

The cultures of Asia are among the world's oldest and most enduring, and they also play an increasingly important role in modern-world affairs. Emigrant peoples of Asia have reshaped the cultures of the rest of the world in profound ways, expanding what is thought of as Asia beyond national and continental boundaries to include diaspora cultures in North and South America, Europe, Australia, and Africa. Asia's many distinct and interrelated civilizations are thus both ancient, dating to the Neolithic era, and widespread, geographically spanning the globe. The economic and political centers of Asia include the two most populous nations in the world and two of the three largest economies in the world. Thus, Asian Studies challenges students to explore some of the most influential and widespread cultures on the globe.

Because of this wide-ranging historical and geographic scope, Asian Studies must employ an interdisciplinary approach. The core requirement for the major in Asian Studies is a team-taught, interdisciplinary course, which offers students an opportunity to explore the breadth of disciplinary approaches to this study area. Further Asian Studies courses may be found in the departments of Political Science, Economics, History, English, International Languages and Cultures, Philosophy and Religious Studies, and Theater, Film and Media Studies. This "area studies" approach demands that students take an active and conscious part in designing their major in Asian Studies.

The Asian Studies faculty strongly recommends that students anchor their study of Asia in language study and study abroad. In addition to Chinese language offerings on-campus, St. Mary's offers study-abroad programs at Fudan University in Shanghai, China; Lingnan University in Hong Kong, China; Payap University in Chiang Mai, Thailand; and Akita University in Japan. Students may pursue the study of other Asian languages through study-abroad programs in other Asian countries, or students may choose to attend language programs at other universities and colleges in the

U.S. No study of Asia and its cultures is complete without the study of an Asian language.

In addition to broadening student horizons in the liberal arts, Asian Studies provides excellent preparation for a future career in the U.S. Foreign Service, the United Nations, international non-governmental organizations, multinational business, and advanced academic studies.

Degree Requirements for the Major in Asian Studies

To complete a major in the cross-disciplinary study area in Asian Studies, a student must satisfy the following requirements, designed to establish the breadth and depth of knowledge consistent with the goals of the Asian Studies study area.

1. General College requirements (see "Curriculum" section") including the fol lowing requirements to satisfy the major:
2. Required Courses. At least 44 semester-hours in Asian Studies cross-listed courses, as specified in a., b., c., and d., below. A grade of C- or better must be received in each course of the major and the cumulative grade-point average used to satisfy the major must be at least 2.00. Courses taken for Credit/No Credit may not be used as required courses.

   a. ASIA 200: Introduction to Asian Studies

   b. At least eight credit-hours in an Asian Language, to be completed in one of the following ways:

      - Complete ILCC 101 and ILCC 102: Elementary Chinese I and II.
      - Any Asian language at another college or university.
      - Study abroad in an Asian country that includes intensive language study. Note: the Asian Studies coordinator must approve program.
      - Demonstrate at least second-semester college-level proficiency in an Asian language.

      Note: students who major in Asian Studies are strongly encouraged to pursue additional coursework in Asian languages.

   c. Additional elective courses: 24 semester-hours in at least three separate disciplines of which 20 credit-hours must be from any 300-400 level Asian Studies courses.

      Note: students fulfilling a major in Chinese Language (ILCC) may not use ILCC credit-hours of Chinese Language to fulfill this requirement.

   d. St. Mary's Project: eight semester-hours. Note: Students who complete an interdisciplinary SMP of which only four credit-hours consist in ASIA 493/494 must complete four credit-hours chosen from any 300-400 level Asian Studies courses in addition to require ments a-c. Students who complete an SMP entirely outside of ASIA 493/494 must complete eight credit-hours chosen from any 300-400 level Asian Studies courses in addition to requirements a-c.

      Courses taken for the major should form a cohesive program and be selected in consultation with a faculty adviser from Asian Studies.

      A complete list of approved current offer ings will appear in the "Schedule of Classes."

ASIAN STUDIES (ASIA) COURSES

ASIA 200. Introduction to Asian Studies (4F)
This team-taught interdisciplinary course introduces students to the civilizations of Asia and the various methods related to the study of this region and its diasporas. The course includes the study of East Asia, South Asia, and Southeast Asia, as well as cultures of the Asian diaspora in North America and around the globe. A group of five to 10 faculty participates in this course.

ASIA 493/494. St. Mary's Project in Asian Studies (1-8E)
This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared

with the College community through posters, presentations, or other means. This course may be repeated for up to eight credit-hours. *Pre- or co-requisites: Requirements in the Asian Studies study area. Approval of faculty mentor, Asian Studies coordinator, and department chair(s) of the student's major(s).*

ECON 373. East Asian Economies (4S)
The course provides an economic framework to analyze the process of East Asian development since the end of World War II. The roles of culture, religion, education, history, and politics in the economic transformation of this region are examined. Contemporary issues, such as the environment, labor practice, and public policy are also covered. *Prerequisite: ECON 101.*

ENGL 106. Introduction to Literature (4E) (Asian-focused sections only)
This course is a college-level introduction to methods of interpreting literature and to deeper questions raised by the study of literature. Readings will be drawn from different historical eras and will focus on the similarities and differences involved in reading various genres, including fiction, poetry, and drama. Discussion will also raise such questions as the following: Why does literature take different forms? Are literary uses of language different from other uses of language (scientific or historical or philosophical language, for example), and if so, how? With what assumptions do readers approach literary texts, and how might an examination of these assumptions broaden and deepen our reading experience? How do historical, cultural, and philosophical contexts influence the nature of literary works and how we read them? This course satisfies the Core Curriculum requirement in the Arts. Recommended for non-majors, and not required of majors. Recent Asian-focused offerings have included Comparative Fictions East and West. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 235 Topics in Literature and Culture (4A) (Asian-focused sections only)
This course assumes familiarity with and interest in the skills and methods presented in ENGL 106, including close textual reading and the writing of literary analyses. It aims to examine literary and non-literary representations of the ways race, class, ethnicity, gender, and/or sexuality help shape an individual's worldview. Content and focus will vary from section to section, but might include topics such as Mysteries of Identity; African-American Expression; Shakespeare, Sex, and Gender; and American Slave Narratives. This course satisfies the Core Curriculum requirement in Cultural Perspectives. Recommended for both majors and non-majors, but not required of majors. May be repeated for credit if the topic is substantially different. Recent Asian-focused offerings have included Comparative Fictions East and West. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 380. Studies in World Literature (4A) (Asian topics only)
Each version of the course will engage the student in the reading of major works in translation, including works outside what is thought of as the traditional Western canon. Recent offerings have included New Testament Narrative; Modernism and the Noh; Postcolonial Literature; Mythology and Literature; The Tale of Genji; Tolstoy's War and Peace; and Asian Literature. *Prerequisite: one 200-level ENGL literature course or permission of instructor.*

ENGL 430. Special Topics in Literature (4A) (Asian topics only)
Topics and authors will vary each time the course is taught. Recent offerings have included Scream & Shout! American Literature and Music as Social Protest; Books that Cook; Race Passing Narratives; and AngloIndia/IndoAnglia. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor.*

HIST 206. East Asian Civilization (4AS)
This course studies the history of East Asia (China, Japan, and Korea) from ancient times to the 1900s. Through reading a wealth of masterpieces in East Asian history, including philosophical and political writings, historical records, religious scriptures, songs, poems, plays, novels, and personal memoirs, students will examine both the common and distinctive features of Chinese, Japanese, and Korean cultures and recognize the cultural complexities of East Asia. This course satisfies the Core Curriculum requirements in Humanistic Foundations.

HIST 351. History of Traditional China (4F)
A survey of Chinese history to 1840. Investigated are the political, economic, and social forces that shaped and altered China over centuries; also highlighted is how the experience of traditional China relates to modern times and the rest of the world.

HIST 352. History of Modern China (4S)
A survey of Chinese history from 1840 to the present. Emphasis is on the fate of traditional China in modern times, the conflicts and interactions between China and the West, the issue of Chinese communism, and the emergence of a new China in the age of reform.

HIST 353. History of Japan (4F)
A history of Japan from antiquity to the present. Surveyed are the origin of the Japanese people; the making of Japanese culture and institutions; the challenge of modern times and Japanese responses; militarism and imperialism; the "miracle" of postwar development; and the dialogue between tradition and modernity in the changing world.

HIST 455. Topics in Asian, African, or Latin American History (4E) (Asian topics only)
Topics in Asian, African, or Latin American history to be determined by interest of students and instructors. Possible topics: Vietnam War and revolution, African culture, and international relations in Asia. May be repeated for credit if the topic is not repetitive.

ILCC 101. Elementary Chinese I (4F)
An introduction to the basic structure of spoken and written Chinese for the student beginning study of the language. Introduction to Chinese culture and its relation to the language.

ILCC 102. Elementary Chinese II (4S)
A continuation of the study of basic grammar with increased attention given to conversation skills. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCC 101 or consent of the instructor.*

ILCC 201. Intermediate Chinese I (4F)
A continuation of the study of grammar, with additional practice in speaking, writing, and reading. *Prerequisite: ILCC 102 or consent of the instructor.*

ILCC 202. Intermediate Chinese II (4S)
While continuing to study the grammatical constructions of basic Chinese, students are also introduced to reading and writing at greater levels of complexity. *Prerequisite: ILCC 201 or consent of the instructor.*

ILCC 355. Advanced Chinese: Chinese Culture (4AF)
Through newspaper articles, short stories and essays, TV plays and movies, students will study issues underlying today's China: democratization, education, women, economic reform, and conflicts between modernization and tradition. Grammar will be reviewed as needed. May be repeated for credit. Formerly ILCC 335. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCC 362. Advanced Chinese: Introduction to Literature (4AF)
Students will study short literary texts representing several periods and genres. Particular attention will be paid to the social and historical context of the literature. Grammar will be reviewed as needed. Written assignments will be based primarily on the readings. May be repeated for credit. Formerly ILCC 306. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCC 363. Topics in Chinese Literature (4AS)
Close study of selected major literary works from the May Fourth Period to the Post-Mao Era. The course will normally focus on a theme, movement, genre or period which links the selected works in a common or conflicting tradition. Students will write short papers, reflecting both on the content and the style of the literary works. Grammar will be reviewed as needed. May be repeated for credit. Formerly ILCC 307. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCT 106. Introduction to World Literature (4F) (Asian topics only)
Literature is an expression of a particular culture's highest aspirations. By studying the literary expressions that have developed within varying cultural traditions, we can come to a richer understanding of the breadth and depth of the human experience, and we can also develop a greater sensitivity to cultural multiplicity. This course provides an opportunity to study, at some depth, literary texts produced within traditions that are not encompassed by the English-speaking world. Since, by necessity, we will be reading translated materials, we will also look at questions of translation, both linguistically and culturally. The specific content of the course will vary. Topics that may be covered include Latin American literature, Francophone literature, various European literatures, as well as comparative and thematic literary topics.

PHIL 101. Introduction to Philosophy (4E) (Asian topics only)
This course provides students with the opportunity to think critically and systematically about fundamental problems of life and the nature of the universe, with materials drawn from a wide variety of intellectual traditions, ancient and modern, Western and non-Western. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

PHIL 304. Values Inquiry (4E) (Asian topics only)
The goal of this course is to bring together students from multiple majors to share their perspectives on a selected topic in a way that illuminates and critically examines philosophical and religious traditions, makes cross-discplinary connections, and facilitates integration of their liberal arts education. Participants in this seminar read texts from the world's philosophical and religious traditions against the background of their cultural context. Students are invited to enter into conversation with these texts as they learn to examine their own values and to question their deliberations in making choices. Various systems of thought, moral preferences, and ideological judgments are critically studied with a view to their contemporary relevance. *Prerequisite: Junior or Senior standing.*

PHIL/RELG 351. East Asian Philosophies and Religions (4S)
A systematic study of the major schools of thought in China and Japan, including Confucianism, Daoism, Buddhism, and Shinto, as well as works by contemporary Japanese philosophers. Particular attention will be paid to the historical development of East Asian thought and its contemporary relevance. Cross-listed as RELG 351. Students may receive credit for either course, but not both. *Prerequisite: one course in religious studies or philosophy.*

PHIL 352/RELG 352. South Asian Philosophies and Religions (4F)
An intensive and extensive study of the history, beliefs, and practices of Hinduism, Indian Buddhism, and Jainism as reflected in their canonical texts, with special reference to the Vedic scriptures, Upanishads, Bhagavad-Gita, early Buddhist sutras, and philosophical writings. The interplay between philosophical and theological concerns will be studied, and the contemporary relevance of the tradition will be examined. Cross-listed as RELG 352. Students may receive credit for either course, but not both. *Prerequisite: one course in religious studies or philosophy.*

PHIL 380. Philosophical Topics and Thinkers (4E) (Asian topics only)
A systematic analysis of either a specific topic in philosophy or the writings of one philosopher. The topic chosen (for example, universalism and multi-culturalism) or thinker (for example, Plato) will vary from semester to semester. May be repeated for credit. *Prerequisites: two courses in philosophy.*

POSC 333. Asian Politics (4AF)
This course examines the major trends and developments in Asian politics. An important theme in this course is how Asian countries respond to competing policy needs in their pursuit of growth, political order, and national unity. The course casts a wide net, and examines politics in the three major sub-regions of Asia: East Asia, Southeast Asia, and South Asia. The course pays special attention to issues of political economy and political culture in the region. The course also examines the Western and specifically the U.S. relationship with Asia.

RELG 110. Introduction to World Religions (4E) (Asian topics only)
A comparative study of the history, beliefs, and practices of major religious traditions, such as Christianity, Judaism, Islam, Hinduism, Buddhism, Daoism, or Native American and African religions. Selected aspects of these traditions are examined (for example, conceptions of human nature, ritual, morality law, cosmology, visions of salvation). This course satisfies the Core Curriculum requirements in Humanistic Foundations.

RELG 200. Foundations of Islam (4S)
Focuses on understanding Islam as a religious system which has come to influence the lives and institutions of Muslims throughout much of the world. Themes will include the Quran and Hadith, women and gender, law mysticism, constructions of sacred history, and the relationships between Islam and politics in the modern world. Attention will also be given to the three primary branches: Sunni, Shiite, and Sufi.

TFMS 210. Japanese Performance Traditions (4F)
Japan's rich theater traditions will be explored by examining early Japanese religious rituals and festivals and their evolution into traditional theater forms. The course will focus principally on traditional theater still performed regularly today: noh, kyôgen, bunraku, and kabuki.

Instructional methods will include lectures, discussion, readings, slide presentations, and screenings. Several class meetings will also be devoted to learning basic physical movements of performance styles to gain a physical understanding of traditional performance forms. Formerly THEA 245. This course fulfills the Core Curriculum requirement in Cultural Perspectives.

TFMS 315. Japanese Film (4AF)
This course will introduce students to the political and sociological histories of Japan through the lens of select pre-and post-World War II Japanese films, including animé. Study of major film directors, genres, or historical and cultural events may constitute the focus of the course. Instructional methods will include lectures, discussions, readings, film screenings, presentations, and research papers.

TMFS 425. Advanced Topics in Film and Media (4E) (Asian topics only)
Specialized study of a theme, problem, movement, or figure in the theory and practice of film and media will constitute the topics field for this course. Included among potential offerings are topics such as these: feminist film theory; television and the construction of race, gender, sexuality, class, and ethnicity; identity formations in cybermedia; narrative production of "home" in daytime soap operas; science fiction films and commodifications of future; or Steven Spielberg and the phenomenon of mall movies. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit. Formerly THEA 435. *Prerequisite: Consent of the instructor.*

Degree Requirements for the Minor

To complete a cross-disciplinary minor in Asian Studies, a student must satisfy the following requirements, designed to establish the breadth and depth of knowledge consistent with the goals of the Asian Studies study area:

1. General College requirements.
2. All requirements in a major discipline of study.
3. At least 24 credit-hours (or six courses) in courses having an Asian focus, in all of which a grade of C- or higher must be achieved, as follows:
   a. Required course:
      ASIA 200: Introduction to Asian Studies
   b. Additional courses to total 20 credit-hours (or five courses). At least eight credits (two courses) of this total must be at the 300-400 level.

As a part of their course of study, students must fulfill an Asian language requirement in one of the following four ways:

1. Complete ILCC 102: Elementary Chinese II.
2. Complete the equivalent of option 1 at another institution in an Asian language.
3. Study abroad in an Asian country including intensive language study. Programs must be approved by the Asian Studies faculty.
4. Demonstrate at least second-semester college-level proficiency in Asian language.

Courses taken for the minor should form a cohesive program and be selected in consultation with a faculty adviser from Asian Studies.

A complete list of approved current offerings will appear in the online "Schedule of Classes." Regularly offered approved courses in Asian Studies include the following:

Art History

ARTH 250: Topics in Art History (Asian topics only)
ARTH 350: Advanced Topics in Art History (Asian topics only)

Theater, Film, and Media Studies

TFMS 210: Japanese Performance Traditions (4F)
TFMS 425: Advanced Topics in Film and Media (Asian topics only)

Economics

ECON 372: Economics of Developing Countries (4AF)
ECON 373: East Asian Economies (4AF)

English

ENGL 102: Composition (Asian-focused sections only)
ENGL 380: Studies in World Literature (Asian topics only)
ENGL 430: Special Topics in Literature (Asian topics only)
Regularly offered topics:
Asian Literature in Comparative Perspective (4AF)
The Tale of Genji and The Story of the

Stone (4AF)

History

HIST 351: History of Traditional China (4F)
HIST 352: History of Modern China (4S)
HIST 353: History of Japan (4F)
HIST 455: Topics in Asian, African, or Latin American History (Asian topics only)

International Languages and Cultures

ILCC 101: Elementary Chinese I (4F)
ILCC 102: Elementary Chinese II (4S)
ILCC 201: Intermediate Chinese I (4F)
ILCC 202: Intermediate Chinese II (4S)
ILCC 306: Advanced Chinese: Introduction to Literature (4AF)
ILCC 355: Advanced Chinese: Chinese Culture (4AF)
ILCC 365: Advanced Chinese: Chinese Literature (4AF)
ILCC 199/299/399/499: Chinese Independent Study
ILCT 106: Introduction to World Literature (Asian topics only)

Music

MUSC 323: Topics in Ethnomusicology (Asian topics only)

Philosophy & Religious Studies

RELG 220: Foundations of Islam (4S)
PHIL 304: Values Inquiry (Asian topics only)
PHIL/RELG 351: East Asian Philosophies and Religion (4AS)
PHIL/RELG 352: South Asian Philosophies and Religion(4AF)
PHIL/RELG 380: Philosophical Topics and Thinkers (Asian topics only)

Students may pursue a St. Mary's Project in Asian Studies with the permission of their major department and with the agreement of a faculty mentor approved by the Asian Studies faculty. Project credit (eight hours) does not apply toward fulfillment of the requirements of the study area in Asian Studies.

List of Current Faculty

Betul Basaran - Assistant Professor of Religious Studies. Areas of expertise: Islam and Women in South Asia

Holly A. Blumner (coordinator) - Associate Professor of Theater, Film & Media Studies. Areas of expertise: Japanese Theater and Culture

Ruth Feingold - Associate Professor of English. Areas of expertise: Colonial and Post-Colonial Literature

Jinqqi Fu - Associate Professor of International Languages & Cultures. Areas of expertise: Chinese Language and Linguistics

Haomin Gong – Assistant Professor of Chinese and Asian Studies. Areas of expertise: Chinese Language and Asian Studies

Daniel Meckel - Assistant Professor of Religious Studies. Areas of expertise: Hinduism and South Asian Religion

Charles Musgrove - Assistant Professor of History. Areas of expertise: East Asian History

Ho Nguyen – Visiting Professor of Economics. Areas of expertise: East and Southeast Asian Economies

Brad Park - Assistant Professor of Philosophy. Areas of expertise: Japanese and Chinese Philosophy

Ranajoy Ray-Chaudhuri - Instructor of Economics. Areas of expertise: South Asian and East Asian Economies

John Schroeder - Associate Professor of Philosophy. Areas of expertise: Buddhism and South Asian Philosophy

Sahar Shafqat - Associate Professor of Political Science. Areas of expertise: South Asian Politics

Bruce Wilson - Professor of English. Areas of expertise: Chinese and Japanese Literature

Hellen Fu - Visiting Fudan Scholar (2007-08). Areas of expertise: Chinese Language

ASIAN STUDIES COURSES (ASIA)

ASIA 200. Introduction to Asian Studies (4F)
This team-taught interdisciplinary course introduces students to the civilizations of Asia and the various methods related to the study of this region and its diasporas. The course includes the study of East Asia, South Asia, and Southeast Asia, as well as cultures of the Asian diaspora in North America and around the globe. A group of five to 10 faculty participates in this course.

ASIA 493/494. St. Mary's Project in Asian Studies (1-8E)
This project, which may take many forms, draws on and extends knowledge, skills of analysis,

and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course may be repeated for up to eight credit-hours. *Pre- or co-requisites: Requirements in the Asian Studies study area. Approval of faculty mentor, Asian Studies coordinator, and department chair(s) of the student's major(s).*

ASIA 398, 498. Off-Campus Internship (4-16E)
Off-campus experiential learning opportunity. A variety of internships can be arranged through the director of internships subject to the approval of the Asian Studies faculty. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning and everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the study area coordinator.* (See "Internships" under "Academic Policies" section.) Credit/No credit grading.

ASIA 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by an Asian Studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under the "Academic Policies" section.)

ASTRONOMY COURSES

ASTR 154. Solar System Astronomy with Laboratory(4S)
An introduction to the astronomy and planetary science of the solar system, with emphasis on the formation, structure and composition of the planets circling the sun. Other topics studied include the examination of comets and the asteroid belt, Kuiper belt planetismals such as the former planet Pluto, formation and composition of the moons circling the planets, the search for planets outside the solar system, and the possibility of extraterrestrial life in and outside the solar system. Students who have previously taken ASTR 152 cannot take ASTR 154. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory. Lecture and lab.

ASTR 155. Stellar Astronomy and Cosmology with Laboratory (4F)
An introduction to modern astronomy of the stars, including its historical development, study of the earth and sun's place in the universe, characteristics of the stars, stellar birth, evolution and death, and the origin and fate of the universe. Students who have previously taken ASTR 151 cannot take ASTR 155. This course satisfies the Core Curriculum requirement in the Natural Sciences with Laboratory. Lecture and lab.

BIOCHEMISTRY

Biochemistry is a subject involved with the exploration of the molecular processes of life and reflects the intersection of chemistry and biology needed to understand these processes. The major in biochemistry is designed to meet the needs of students interested in this interdisciplinary subject. Students completing a major in biochemistry will be prepared for careers in the pharmaceutical and biotechnology industries, for pursuit of graduate degrees in biochemistry or chemistry, and for entry into medical, veterinary, dental, or pharmacy schools. This degree program follows guidelines suggested by the American Society of Biochemistry and Molecular Biology for an undergraduate degree in biochemistry.

Degree Requirements for the Major

To earn a bachelor of arts degree in biochemistry, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. Required Courses:
   a. Chemistry Courses (28 credit-hours)
      CHEM 105: General Chemistry I
      CHEM 106: General Chemistry II
      CHEM 311: Organic Chemistry I
      CHEM 312: Organic Chemistry II
      CHEM 420: Biochemistry I
      CHEM 422: Biochemistry II

CHEM 451: Physical Chemistry I

b. Biology Courses (12 credit-hours)
BIOL 105: Principles of Biology I
BIOL 106: Principles of Biology II
BIOL 471: Molecular Biology

c. Cognate Courses (16 credit-hours)
MATH 151: Calculus I
MATH 152: Calculus II
PHYS 131: General Physics I
PHYS 132: General Physics II

3. Every biochemistry major must complete a St. Mary's Project. This project may be in biochemistry or in another major discipline or study area. The guidelines in the selected area apply. The project must be proposed to a mentor and to the chair of the Department of Chemistry and Biochemistry at least three weeks before the last day of classes of the second semester of the student's junior year, and must be approved by the mentor and the department chair.

4. Students must earn a grade of C- or better in all courses listed in items 2-3 above, and maintain an overall GPA of 2.00 or better in these required courses.

Note: Students earning a degree in biochemistry may not pursue a second major in chemistry.

The following model is suggested as a sequence of study that satisfies the above requirements:

First Year:
Core Curriculum requirements, CHEM 105, CHEM 106, BIOL 105, BIOL 106.

Second Year:
Core Curriculum requirements, CHEM 311, CHEM 312, MATH 151, MATH 152.

Third Year:
Core Curriculum requirements, CHEM 420, CHEM 422, PHYS 131, PHYS 132, BIOL 471.

Fourth Year:
St. Mary's Project, CHEM 451, electives.

For related course descriptions:

Biology (see page 82)

Chemistry (see page 89)

Mathematics (see page 141)

Physics (see page 164)

BIOLOGY

The discipline of biology is extremely broad and deep. The curriculum in biology reflects this breadth with offerings ranging from introductory courses for biology majors and non-majors to advanced instruction in the various sub-disciplines in biology. Depth is provided within the biology major by courses which focus on progressively more specific aspects of selected subject areas within biology. The primary goal of the program in biology is to provide students with a broad background suitable for future work in any area of biology or in related fields. In the junior and senior years, students have the opportunity to deepen this general background or to begin specialization in various areas such as aquatic biology, botany, cellular and molecular biology, ecology, premedical and pre-professional studies, and zoology.

Furthermore, the sequential and developmental nature of the biology program emphasizes skills and techniques that are used to complete St. Mary's Projects. Through a careful choice of courses, made in collaboration with their faculty advisers, students may prepare themselves for secondary school teaching, for graduate work in biology or related areas, for careers as professional biologists in laboratories or field stations, for work in environmental studies or conservation, and for professional training in health and medicine-related fields. The location of the College on the St. Mary's River, a sub-estuary of the Chesapeake Bay, provides excellent opportunities for field studies in aquatic biology. Other research opportunities are available in laboratories at St. Mary's College and, through the Internship Program, at government and privately-funded research laboratories in Maryland and elsewhere. A cooperative agreement between the College and the University of Maryland's Center for Environmental Science provides opportunities for St. Mary's College students to take special seminars and conduct research with faculty members at the nearby Chesapeake Biological Laboratory in Solomons. Each student is encouraged to participate in field and/or laboratory research in the biological sciences through independent study, internships, or St. Mary's Projects. Biology students are expected to take seriously the opportunity to become broadly educated in the liberal arts.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in biology, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. Required Courses:
   a. Physical Science Courses (12 credit-hours)
      CHEM 105: General Chemistry
      CHEM 106: General Chemistry II
      CHEM 311: Organic Chemistry I
      In addition to those three courses, Organic Chemistry II (CHEM 312), College Physics (PHYS 121, 122) or General Physics (PHYS 131, 132) and Calculus I and II (MATH 151, 152) are recommended for all students and are required by most graduate and professional schools.
   b. Biology Core Courses (16 credit-hours)
      BIOL 105: Principles of Biology I
      BIOL 106: Principles of Biology II
      BIOL 270: Genetics
      BIOL 271: Ecology and Evolution
   c. Biology Core Laboratories (4 credit-hours)
      BIOL 105L: Principles of Biology I Lab
      BIOL 106L: Principles of Biology II Lab
      BIOL 270L: Genetics Lab
      BIOL 271L: Eco/Ev Lab
3. Elective Courses:

   A minimum of 16 credit-hours in upper-division biology courses is required, excluding Practicum in Biology Laboratory Instruction (BIOL 485), Internship (BIOL 398, 498), and Independent Study (BIOL 399, 499). The second four credit-hours of a St. Mary's Project in biology (BIOL 494) may be counted toward the total 16 credit-hours. Of the 16 credit-hours, at least eight, not including the St. Mary's Project, must include a laboratory component.
4. Every biology major must complete a St. Mary's Project.

   This project may be in biology or in another major discipline or a study area. The guidelines established in the selected area apply. The project must be proposed to a mentor and to the chair of the Department of Biology at least three weeks before the last day of classes of the second semester of the student's junior year, and it must be approved by the mentor and the department chair.
5. Students must earn a grade of C or better in each course listed in paragraphs 2-4 (above).
6. All prerequisites not included in items 2-4 must be met with a grade of C- or better.

Degree Requirements for the Minor

1. Required Courses
   a. Core (16 credit-hours)
      BIOL 105: Principles of Biology I
      BIOL 106: Principles of Biology II
      BIOL 270: Genetics
      BIOL 271: Ecology and Evolution
   b. Core Labs (4 credit-hours)
      BIOL 105L: Principles of Biology I Lab
      BIOL 106L: Principles of Biology II Lab
      BIOL 270L: Genetics Lab
      BIOL 271L: Eco/Ev Lab
   c. Electives (4 credit-hours)
      At least 4 credit-hours in upper division biology (BIOL) courses excluding Practicum in Biology Laboratory Instruction (BIOL 485), Internship (BIOL 398, 498), and Independent Study (BIOL 399, 499).
2. Students must earn a grade of C- or better in each required course taken to fulfill the minor, and maintain an overall GPA of 2.0 or better in these required courses.

Upper-Level Biology Courses

A liberal arts education in biology should include both the breadth of the subject and its depth. While students may wish to focus on one particular area of biology, such as aquatic biology or botany, we strongly advise them to be sure that their advanced coursework includes at least one course from each of three levels of biological organization: population/community/eco-system, organismal and cellular/biochemical levels. Please note, though, that these categories are somewhat artificial because many of our courses are designed to integrate material from more than one level of organization or taxonomic kingdom. For example, microbi-

ology bridges ecology and molecular biology of bacteria, and photobiology discusses responses of organisms from several kingdoms to a critical environmental factor, light, addressing questions at all three levels of organization. Such courses may be especially useful in helping students gain an integrated view of biology that will enable them to pose and solve complex or interdisciplinary questions. In addition, students should expose themselves to biodiversity by taking care not to concentrate solely on one group of organisms: for example, plants or animals.

UPPER-LEVEL BIOLOGY COURSES

Population/Community/Eco-system-Level Courses

BIOL 316: Tropical Marine Biology
BIOL 327: Ecology and Diversity of Maryland Plants
BIOL 432: Limnology
BIOL 463: Ecology of Coastal Systems

Organismal-Level Courses

BIOL 303: Invertebrate Zoology
BIOL 305: Animal Behavior
BIOL 312: Biology of Plants
BIOL 330: Human Anatomy and Physiology
BIOL 401: Developmental Biology
BIOL 435: Plant Physiology
BIOL 436: Comparative Animal Physiology

Cellular/Biochemical-Level Courses

BIOL 359: Photobiology
BIOL 360: Microbiology
BIOL 418: Virology
BIOL 419: Neurobiology
BIOL 424: Biochemistry II
BIOL 438: Cell Physiology
BIOL 470: Immunology
BIOL 471: Molecular Biology
BIOL 472: Molecular Evolution

The following sequence of courses is a typical model for the fulfillment of the above requirements:

First Year:
Core Curriculum requirements, BIOL 105, BIOL 106, CHEM 105, CHEM 106

Sophomore Year:
Core Curriculum requirements, BIOL 270, BIOL 271, CHEM 311, CHEM 312* MATH 151*, MATH 152*

Junior Year:
Core Curriculum requirements, biology electives, PHYS 121*, PHYS 122*

Senior Year:
Biology electives, St. Mary's Projects (BIOL 493 and 494).

*optional but recommended course requirements for teacher certification

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

Faculty

Eric R. Annis, Jeffrey J. Byrd, Karen Crawford, Holly L. Gorton, Walter I. Hatch, Samantha E. Kerry, Sarah Kolesar, Rachel Myerowitz (department chair), Robert W. Paul, J. Jordan Price, John U. Ramcharitar, Christopher E. Tanner, William E. Williams, Christy Woolovich

BIOLOGY COURSES (BIOL)

BIOL 100. Contemporary Bioscience (4E)
An introductory biology course for students who desire an overview of biological concepts and contemporary issues in biology and environmental sciences. The scientific method as a way of knowing will be stressed. Sections of this course are topical, with topics drawn from ecology and environmental sciences, cell and molecular biology, evolution, human biology, and other areas of biology. This course is recommended to those students who do not plan to continue in the biological sciences.

BIOL 101. Contemporary Bioscience with Laboratory (4E)
An introductory biology course for students who desire an overview of biological concepts and contemporary issues in biology and environmental sciences. The scientific method as a way of knowing will be stressed. Sections

of this course are topical, with topics drawn from ecology and environmental sciences, cell and molecular biology, evolution, human biology, and other areas of biology. Lecture and laboratory. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory.

BIOL 105. Principles of Biology 1 (4F)
An introductory course on the organization and function of cells. Topics include biological chemistry, cell structure, membranes, metabolism, and fundamental molecular genetics. With BIOL 105L, this course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory and is recommended to those students who may continue in the biological sciences. *Co-requisite BIOL105L.*

BIOL 105L. Principles of Biol Lab I (1F)
A laboratory course to accompany Principles of Biology I. Topics include microscopy, spectrophotometry, enzymology, and microbiology. Students will design and execute their own experiments, then present their results orally and in writing. *Co-requisite BIOL105.*

BIOL 106. Principles of Biology II (4S)
An introductory course on the structure, function, and diversity of plants and animals, with evolution as the unifying theme. Particular emphasis will be given to organisms' interactions with and adaptations to their environment. *Prerequisite: BIOL 105, BIOL 105L, Co-requisite BIOL 106L.*

BIOL 106L. Principles of Biol II Lab (1S)
A laboratory course to accompany Principles of Biology II. Topics include plant and animal diversity as they relate to structure, function, adaptation and fundamental principles of evolution. Students will design and execute a series of their own experiments, then present their results orally and in writing. *Prerequisite: BIOL 105, BIOL 105L. Co-requisite: BIOL 106.*

BIOL 270. Genetics (4F)
An examination of the fundamental principles underlying heredity and variation. This course will trace the origins of contemporary genetic thought from the discovery of Mendel's Laws through the development of the chromosome theory of inheritance, followed by a consideration of the recent advances in molecular genetics. *Prerequisites: BIOL 106, BIOL 106L. Co-requisite: BIOL 270L, CHEM 105.*

BIOL 270 L. Genetics Lab (1F)
A laboratory course to accompany Genetics. Methodologies pertinent to classical Mendelian and modern molecular genetics will be included. Students will undertake an investigative experience to learn the elements of experimental design and interpretation of results. *Prerequisite: BIOL 106, BIOL 106L. Co-requisite: BIOL 270L, CHEM 105.*

BIOL 271. Ecology and Evolution (4S)
An examination of ecological principles and concepts and the evolutionary basis of ecological relationships at the community, population, and species levels of organization. Class discussions will focus on ecological and evolutionary processes, including ecosystem and community function, population dynamics, population genetics, natural selection, biogeography and speciation. *Prerequisite: BIOL 270, BIOL 270L. Co-requisite: BIOL 271L.*

BIOL 271L. Eco/Ev Lab (1S)
A laboratory course to accompany Ecology and Evolution. Students practice ecological and evolutionary techniques such as field sampling, bacterial evolution, competition, and environmental analysis, culminating in an independent project with a complete research report. *Prerequisites: BIOL 270, BIOL 270L. Co-requisite: BIOL 271.*

BIOL 303. Invertebrate Zoology (4AS)
A systematic examination of invertebrate life. Both lecture and laboratory emphasize phylogenetic relationships and evolutionary advancement in both terrestrial and marine invertebrate animals. Lecture and laboratory. *Prerequisite: BIOL 106.*

BIOL 305. Animal Behavior (4AF)
An examination of principles and methods of the study of animal behavior based on ethology, comparative psychology, and neurobiology. Topics include methods, evolution, genetic control, learning, physiology of the senses and nervous system, orientation and migration, biological rhythms, communication, and sociobiology. Lecture and laboratory. *Prerequisite: BIOL 271.*

BIOL 312. Biology of Plants (4AS)
An introduction to plants, fungi, and algae. Topics will include diversity, anatomy, development, physiology, and ecology of these organisms. Class discussions will also include economic importance of plants and the scientific basis of some common horticultural

practices. Laboratory sessions will cover basic plant diversity, anatomy, development, ecology, and physiology. Lecture and laboratory. Recommended for students wishing a basic knowledge of plant biology and/or students planning to take more advanced plant courses (e.g., BIOL 327, 435). *Prerequisite: BIOL 106.*

BIOL 316. Tropical Biology (4AS)
An examination of physical, chemical, and biological characteristics and processes of a range of tropical environments, from terrestrial rainforests and savannas to marine mangrove and reef systems. Lectures and discussions focus on ecological interactions within tropical communities, characteristics unique to tropical ecosystems, identification of tropical biota, and human impacts on tropical habitats. Laboratory exercises prepare students for a project-oriented field experience in the New World tropics during Spring Break. Lecture and laboratory. *Prerequisite: BIOL 271 and consent of instructor. Recommended: BIOL 303, 305* or 463.

BIOL 327. Ecology and Diversity of Maryland Plants (4AF)
A course in the ecology and systematics of the mid-Atlantic terrestrial flora. We will study the evolutionary relationships of plant groups, with emphasis on flowering plants, the use of keys, and the preparation and study of herbarium specimens. As we learn about the flora, we will examine how climate, soil, and the biotic environment influence the distribution and abundance of the principal plant types. Lecture, laboratory, and field experiences (one or two overnight trips). *Prerequisite: BIOL 106.*

BIOL 330. Human Anatomy and Physiology (4AF)
A comprehensive and integrated overview of the structure and function of organs and organ systems of the human body. This course is specifically designed to provide a strong foundation of knowledge for students planning a career in the health sciences. Lecture and laboratory. *Prerequisites: BIOL 105 and 106, or consent of instructor.*

BIOL 337. Population/Community Ecology (4S)
Ecology is concerned with the relationships between organisms and their environment at three levels of biological hierarchy: the organism, populations of organisms, and communities of populations. Population/community ecology attempts to provide a theoretical framework in which to describe and make predictions about various ecological systems. This course will examine resource use, population growth, migration and dispersal, predator-prey interactions, inter- and intra-specific competition, parasitism, life-history variation, species diversity, and community structure. Laboratory will reflect topics covered in lecture and include several field projects. Lecture and laboratory. *Prerequisites: BIOL 271, MATH 151.*

BIOL 359. Photobiology (4AS)
An integrative view of biology using a single environmental factor-light- as the unifying theme. Light is critical to organisms from all the kingdoms of life, and we will examine its effects at ecological, organismic, and cellular levels. We will consider how organisms use light as an energy source and as an information source, how light can damage living organisms, and how it may be used in medicine. Lecture and laboratory. *Prerequisites: BIOL 106, CHEM 106, or consent of the instructor.*

BIOL 360. Microbiology (4S)
An examination of the classification, physiology, metabolism, cell structure, and ecology of microorganisms with major emphasis on the prokaryotes. Laboratories will cover isolation, cell structure, metabolism, ecology, and quantification of microorganisms. Lecture and laboratory. *Prerequisite: BIOL 270.*

BIOL 380. Topics in Biology (2-4)
An investigation of a specialized area of biology not normally covered in the biology curriculum. Topics will be selected by the biology faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture, or lecture and laboratory. Taught according to student demand and staff availability. Topics in Biology also includes graduate seminars (Ecology, Toxicology, Fisheries, and Environmental Chemistry) taught annually at Chesapeake Biological Laboratory, and St. Mary's students may attend these courses under the College's cooperative agreement with the University of Maryland. Some topics may have prerequisites. Check the online "Schedule of Classes" for possible pre-requisites.

BIOL 401. Developmental Biology (4S)
A consideration of the development of plant and animal embryos, including the processes involved in cell and tissue differentiation. Lecture and laboratory. *Prerequisite: BIOL 270.*

BIOL 418. Virology (4F)
This course is designed for the upper-level biology and natural science student with an interest in the study of viruses. Lectures will encompass the areas of viral taxonomy, structure, life cycle, as well as detailed discussion of individual viruses that could include but not be limited to HIV, Ebola, Herpes, Rabies, influenza, and oncogenic viruses. Historical as well as current literature will be presented in both lecture and discussion formats. Students will be expected to become familiar with reading and understanding original virological research papers. *Prerequisite: BIOL 270. Co-requisite: CHEM 311.*

BIOL 419. Neurobiology (4AS)
This course will offer students an introduction to the basic concepts in neurobiology. The content will range from molecular and cellular biology of the neuron and brain systems, to comparative neuroanatomy and brain development, to behavior. Integrated topics will include drugs of abuse, methods and drugs used in research, and the genetics and animal models of neurological disease. Learning will take place through lectures, demonstrations, laboratory exercises, discussions of outside readings and student presentations. Lecture and laboratory. *Prerequisite: BIOL 106.*

BIOL 424. Biochemistry II (4S)
A continuation of the material covered in CHEM 420 with an emphasis on metabolic processes. Lecture and laboratory. *Prerequisite: CHEM 420.* This course is cross-listed as CHEM 422. Students may receive credit for either course but not both.

BIOL 432. Limnology (4AS)
A survey of biological, chemical, and physical features of both flowing and standing freshwater systems. Laboratory includes numerous field experiences and stresses sampling techniques and analyses. Lecture and laboratory. *Prerequisite: BIOL 271.*

BIOL 435. Plant Physiology (4AF)
A study of the life processes of plants. We will discuss the physiological processes of higher plants (water relations, metabolism, and development) and consider the potential of modern biotechnological methods for improved agricultural production. In the laboratory, during the first part of the semester, students will learn up-to-date techniques used in plant physiology. Students will then design and carry out individual projects employing techniques they have learned. Lecture and laboratory. *Prerequisites: BIOL 106 and CHEM 106.*

BIOL 436. Comparative Animal Physiology (4F)
The study of animal function, especially as it is related to survival in the organism's natural environment. Animal functions at the level of the whole organism, the organ system, and the cell are discussed. Lecture and laboratory. *Prerequisites: BIOL 106, CHEM 106; PHYS 122, or PHYS 132 recommended.*

BIOL 438. Cell Physiology (4F)
An examination of the fundamental life processes occurring within cells. The cellular and molecular basis of life is discussed, with emphasis on the relationship between cell structure and function. Topics include cell mechanics and membrane structure, motility and adhesion, transport, electrical activity, signaling and second-messenger systems, growth and replication, cytoskeletal and organelle structure and function, and a brief overview of mammalian immunology as a signal and defense system. Lecture and laboratory. *Prerequisite: BIOL 270. Recommended: CHEM 420.*

BIOL 440. Scanning Electron Microscopy (2F)
This is a laboratory-oriented course featuring the use of the scanning electron microscope. The course focuses on the principles of scanning electron microscopy, specimen preparation methods, and specimen imaging and photography. Recommended for students wishing a basic knowledge of scanning electron microscopy and/or planning further projects using the scanning electron microscope as a research tool. Students will be encouraged to co-register for BIOL 399/499 (Independent Study) or BIOL 493/494 (St. Mary's Project) to apply the principles and methods learned in the course to specific research projects. *Prerequisites: BIOL 106, CHEM 311.*

BIOL 463. Ecology of Coastal Systems (4F)
This is a field-oriented course which examines physical, chemical, and biological variables in estuarine and coastal marine ecosystems, and how they affect the distribution and ecology of aquatic and intertidal organisms. Methods of measuring physical, chemical, and biological parameters will be discussed and demonstrated. Laboratory will include a student-designed research project on some aspect of estuarine or marine ecology. Lecture and laboratory. *Prerequisite: BIOL 271.*

BIOL 470. Immunology (4AS)
A brief history of immunology followed by an introduction to the immune system. The following topics are examined in depth: antibodies; detection and application of antigen-antibody reactions; expression of antibody genes; molecular recognition at cell surfaces; genes and proteins of the major histocompatibility complex; development of the immune system; the immune response; effect or mechanism of the immune system; tolerance and regulation of immunity; tissue transplantation; immunopathology, and cancer biology and immunology. Lecture and laboratory. *Prerequisite: BIOL 270. Co-requisite: CHEM 311.*

BIOL 471. Molecular Biology (4S)
An integrated lecture and laboratory course on the theoretical basis and laboratory practice of modern molecular biology. An initial examination of the biochemistry of nucleic acids and the structure and expression of genes will be followed by an exploration of the recombinant DNA methods used to study genes. Using current research literature, students will also learn how molecular techniques are applied to problems in human genetics, medicine, plant biology, and industry. *Co-requisite: CHEM 311 or consent of instructor.*

BIOL 472. Molecular Evolution (4AF)
Molecular evolution encompasses two basic areas: 1) the study of the rates and patterns of change that occur in DNA and proteins over evolutionary time, and 2) the study of the evolutionary history of genes and organisms. In this course we will examine these two broad areas by focusing on gene structure and mutation, population genetics, change in nucleotide sequences, molecular systematics, and evolution by genome organization. Laboratory will reflect topics covered in lecture; students will become skilled in molecular methods, such as DNA sequencing, and various computational methods for analyzing molecular data (for example, PAUP, Maclade, etc.). Lecture and laboratory. *Prerequisite: BIOL 271.*

BIOL 480. Topics in Biology (2-4)
An investigation of a specialized area of biology not normally covered in the biology curriculum. Topics will be selected by the biology faculty according to student interest. Students are encouraged to suggest topics for this course. May be repeated for credit if the topic is not repetitive. Lecture, or lecture and laboratory. Taught according to student demand and staff availability.

BIOL 485. Practicum in Biology Laboratory Instruction (2E)
Supervised experience in organizing, preparing, and teaching biology laboratories. Students are assigned to a specific biology course and will assist the instructor in one laboratory section each week. Grade evaluation will be based on attendance, preparation, teaching ability and specific tasks assigned by the instructor, such as designing a demonstration or experiment to illustrate a biological principle. May be repeated for credit. *Prerequisites: Students must be third- or fourth-year biology or natural science majors and/or must obtain consent of the instructor.*

BIOL 493/494. St. Mary's Project in Biology (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. In consultation with a faculty mentor, the student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. Although the project may be within this discipline, across disciplines, or in established cross-disciplinary studies programs, students will be responsible for proposing a project that can gain the approval and support of the biology program and faculty. The project should include a reflection on the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable for up to eight credit-hours and fulfills four of the sixteen credit-hours of upper-division biology courses required to earn a degree in biology. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines.*

BIOL 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and the department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

BIOL 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a biology faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

CHEMISTRY

The general educational objective of the chemistry major is the development by the student of a fundamental understanding of basic principles, concepts, models, and practices employed by chemists in characterizing the structure and behavior of matter.

The chemistry major is structured to ensure that this fundamental knowledge is based on experiences that include the four major divisions of chemistry (analytical, inorganic, organic, and physical). The chemistry program is designed to foster development of an understanding of (1) the nature of the underlying scientific processes employed in the acquisition of chemical knowledge, (2) the application of current principles and modern practices used in solving chemical problems, (3) the current state of chemical knowledge, and (4) the applications of the concepts of chemistry in addressing societal needs. The program is particularly well-suited to prepare students for careers in chemistry or related areas and for admission to graduate, medical, or other professional schools.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in chemistry, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. Required Courses:
   a. Chemistry Core Courses:
      (32 credit-hours)
      CHEM 105: General Chemistry I
      CHEM 106: General Chemistry II
      CHEM 305: Quantitative Analysis
      CHEM 311: Organic Chemistry I
      CHEM 312: Organic Chemistry II
      CHEM 405: Inorganic Chemistry
      CHEM 451: Physical Chemistry I
      CHEM 452: Physical Chemistry II
   b. Cognate Courses: (16 credit-hours)
      MATH 151: Calculus I
      MATH 152: Calculus II
      PHYS 131: General Physics I
      PHYS 132: General Physics II
   c. Elective Courses: four credit-hours selected from the following list of options:
      Option 1: ACS-Certified Major.
      CHEM 325: Chem Literature
      CHEM 420: Biochemistry I

      Option 2: non-ACS-Certified Major.
      CHEM 306: Instrumental Analysis
      PHYS 462: Quantum Mechanics
      CHEM 480: Topics in Chemistry
      CHEM 399 or
      CHEM 499: Independent Study (as approved by the chemistry faculty)
3. Every chemistry major must complete a St. Mary's Project. This project may be in chemistry or in another major discipline or study area. The guidelines established in the selected area apply. The project must be proposed to a mentor and to the chair of the Department of Chemistry and Biochemistry at least three weeks before the last day of classes of the second semester of the student's junior year, and it must be approved by the mentor and the department chair.
4. Students must earn a grade of C- or better in all courses listed in items 2-3 above, and maintain an overall GPA of 2.0 or better in these required courses.

The following model is suggested as a sequence of study that satisfies the above requirements:

First Year:
Core Curriculum requirements, CHEM 105, CHEM 106, MATH 151, and MATH 152

Sophomore Year:
Core Curriculum requirements, CHEM 311, CHEM 312, PHYS 131, and PHYS 132

Junior Year:
Core Curriculum requirements, CHEM 305, CHEM 405, CHEM 451, CHEM 452, and elective courses

Senior Year:

St. Mary's Project, Core Curriculum requirements, and elective courses

Faculty

Paul P. Blanchette, Danielle M. Cass, Leah R. Eller, Allan K. Hovland, Andrew S. Koch (department chair), Randolph K. Larsen, Pamela S. Mertz

CHEMISTRY COURSES (CHEM)

CHEM 100. Contemporary Chemistry (4E)
Basic concepts of chemistry are introduced, followed by studies of their relationships to one or more selected topics (life processes, the environment, consumer products, etc.). This course is intended for students not anticipating further study in chemistry. Formerly CHEM 111. Not open to students who have received credit for CHEM 111. *Prerequisite: Successful completion of the Core Curriculum requirement in Mathematics.*

CHEM 101. Contemporary Chemistry with Laboratory (4E)
Basic concepts of chemistry are introduced, followed by studies of their relationships to one or more selected topics (life processes, the environment, consumer products, etc.). This course is intended for students not anticipating further study in chemistry. Lecture and laboratory. Formerly CHEM 112. Not open to students who have received credit for CHEM 112. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory. *Prerequisite: Successful completion of the Core Curriculum requirement in Mathematics.*

CHEM 105. General Chemistry I (4F)
The fundamental principles and concepts of chemistry, including atomic structure, stoichiometry, gaseous and liquid states, and solution chemistry. Lecture and laboratory. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory.

CHEM 106. General Chemistry II (4S) The fundamental principles and concepts of chemistry, including thermodynamics, chemical equilibria, acids and bases, electrochemistry, chemical kinetics, and a brief introductionto organic chemistry. Lecture and laboratory. *Prerequisite: CHEM 105 with a grade of C- or better.*

CHEM 305. Quantitative Analysis (4F)
An introduction to gravimetric, volumetric, electrochemical, spectroscopic, and related statistical methods of analysis. Lecture and laboratory. *Prerequisite: CHEM 106 with a grade of C- or better.*

CHEM 306. Instrumental Analysis (4S)
Theory and practice of a number of modern techniques of chemical analysis including chromatography, spectroscopy, electrochemistry, and computer interfacing. Laboratory work is designed to familiarize the student with the use of various instruments used in chemical analyses including infrared, ultraviolet-visible, atomic absorption, nuclear magnetic resonance and mass spectrometers, and gas-liquid and high pressure liquid chromatographs. Lecture and laboratory. *Prerequisites: CHEM 305 and CHEM 312.*

CHEM 311, 312. Organic Chemistry I, II (4F, 4S)
A systematic survey of the compounds of carbon. Nomenclature, basic reaction mechanisms, stereo-chemistry, structure elucidation, and other fundamentals of the field are pursued. Lecture and laboratory. Credit is allowed for CHEM 311 without registration for CHEM 312. *Prerequisites: Completion of CHEM 105 and CHEM 106 with grades of C- or better. Completion of CHEM 311 with a grade of C- or better is required for CHEM 312.*

CHEM 325. Introduction to Chemical Literature (1)
This course provides an introduction to the literature of chemistry. Students will learn methods of retrieving information from traditional primary, secondary, and tertiary sources, and they also learn to use computerized databases in retrieving information. *Prerequisite: CHEM 312 or consent of the instructor.*

CHEM 405. Inorganic Chemistry (4S)
A study of the principles of structure and bonding, chemical reactivity, and periodic relationships of inorganic, organometallic, and bioinorganic systems. Lecture and laboratory. *Prerequisite: CHEM 312 with a grade of C- or better.*

CHEM 420. Biochemistry I (4F)
The chemistry of biological systems with emphasis on the relationship of molecular structure to biological function. Lecture and laboratory. *Prerequisite: CHEM 312 with a grade of C- or better.*

CHEM 422. Biochemistry II (4S)
A continuation of the material covered in CHEM 420 with an emphasis on metabolic processes. Lecture and laboratory. This course is cross-listed as BIOL 424. Students may receive credit for either course but not both. *Prerequisite: CHEM 420 with a grade of C- or better.*

CHEM 451, 452. Physical Chemistry I, II (4F, 4S)
Chemical thermodynamics with applications to phase equilibria, solution equilibria and electrochemistry; kinetic theory, reaction rates and statistical thermodynamics; the gaseous, liquid, and solid states; quantum mechanics; atomic and molecular structure; chemical bonding. Lecture and laboratory. Credit is allowed for CHEM 451 without registration for CHEM 452. *Prerequisites: CHEM 106, PHYS 131, and MATH 152, or consent of the instructor. CHEM 451 is a prerequisite for CHEM 452.*

CHEM 480. Topics in Chemistry (2-4)
A thorough investigation of a specialized area of chemistry. Topics are selected by the faculty according to student interest. Course may be repeated for credit if the topic is not repetitive. *Prerequisite: Consent of the instructor.*

CHEM 493/494. St. Mary's Project (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work in chemistry. The student initiates the project, identifies an area of chemistry to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within chemistry, across disciplines, or in a cross-disciplinary study area. The project is supervised by a chemistry faculty mentor. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines. The course is repeatable for up to a total of eight credit-hours.*

CHEM 398, 498. Off-campus Internship (4-6E)
A variety of off-campus learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

CHEM 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a chemistry faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

CHINESE

See the International Languages and Cultures major on page 126.

COMPUTER SCIENCE

The computer science major is designed to prepare students for graduate work in computer science and for a variety of careers in computer science-related fields in government, business, or industry.

All students are expected to learn methods and techniques of problem solving, to develop a facility in the expression of problem solutions as computer algorithms and programs, and to become acquainted with the major areas of current interest and importance in computer science.

The computer science minor is designed for all interested students, but it is particularly suited for students majoring in mathematics, any of the sciences, economics, psychology, sociology or various special areas such as digital imaging (in the art major), as well as for students interested in pursuing the M.A.T. Program after graduation. The minor will introduce the student to programming, algorithms, data structures and computer architecture, as well as some more advanced aspects of computer science.

Degree Requirements for the Major

1. General College Requirements (see "Curriculum" section).

2. Required Courses (24 credits):

   COSC 120: Introduction to Computer Science I
   COSC 130: Introduction to Computer Science II
   MATH 200: Discrete Mathematics (or MATH 281: Foundation of Mathematics)
   COSC 201: Algorithms and Data Structures
   COSC 230: Computer Architecture
   COSC 251: Programming Languages

3. Elective Courses (20 credits)

   Five of the following courses:
   COSC 301: Software Engineering I
   COSC 302: Software Engineering II
   COSC 335: Operating Systems
   COSC 336: Computer Networks
   COSC 338: Computer Graphics
   COSC 370: Artificial Intelligence
   COSC 420: Distributed and Parallel Computing
   COSC 435: Human-Computer Interaction
   COSC 440: Theory of Computation
   COSC 445: Design and Analysis of Algorithms
   COSC 450: Database Management Systems
   COSC 460: Scientific Computing
   COSC 480: Topics in Computer Science

4. Capstone Experience (eight credits)
   In addition to the requirements above, all students must select one of the following three options as the capstone experience of their education.

   a. St. Mary's Project (eight credits)*

   b. One 400-level computer science course** and a Senior Project in Computer Science COSC 495 (four credits)

   c. Two 400-level computer science courses**

   * The requirement may also be satisfied by completing a St. Mary's Project in another area. If a student wishes to do a project in another area, the approval of the department must be secured in advance.
   ** Excluding COSC 499 and courses counted as elective courses.

5. Students must earn a grade of C- or better in all courses listed in items 2, 3, and 4 above, and maintain an overall GPA of 2.0 or better in these required courses.

Admission to a graduate program in computer science may require MATH 151 (Calculus I). Certain upper-level computer science positions in government require 15 credits of mathematics (including calculus and statistics); we recommend MATH 200, MATH 151, MATH 152 (Calculus II) and MATH 221 (Intro to Statistics).

Degree Requirements for the Minor

1. Required Courses (12 credits):

   COSC 120: Introduction to Computer Science I
   COSC 130: Introduction to Computer Science II
   COSC 201: Algorithms and Data Structures

2. Elective Courses (12 credits)

   Three of the following courses:
   MATH 200: Discrete Mathematics (or MATH 281: Foundation of Mathematics)
   COSC 230: Computer Architecture

   COSC 251: Programming Languages
   COSC 301: Software Engineering I
   COSC 302: Software Engineering II
   COSC 335: Operating Systems
   COSC 336: Computer Networks
   COSC 338: Computer Graphics
   COSC 370: Artificial Intelligence
   COSC 420: Distributed and Parallel Computing
   COSC 435: Human-Computer Interaction
   COSC 440: Theory of Computation
   COSC 445: Design and Analysis of Algorithms
   COSC 450: Database Management Systems
   COSC 460: Scientific Computing
   COSC 480: Topics in Computer Science

3. Students must complete the required 24 credits, earn a grade of C- or better in each course taken to fulfill the minor, and maintain an overall GPA of 2.0 or better in these required courses.

Faculty

Casey Douglas, Sandy Ganzell, Susan Goldstine, Alan Jamieson, Lindsay H. Jamieson, David Kung (department chair), Alex Meadows, Simon Read, Katherine Socha, Ivan Sterling, Cynthia Traub

COMPUTER SCIENCE COURSES (COSC)

COSC 120. Introduction to Computer Science I (4F)
This course surveys computer science and introduces object-oriented programming. A survey of the pivotal fields of computer science, including software engineering; computer networks; programming languages; algorithms; computer architecture; models of computation; operating systems. Students begin to solve simple problems using object-oriented programming. The emphasis is on implementing object-oriented designs. This course is suitable for non-majors who want an overview of computer science and to learn to solve problems with programs. COSC 120 satisfies the Core Curriculum requirement in Mathematics.

COSC 130. Introduction to Computer Science II (4S)
This course examines object-oriented design and programming in greater detail. An examination of the use of the data structures provided by language-specific libraries, and some common simple algorithms. Students learn to design and implement simple applications. The emphasis of this course is on learning good design. This course is suitable for non-majors who want to improve their ability to solve problems using programs. *Prerequisite: COSC 120.*

COSC 201. Algorithms and Data Structures (4F)
This course examines the representation (data structures) and manipulation (algorithms) of information. The emphasis is on choosing the most memory and/or time-efficient implementation for a particular application. Topics: common implementations of lists, sets, maps, stacks, queues, trees and graphs, and a survey of some common algorithms for processing these data structures. Students will compare implementations of the data structures commonly provided by language-specific libraries. *Prerequisite: COSC 130.*

COSC 230. Computer Architecture (4F)
This course studies the structure of computer hardware. Topics include models of computer hardware; instruction set architectures; simple code generation from a high-level language; machine code; simple logic design; representations of numbers and other data types; computer arithmetic; data path organization; input-output devices; control techniques (FSM and microcode); pipelines; caches; buses; virtual memory; primary secondary and tertiary storage structures. *Prerequisites: COSC 130; and MATH 200 or MATH 281.*

COSC 251. Programming Languages (4S) (Formerly COSC 351)
This course studies the categories and features of programming languages. An examination of one language from each group: imperative, applicative, and declarative. Topics include types and type resolution and checking; scope, visibility and binding; control structures; expression evaluation; data and behavior abstraction; parameter passing; error handling; concurrency. The course will also give an overview of lexical analysis and parsing techniques. See p. 98 for example. Not open to students who have received credit for COSC 351. *Prerequisite: COSC 230.*

COSC 301. Software Engineering I (4F)
This course is an introduction to the discipline of software engineering. Each part of the software lifecycle is examined. The principles of software engineering are introduced, and their impact on language design and the software development process is examined. Tools suitable for supporting the various life cycle phases are introduced. Emphasis is placed on developing high-quality software as opposed to developing software quickly. Topics include requirements analysis, project planning, preliminary and detailed designs, reviews, integration strategies, testing strategies, metrics, and documentation. The course includes participation in a group project. Each project team assigns roles to team members in order to apply software engineering processes to develop and deliver a software product. Technical writing guidelines and techniques will be introduced. Course requirements include written assignments and oral presentations. *Prerequisite: COSC 201 or permission of the instructor.*

COSC 302. Software Engineering II (4S)
This course is a follow-up to COSC 301 (Software Engineering I) and completes the sequence by in-depth coverage of implementation and post-development issues of software engineering. A detailed view of the support of the software lifecycle and of the delivered software product is given. The course includes continuation and examination of the group project developed in the previous course. Topics include software project and configuration management, software quality assurance, software metrics, software verification and valida-

tion, change management, software reuse, and software maintenance. Course requirements include written assignments and oral presentations. *Prerequisite: COSC 301.*

COSC 335. Operating Systems (4AS)
This course studies the structure, function of and algorithms used in operating systems. Topics include scheduling; processes and threads; inter-process communication; memory management; file systems; protection and security; and input-output management. The course will compare the features and implementation of two current operating systems. *Prerequisite: COSC 230.*

COSC 336. Computer Networks (4AS)
This course is an introduction to computer networks. The theoretical concepts of networks are illustrated with current technologies. Topics include network models (ISO OSI); common network applications (SMTP, FTP, and HTTP); connection and connection-less transport protocols (TCP and UDP); routing algorithms; data-link protocols (Ethernet); error detection and correction techniques; multiple access protocols (CSMA/CD); physical transmission media (copper wire and fiber optic). *Prerequisites: COSC 201 or permission of the instructor.*

COSC 338. Computer Graphics (4AS)
This course is an introduction to three-dimensional computer graphics. Topics include: vector mathematics; perspective; clipping; hidden surface removal; polygon mesh rendering techniques; texture mapping; ray tracing; and animation. *Prerequisite: COSC 201 or permission of the instructor.*

COSC 370. Artificial Intelligence (4AS)
This course surveys artificial intelligence. Topics include symbolic processing; expert systems; machine learning; and neural networks, natural language processing, pattern matching, genetic algorithms and fuzzy logic. Not open to students who have received credit for COSC 260. Formerly COSC 260. *Prerequisite: COSC 201.*

COSC 391, 392. Computer Science Team Seminar I, II (1F, 1S)
Every year we field a team for two regional computer science competitions. One is held in the fall semester and one is held in the spring semester. Team members compete in a preliminary competition to represent our college. Registration, travel and lodging expenses for three of the team members and one alternate are provided. *Prerequisite: Consent of the instructor.*

COSC 420. Distributed and Parallel Computing (4AF)
This course studies the methods for using several computers connected by a network to solve a single problem. Topics include networking services; middleware (CORBA, DCOM, SOAP, RMI and RPC); two- and three-tier client-server systems; algorithms for parallel computing; performance evaluation; and hardware architectures (clusters, grids, surfaces). *Prerequisite: COSC 201 or permission of the instructor.*

COSC 435. Human-Computer Interaction (4AS)
This course studies the methods employed in increasing the usability of software. Topics include usability testing; prototyping techniques and tools; user-interface design; HCI aspects of multimedia systems; HCI aspects of collaboration and communication. *Prerequisite: COSC 201 or permission of the instructor.*

COSC 440. Theory of Computation (4AF)
This course examines the mathematical models underlying computer science. Topics include finite automata; regular languages and regular grammars; context-free languages; simplification of context-free grammars and normal forms; push-down automata; Turing machines; limits of algorithmic computation; and NP-completeness. *Prerequisite: COSC 251.*

COSC 445. Design and Analysis of Algorithms (4AS)
This course studies the design, implementation and analysis of important algorithms. Topics include lower and upper complexity bounds; algorithm analysis techniques; NP-completeness; sorting algorithms; searching algorithms; graph algorithms; divide-and-conquer algorithms; greedy algorithms; dynamic programming; backtracking; probabilistic algorithms; and mathematical algorithms. Not open to students who have received credit for COSC 340. Formerly COSC 340. *Prerequisites: COSC 201; and MATH 200 or MATH 281.*

COSC 450. Database Management Systems (4AF)
This course examines the concepts of databases. Topics include flat, hierarchical and relational database models; entity attribute relationship modeling; relational calculus; data normalization; functional dependence; data integrity;

transactions and rollback; data security; distributed databases; information and knowledge management; object-relational mapping; and object-oriented databases. *Prerequisites: COSC 201; and MATH 200 or MATH 281.*

COSC 460. Scientific Computing (4AF)
This course presents an overview of computational science- an emerging field that focuses on using computers to analyze scientific problems. Topics are drawn from the following: simulation and modeling, computational biology, scientific visualization, computational physics, and chaos theory. *Prerequisite: COSC 201 or permission of the instructor.*

COSC 480. Topics in Computer Science (4F)
This course is a rigorous study of an important field in computer science. Examples: data security; bioinformatics; natural language processing; compilers. A detailed course description will be available before registration. The course may be repeated for credit where the topic is not repetitive. *Prerequisite: COSC 201 or permission of the instructor.*

COSC 493, 494. St. Mary's Project in Computer Science (1-8E)
The St. Mary's Project in Computer Science is one of the culminating experiences in the computer science major. It usually is completed in the two semesters of the student's senior year. The project draws on and extends knowledge, analytical skills, and creative thought developed through previous work in computer science or related fields. Usually, it is initiated by the student; however, the student may peruse lists of project ideas developed by the computer science faculty or draw on other sources. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of computer science beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor, and the department chair. *Prerequisite: Consent of mentor and department chair.*

COSC 495. Senior Project in Computer Science (4E)
Together with a 400-level computer science course, the Senior Project in Computer Science can be a component of the capstone experience in the major. Normally, a student will complete the project during the senior year. It draws on previous course work and study and should expand the student's horizon in computer science and develop his or her thinking skills. The idea should come from the student, but lists of project ideas developed by the computer science faculty are available, and other sources may be used. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of computer science beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor, and the department chair. *Prerequisite: Consent of mentor and department chair.*

COSC 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisite: Admission to the Internship Program and approval of the academic adviser and department chair. (See Internships under Academic Policies section.)* Credit/No Credit grading.

COSC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a computer science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract before registration. (See "Independent Study" under the "Academic Policies" section.)

Democracy Studies

The goal of the democracy studies area (DMST) is to help students explore and critically examine the foundations, structures and purposes of diverse democratic institutions and practices in human experience. Democracy studies combines a unique appreciation of Maryland's democratic roots at St. Mary's

City with contemporary social and political scholarship, to better understand the value of democratic practices to human functioning and the contribution of democratic practices to a society's development. The primary goal of the program of study is to provide students with a deeper understanding of how democracies are established, instituted and improved.

Any student with an interest in pursuing the cross-disciplinary minor in democracy studies should consult with the study area coordinator or participating faculty member. Students are encouraged to declare their participation and intent to minor in the area as soon as possible, and no later than the end of the first week of the senior year.

Degree Requirements for the Minor

To successfully complete the cross-disciplinary minor in democracy studies, a student must satisfy the following requirements, designed to provide the depth and breadth of knowledge consistent with the goals of the field:

1. General College requirements
2. All requirements in a major field of study
3. At least 22 credit-hours in courses approved for democracy studies, with a grade of C- or higher, including:
   a. HIST 200 (U.S. History, 1776-1980) or HIST 276 (20th Century World) or POSC 262 (Introduction to Democratic Political Thought)
   b. Three 300-400 level courses from at least three different disciplines cross-listed in democracy studies (12 semester- hours).
   c. As part of a course of study, students must fulfill a senior Civic Engagement Seminar consisting of six credits. The seminar will consist of two credit-hours of DMST 490 in addition to concurrent enrollment in four additional credit-hours of independent study, internship, or directed research that involves participation in civic affairs. This may include, but is not exclusive to, work with or research on local, state, and federal government, Historic St. Mary's City, grassroots organizing, public affairs, media, non-governmental organizations, and international affairs that provide a glimpse into the workings of democratic society. (Students who plan to study abroad may enroll in this course prior to study abroad or upon return, provided there is an action plan for the civic affairs component.) Students must receive permission from the instructor before registering for the seminar.

Courses taken for the minor should form a cohesive program and be selected in consultation with a faculty adviser from democracy studies.

A complete list of approved current offerings will appear in the online "Schedule of Classes." Regularly offered approved courses in democracy studies include the following:

History:

HIST 200 American Civilization (4E)
HIST 276 Twentieth-Century World History
HIST 317 In Our Times: 1945-Present (4AF)
HIST 324 Women in Modern Western History (4AS)
HIST 328 British History to 1688 (4AF)
HIST 329 British History Since 1688 (4AS)
HIST 334 Europe in War and Revolution (4F)
HIST 371 Rise of Modern America (4AS)
HIST 375 The American Revolution (4A)
HIST 381 History of Ancient Greece and the Hellenistic World (4AS)
HIST 382 History of the Roman Republic and Empire (4F)
HIST 384 Medieval Europe (4AF)
HIST 386 The Age of the French Revolution (4AF)
HIST 400 Comparative Slave Systems in the Americas (4AF)
HIST 415 Topics in U.S. History (4E)
HIST 431 Early American Political Thought (4A)
HIST 461 Gender in Latin American History (4AS)

Political Science:

POSC 262 Introduction to Democratic Political Thought (4F)
POSC 303 Law, Courts and Judges (4AF)
POSC 314 Voting and Legislatures
POSC 316 Religion (2S)
POSC 333 Asian Politics (4AF)
POSC 341 The American Presidency (4AS)
POSC 348 Parties and Elections (4AF)
POSC 351 Constitutional Law I (4AF)
POSC 352 Constitutional Law II (4AS)
POSC 405 Democratization (4AS)

POSC 461 Studies in American Politics (4S)

Sociology:

SOCI 329 Sociology of War and Peace (4AF)
SOCI 341 Eastern European Societies (4AF)
SOCI 347 Sociology of Race and Ethnicity (4AF)
SOCI 365 Social Stratification (4AS)

Anthropology:

ANTH 313 African-American Colonial Culture (4AF)
ANTH 348 African-American Culture (4AS)

Economics:

ECON 363 Political Economy (4F)
ECON 372 Economics of Developing Countries (4AF)

Philosophy:

Phil 410 Social and Political Philosophy (4A)

Students may pursue a St. Mary's Project in democracy studies with the permission of their major department and with the agreement of a participating faculty member in democracy studies. Project credit (eight hours) does not apply toward fulfillment of the requirements for the minor in democracy studies.

DEMOCRACY STUDIES COURSES (DMST)

DMST 490. Seminar in Civic Engagement (2)
This course will provide students with an overview of the major issues of democratization. This two-credit course represents the capstone class for the minor in democracy studies. Concurrent with the class, students must be enrolled in four additional credits of independent study, internship, or directed research that involves participation in civic affairs. *Prerequisite: Permission of the instructor.*

DMST 493/494. St. Mary's Project in Democracy Studies (1-8E)
This project, which takes many forms, draws on and extends knowledge, skills of analysis and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentation, or other means. This course is repeatable up to eight credit-hours. *Pre- or co-requisite: Approval of faculty mentor, democracy studies coordinator, and the department chair(s) of the student's major.*

DMST 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a democracy studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

DMST 398, 498. Off-Campus Internship (4-16E)

A variety of off-campus experiential learning opportunities can be arranged through the director of internships and study abroad. The off-campus internship is a individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: admission to the Internship Program and approval of the democracy studies coordinator.* (See "Internships" under "Academic Policies" section.) Credit/No credit grading.

THE DESOUSA-BRENT SCHOLARS PROGRAM

The DeSousa-Brent Scholars Program challenges a talented and diverse group of select students through specially designed courses to increase their successful transition to St. Mary's College of Maryland by further developing the skills necessary for high achieving students in an honors college. Participants have accepted an invitation to join a cohort and associate themselves with a larger group of campus leaders.

The program has a summer component and a two-semester seminar. The extended weekend summer program provides students with the opportunity to gain confidence in their transition from high school to college through interaction with faculty, staff, student mentors

and other program participants. The goals of the summer component include developing a campus support system; understanding the benefits of collaboration with others; determining strategies for success both inside and outside of the classroom; and familiarizing themselves with basic technological tools to assist in self-management and academic success.

The year-long leadership seminar (two credits each semester) begins in the fall semester by focusing on developing a community within the larger campus community. Participants gain knowledge about the academic culture at St. Mary's, the values of a liberal arts education, theories on identity development, and the critical and creative thinking skills to succeed in academia with optimal success. The academic material in the second semester seminar explores the nature of leadership, its relationship to power and the application to service. Once students have successfully completed the two-semester seminar, they are eligible to apply to serve as DeSousa-Brent Mentors.

DESOUSA-BRENT SCHOLARS COURSES (DBSP)

DBSP 101. Academic and Leadership Seminar I (2F)
This course examines the transition to the honors college through critical study on academic culture, liberal arts education, regional history, theories of ethnic identity development, critical and creative thinking and a review of study skills and campus resources. Each student participates in an approved diversity experience.

DBSP 102. Academic and Leadership Seminar II (2S)
This course explores the nature of leadership, styles of leadership and how leadership and power intersect with each other and with service. Each student participates in a service project during the semester. Participation on DBSP 101 is preferred but not required.

DBSP301. Desousa-Brent Mentor (2F)
This course is designed for two students for each section of DBSP 101. Students serve as mentors and learning assistants for both the summer program and the fall seminar. They act as role models for scholars and serve as resource persons both in and out of class. Specifically, DeSousa-Brent Mentors assist with adjustment issues to college and to college-level work. They will assist with individual conferencing, provide guidance for presentations and diversity projects, read the seminar course material, read articles on teaching first-year students, and maintain journals throughout the semester. A reflection paper on the experiences with the course, the concepts of teaching and learning in relation to their role and the benefits of the seminar to students will serve as the culminating project. *Prerequisites: DBSP 101, DBSP 102, and successful completion of the application process.*

DBSP 302 DeSousa-Brent Mentor (2S)
This course is designed for two students for each section of DBSP 102. Students serve as mentors and learning assistants for the spring seminar. They act as role models and serve as a resource persons both in and out of class. Specifically, DeSousa-Brent Mentors continue to monitor the academic progress of students in their section. They assist with conferencing, plan and participate in program activities, coordinate panelists for panel discussions, design a service project for the course or approve individual service projects, read course material, and maintain journals throughout the semester. A reflection paper on what they have learned about leadership (including leadership of their peers), their experiences of and beliefs concerning intersections of leadership, power and service. *Prerequisites: DBSP 101, DBSP 102 and successful completion of the application process.*

DRAMATIC ARTS

See Theater, Film, and Media Studies on page 199.

ECONOMICS

Economics is the study of the process through which individuals and societies solve a particular human problem: How to ensure that limited resources are put to their highest and best use. Economists research a variety of subjects related to this particular problem, including unemployment, technological change, poverty, environmental quality, and international trade.

Two trends in the modern economy are given special emphasis in the economics major. First, for the last two centuries there has been a trend in the global economy toward the use of indi-

vidual choice through markets as the process for dealing with this basic human problem of resource use. Second, there is an increasing economic integration among the world's economies as global trade in international markets becomes extensive.

The 21st century will see a continuation of the spread of markets as the organizing mechanism of economic activity throughout the world. The economics major focuses on how markets serve this function and analyzes what policies are needed for them to serve it effectively. With this focus, the economics major is structured to assist students in gaining a systematic introduction to the theoretical and empirical techniques of economics. Since many areas of economics have broad social implications, the major also provides the opportunity to study economics as a social science and to discover the interrelationships which economics has with other disciplines.

Economics is primarily an analytical discipline. Therefore, the economics major begins with a core of theory and research methods that students will need in order to analyze economic problems.

Students will then work on economic problems by choosing from options in the areas of economic and social policy, economic theory and applications, global economic issues, and business economics. Students complete the major through their participation in a senior experience seminar or their production of a St. Mary's Project. The goals of the major are to provide students with a framework for understanding and evaluating the operation of the United States and other economies, to assist them in the formation of intelligent, informed, and critical judgments on economic issues of public and private concern, and to empower them to have a solid foundation of economic knowledge that will enable them to be lifelong learners.

A major in economics provides a suitable basis for careers in business, government and international agencies, law, teaching, public service, and journalism. It also offers the introductory stage for students interested in graduate work in economics or business. As the economy of the 21st century will require knowledgeable workers who can function in information-based organizations, courses in the economics major stress the use and application of information technology.

Members of the economics faculty will advise each student on the composition of an appropriate program, given the individual's interests and objectives. Any student considering a major in economics is urged to consult with a member of the economics faculty as early as possible. Members of the economics faculty are committed to mentoring students in the development of their own ideas in the initiation and realization of St. Mary's Projects.

Graduate School Preparation

Students who are considering graduate study in economics are strongly advised to take coursework in mathematics and statistics beyond those required for the major. ECON 425 and MATH 151, 152 and 255 are essential for graduate study; MATH 256 and 312 are recommended as well.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in economics, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. Forty credit-hours of coursework carrying economics credit and distributed as follows:
   a. Theory core: 12 credits consisting of
      ECON 101: Introduction to Economics
      ECON 251: Intermediate Macroeconomics
      ECON 252: Intermediate Microeconomics
   b. Analytical skills: four credits consisting of
      ECON 253: Economic Statistics
   c. Twenty-four credit-hours of economics at the 300-level with at least one chosen from each of the following options:

      Economic and Social Policy: Courses in this option have a common theme of public policy research applications of economics.
      ECON 316: Economics of Race and Gender
      ECON 325: Urban Economics and Urban Issues
      ECON 350: Environmental Economics

ECON 354: Natural Resource Economics
ECON 355: Labor Economics

Economic Theory and Application: Courses in this option use advanced techniques in economic theory and are recommended for graduate study in economics.
ECON 356: International Economics
ECON 359: Public Sector Economics
ECON 363: Political Economy

Global Economic Issues: Courses in this option provide an international and comparative perspective of economic analysis.
ECON 318: International Finance
ECON 360: Comparative Economic Systems
ECON 372: Economics of Developing Countries
ECON 373: East Asian Economies

Business Economics: Courses in this option apply the economic approach to business.
ECON 333: Management Science
ECON 342: Analyzing Financial Data
ECON 351: Industrial Organization and Regulation
ECON 353: Corporation Finance
ECON 357: Money and Banking

Students with an interest in business economics are urged to take ECON 209: Business Law; ECON 230: Marketing; ECON 240: Principles of Management; ECON 250: Principles of Accounting

3. Senior Experience: The objectives of the courses in this requirement are to give students a way to build on the theory and methods of economics learned during the first three years, to allow students to gain expertise in the area they choose to study, and to improve their research and writing skills. Students must choose at least one of the following courses (students coming under catalog years 1999-2000 and 2000-2001 may not use the course chosen to fulfill this requirement to satisfy requirement 2c.):

   ECON 400: Introduction to Mathematical Economics
   ECON 405: The History of Economic Thought
   ECON 412: U.S. Economic and Business History
   ECON 425: Econometrics
   ECON 459: Senior Seminar in Economics
   ECON 493/494 (An eight-credit-hour St. Mary's Project in economics or other major may fulfill the senior experience with the permission of the chair of the Economics Department)

4. The 44-48 (48 if pursuing the St. Mary's Project option) credit-hours of major requirements may include field experience and independent study approved by the department chair.

5. Students must earn a minimum grade of C- in all required economics courses and maintain an overall GPA of 2.0 or better in these courses.

The following model is suggested as a possible basic program to satisfy requirements for the major in economics:

First Year:
ECON 101, one other 200-level course in the major, and the Core Curriculum requirement in Mathematics.

Sophomore Year:
200-level courses in the Core requirements, and one upper-division course in the major.

Junior Year:
Two or three 300-level courses in economics.

Senior Year:
Two or three 300- or 400-level courses in economics to complete the discipline requirements or completion of the St. Mary's Project.

Degree Requirements for the Minor

To earn a minor in economics a student must satisfy the following requirements:

1. Completion of Core Curriculum requirements.

2. At least 24 credit-hours in economics:

   a. Required Courses (12 Credits)
      ECON101: Introduction to Economics
      ECON251: Intermediate Macroeconomics
      ECON252: Intermediate Microeconomics

   b. Elective Courses (12 Credits). Three other 4-credit economics courses, two of which must be at the 300 or 400 level.

3. A grade of C- or better must be received in each course of the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

Faculty

Barbara Beliveau, Alan Dillingham, Asif Dowla, Andrew F. Kozak (department chair), Joan Poor, Ranajoy Ray-Chaudhuri, Russell M. Rhine, Kristen Sheeran, Donald R. Stabile, Michael Ye

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ECONOMICS COURSES (ECON)

ECON 101. Introduction to Economics (4E)
A study of the functioning of market economies, with emphasis on the United States, including such topics as national income and employment, supply and demand analysis, and economic policy. This course satisfies the Core Curriculum requirement in Social Sciences. *NOTE: ECON 101 is a prerequisite for all economics courses.*

ECON 209. Business Law (4F)
Legal rights and responsibilities in ordinary business transactions. Formerly offered as ECON 367. *Prerequisite: ECON 101.*

ECON 230. Marketing (4E)
A study of the strategic function of marketing as the process by which goods and services are distributed to consumers by business in an environment of individual consumer choice. Provides an analysis of product development, pricing strategies, promotional efforts, and distribution systems within the context of an increased awareness of the need for all business functions to provide for the satisfaction of the consumer. Formerly offered as ECON 365. *Prerequisite: ECON 101.*

ECON 240. Principles of Management (4E)
A study in the methods for attaining effective management of business and non-business organizations. The task of management is to make the members of an organization work well together. Emphasis in this course is on the recognition of objectives to guide the organization in the process of planning, organizing, directing, and controlling its operations. Formerly offered as ECON 352. *Prerequisite: ECON 101.*

ECON 250. Principles of Accounting (4E)
Basic principles of financial accounting for recording, classifying, summarizing, reporting, and interpreting financial data. The accounting cycle is presented using the double-entry system for all three forms of business, including sole proprietorships, partnerships, and corporations. *Prerequisite: ECON 101.*

ECON 251. Intermediate Macroeconomics (4E)
Macroeconomics is the study of the economic performance of the national economy as measured by employment, national income, inflation, and growth. It analyzes efforts to influence these measures with monetary and fiscal policy, with an emphasis on contemporary occurrences. *Prerequisite: ECON 101.*

ECON 252. Intermediate Microeconomics (4E)
Microeconomics is the study of how households and businesses interact in the marketplace as consumers, producers, and workers. It analyzes supply, demand, and price determination in markets, consumer behavior, the operation of the firm in competitive and monopolistic markets, and the determination of wages. *Prerequisite: ECON 101.*

ECON 253. Economic Statistics (4E)
This course covers techniques of descriptive and inferential statistics and their applications to economics. Related topics such as index numbers, time series, and forecasting are also covered. The course emphasizes the use of computer software to solve statistical problems. *Prerequisite: ECON 101.*

ECON 316. The Economics of Race and Gender (4S)
Economic outcomes differ according to race and gender. This course investigates the economic experiences of women and minorities in the U.S. economy to provide a thorough understanding of the economic constraints facing diverse groups in the economy. This course

introduces students to the analytical approaches used by economists to critically assess the causes and consequences of gender and racial differences in earnings, labor force participation, occupational choice, and the division of labor within the home. The impact of economic institutions and policy on the economic behavior of women and minorities is emphasized. *Prerequisite: ECON 101.*

ECON 318. International Finance (4F)
This course looks at the theories and realities of globalization and the evolution of the international financial system. Some of the topics that we will touch upon are exchange rates and exchange rate regimes, currency markets, contracts, parity conditions, international bond and equity markets, balance of payments, multinational corporations and international debt. *Prerequisites: ECON 101 and ECON 252.*

ECON 325. Urban Economics and Urban Issues (4AS)
The purpose of this course is to bring about a better understanding of the dynamics involved in the evolution of urban economies. Using the foundations of microeconomic theory, the course examines not only the socioeconomic forces underlying urban areas, but also the relationship between these forces and the policies that local governments implement in order to provide the goods and services we demand. *Prerequisites: ECON 101 and ECON 252.*

ECON 333. Management Science (4AS)
This course explores the basic applied techniques of management decision-making such as optimization, decision and risk analysis, materials management, distribution network models, waiting line models, and forecasting. The use of case studies and computer applications is emphasized. *Prerequisites: ECON 101, ECON 252, and ECON 253.*

ECON 342. Analyzing Financial Data (4S)
Examines the sources and availability of financial data and explores the use of financial data to evaluate corporate performance and evaluate investment strategies. Topics will include ratio analysis, risk, measurement, and forecasting methods. *Prerequisites: ECON 101, ECON 353 or permission of the instructor.*

ECON 350. Environmental Economics (4E)
Focuses on the problems of environmental degradation and on the role of economic incentives, in both causing and correcting these problems. U.S. environment policies on air, water, and toxic substances are analyzed, using the economic concepts of efficiency, costs, and benefits. *Prerequisite: ECON 101.*

ECON 351. Industrial Organization and Regulation (4AS)
This course looks at the structure and behavior of the industries in an economy. In particular, it is concerned with pricing, investment, regulation, and strategic behavior in industries that are not perfectly competitive. *Prerequisites: ECON 101, ECON 252.*

ECON 353. Corporation Finance (4E)
Examines the legal basis for the corporation and the instruments used to establish and finance its growth. Investigates the types of securities used by corporations to raise funds in terms of their risk level. Emphasis on solutions of financial policy faced by corporate financial managers. *Prerequisites: ECON 101, ECON 252, and ECON 253.*

ECON 354. Natural Resource Economics (4S)
Explores issues related to the use of both renewable and nonrenewable resources, including energy, forests, fisheries, and water. Emphasizes the use of economic techniques in assessing optimal resource use, resource pricing, and resource policy. *Prerequisite: ECON 101.*

ECON 355. Labor Economics (4F)
An economic analysis of labor markets. Topics include wage determination, human capital models, human resource management, and collective bargaining. *Prerequisites: ECON 101 and ECON 252.*

ECON 356. International Economics (4S)
A study of the basis for world trade; commercial and financial policy, particularly of the United States; foreign exchange markets and open economy macroeconomics. *Prerequisites: ECON 101, ECON 251, and ECON 252.*

ECON 357. Money and Banking (4E)
An introduction to the history of money and banking institutions, and the development of monetary theory, with emphasis on current controversies. Analysis of the Federal Reserve System and its control of money and credit as part of its effort to influence economic stability and inflation. *Prerequisites: ECON 101 and ECON 251.*

ECON 359. Public Sector Economics (4F)
Public sector economics is the study of how government policy, in particular tax and expenditure policy, affects the allocation of resources

and the distribution of income. Using the foundations of microeconomic theory, important government activities in the areas of social welfare and social insurance are evaluated in terms of their impact on the welfare of citizens, both individually and collectively. *Prerequisites: ECON 101, ECON 251, and ECON 252.*

ECON 360. Comparative Economic Systems (4S)
Principles, theories, and institutions for economic decision-making under capitalism, socialism, communism, and mixed systems; comparison of selected countries. Problems of countries in transition to a market economy will also be discussed. *Prerequisite: ECON 101.*

ECON 363. Political Economy (4F)
This course introduces students to the major theoretical perspectives in political economy. Political economy explores the relationships between the economic system and its institutions to society. Its emphasis upon context, conflicting interests, social change, and collective behavior permits a broad focus for economic analysis that includes issues such as equity, ideology, political power, and social institutions. A political economy perspective is critical for understanding critiques of the current economic system, as well as contemporary economic issues, such as the distribution of income and wealth, the role of competing interest groups in the formation of economic policy, economic globalization, and the provision of public goods. *Prerequisites: ECON 101, ECON 251, ECON 252 or consent of the instructor.*

ECON 372. Economics of Developing Countries (4F)
A multidisciplinary approach to the analysis of factors responsible for the poverty and underdevelopment of developing countries. *Prerequisite: ECON 101.*

ECON 373. East Asian Economies (4S)
The course provides an economic framework to analyze the process of East Asian development since the end of World War II. The roles of culture, religion, education, history, and politics in the economic transformation of this region are examined. Contemporary issues, such as the environment, labor practice, and public policy, are also covered. *Prerequisite: ECON 101.*

ECON 400. Introduction to Mathematical Economics (4AF)
This course provides an introduction to the use of mathematics in the solution of economic models. In particular, the techniques of linear algebra and calculus are incorporated into standard micro- and macroeconomic models to calculate either equilibrium or optimal values. *Prerequisites: ECON 101, ECON 251, ECON 252, and MATH 151 or consent of the instructor.*

ECON 405. The History of Economic Thought (4AF)
The development of economic thought from medieval times to the present. Emphasis will be placed on the ideas of the great economists, such as Adam Smith, Thomas Malthus, David Ricardo, Karl Marx, John Stuart Mill, Alfred Marshall, Thorstein Veblen, and John Maynard Keynes. *Prerequisites: ECON 101, ECON 251, and ECON 252, or consent of the instructor.*

ECON 412. U.S. Economic History (4AS)
A study of the development of the United States economy from colonial times to the present. Emphasis will be on the factors that brought about the rise of a continental economy, the shift from agricultural to industrial production, and attempts at democratic control of economic policies. Application of economic techniques to such historical issues as tax policy, slavery, and the regulation of business. *Prerequisite: ECON 101.*

ECON 425. Econometrics (4S)
The course is an introduction to the development, from economic theory, of statistical and mathematical techniques that are used to estimate economic relationships. Computer applications are widely used in the course. *Prerequisites: ECON 101, ECON 251, ECON 252, and ECON 253, or consent of the instructor.*

ECON 459. Senior Seminar in Economics (4E)
Topics vary with interest of faculty. May be repeated for credit with consent of the instructor. *Prerequisites: ECON 101, ECON 251, and ECON 252, or consent of the instructor.*

ECON 493-494. St. Mary's Project in Economics (1-8E)
The St. Mary's Project in economics is a two-semester experience. Students initiate the project, identify an area to be explored, and propose a method of inquiry appropriate to the topic. A faculty mentor supervises the project research. The objectives of the St. Mary's Project in economics are to furnish a vehicle for students to build on the theory and methods of economics learned during the first three years, to allow students to gain a high degree of expertise in the particular topic area they choose to

study, and to improve student research skills in organizational and planning competency, writing ability, and oral communication. The project must be shared with the College community through posters, presentations, or other means.

ECON 398, 498. Off-Campus Internship (8-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually-designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair.* (See "Internships" under the "Academic Policies" section.) Credit/No credit grading.

ECON 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by an economics faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

Educational Studies

This department does not award an undergraduate degree in a major, but offers a minor in educational studies and supports the Master of Arts in Teaching Program (see page 211).

The Teacher Education Program

For students who wish to pursue a career in K-12 education, a liberal arts curriculum offers a distinct pathway to this goal. In keeping with the tradition of the liberal arts experience, it is not possible for students to earn majors in this field of study, but rather achieve the status of a masterful teacher through a combination of pursuits. At St. Mary's, this combination is represented by two distinct phases: earning a minor in educational studies at the undergraduate level and pursuing certification in the Master of Arts in Teaching (M.A.T.) graduate program. However, it is also important to note that the minor in educational studies is not exclusive to students who wish to matriculate into the St. Mary's M.A.T. program.

Minor in Educational Studies

The minor in educational studies is comprised of six (6) courses that offer a basic knowledge of many of the study areas implicated in the teaching and learning process. Though these courses represent most of prerequisite courses for the St. Mary's M.A.T. program (see the following section for further information on the M.A.T.), this minor is also recommended for students who are interested in pursuing careers related to education, but do not necessarily plan to teach in K-12 settings. The courses within the minor may be completed in any order, though it is important to acknowledge that some of the courses have prerequisites that are not implicated in the minor requirements. This minor is not open to students who are majoring in human studies.

The minor in educational studies is required for students who wish to pursue the M.A.T. program at St. Mary's, but because these courses are not the only requirements for admission to the M.A.T. program, the successful completion of this minor does not guarantee that a student will be admitted to the program. Students who transfer three or more of the courses from outside institutions are not eligible to earn this minor, but they are not excluded from or otherwise placed at a disadvantage for applying to the M.A.T. program. Students who transfer one or two courses that are not awarded the same credit equivalencies as the comparable St. Mary's course do need to make up these credits to earn the minor by taking other education-related undergraduate courses; these courses include those not listed in the minor. There are also specific content courses required for teacher certification in Maryland. Students who are considering the M.A.T. should meet with their department chair and/or an educational studies adviser about course selection. For a complete list of these courses, and additional information about the St. Mary's course equivalencies for St. Mary's educational studies courses, please contact the department chair.

Degree Requirements for the Minor

To earn a minor in educational studies, students are required to satisfy all of the following requirements, so as to ensure the requisite depth, breadth, and mastery of the study area.

There are also specific content courses required for teacher certification in Maryland. Students who are considering the M.A.T. should meet with their department chair and/or an educational studies adviser about course selection.

1. General College Requirements (see "Curriculum" section.)
2. All requirements in a major area of study.
3. At least 22 credit-hours, as comprised through the successful completion of the six following courses, with a minimum earned grade of C- in each course, but with a combined minimum GPA of 3.0:
   a. EDUC 204: Reflective Practices in Educational Studies (3 credits)
   b. EDUC 206: The Child in America (4 credits)
   c. EDUC 296: Language Acquisition and Phonemic Awareness (3 credits)
   d. EDSP/PSYC 336: Exceptionality: Introduction to Special Education (4 credits)
   e. EDUC/PSYC 368: Educational Psychology (4 credits)
   f. A course with a developmental focus chosen from one of the following three:
      1) PSYC 331: Infant and Child Development (4 credits)
         This course is recommended for students who wish to pursue early childhood/elementary certification
      2) PSYC 333: Adolescence (4 credits)
         This course is recommended for students who wish to pursue secondary certification
      3) PSYC 230: Lifespan Development
         This course is recommended for students who wish to pursue K-12 certification in Art, Music, or Theater.

ENGINEERING — DUAL-DEGREE PROGRAM WITH UNIVERSITY OF MARYLAND-COLLEGE PARK

See the physics major on page 164.

ENGLISH

Literature is a treasury of our cultural heritage and an expressive human creation embodying both beauty and knowledge. Close examination of literature improves our thought and our use of language, enhances our understanding of past and present, and provides insight into our interior lives. So, too, does the practice of accurate and carefully crafted writing. Consequently, the English major at St. Mary's is designed so that students will read a broad historical and cultural range of literatures and develop a variety of writing skills.

By graduation, a student majoring in English should:

1. Read and write clearly, effectively, and perceptively;
2. Be familiar with the basic historical and cultural background of literature written in English, including influential historical events, ideas, literary movements, genres, authors, and texts;
3. Understand how language is used in a range of literary texts;
4. Make connections among literary texts within and across historical periods, national literatures, cultural groups, and formal categories; and
5. Appreciate how literature and writing are vital to living a full and meaningful life.

To achieve these goals, the English program begins with three required literature-in-history surveys, as well as 200-level elective writing courses. In the surveys, students encounter influential writers, works, and ideas, which provide necessary background knowledge for further study of writing and literature. At the 300-level, students define their individual course of study by taking "Methods of Literary Study" and more specialized literature and writing classes. During their senior year, students make use of the knowledge and skills learned in previous courses by choosing to do a St. Mary's Project or by taking additional advanced coursework. Within this overall framework, faculty advisers help each student select courses that will best meet his or her interests, needs, and goals.

With its stress on clarity of thought and expression, and its focus on choices within the

program, the English major provides an excellent foundation for a meaningful liberal arts education as well as a strong preparation for a variety of careers that require analytic rigor and clear, precise communication. The English major also provides the basis by which students can enrich their lives through an ongoing contact with stimulating authors, evocative language, and significant ideas.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in English, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major

2. The English major requires a minimum of 44 credit-hours of coursework, consisting of a. a 16-hour core, b. 24 hours of electives, and c. a 400-level seminar.

   Students may also opt to undertake an SMP in lieu of eight credits of their elective coursework.

   Students must earn a grade of C- or better in each course counted towards the major, and maintain an overall GPA of at least 2.0 in these courses.

   a. Core (16 credit-hours):

      1) 12 credits: three courses that examine literature historically, primarily within English-speaking communities:

         ENGL 281: Literature in History I: The Beginnings through the Renaissance

         ENGL 282: Literature in History II: The Rise of Anglo-American Literature 1700-1900

         ENGL 283: Literature in History III: Twentieth-Century Voices.

      2) 4 credits: ENGL 304: Methods of Literary Study

   b. Electives (at least 24 credit-hours, of which 16 must be at the upper level):

      1) Additional coursework may be selected from the following offerings; please note that ENGL 101 and ENGL 102 may not be counted towards the major. Course content and focus will vary. The subject matter for the semester will be announced in the online "Schedule of Classes" prior to registration. Any of these courses, with the exception of ENGL 106 and ENGL 270, may be repeated for credit provided the majority of the content is different. Students should consult the English Major's Handbook for more detail and plan their courses carefully over the long term in consultation with an adviser in English.

ENGL 106: Introduction to Literature
ENGL 201: Advanced Composition
ENGL 230: Literary Topics
ENGL 235: Topics in Literature and Culture
ENGL 270: Creative Writing
ENGL 350: Studies in Language: Historical, Linguistic, and Rhetorical Contexts
ENGL 355: Studies in British Literature
ENGL 365: Studies in American Literature
ENGL 380: Studies in World Literature
ENGL 390: Topics in Literature
ENGL 395: Topics in Writing
ENGL 400: Studies in Genre
ENGL 410: Studies in Authors
ENGL 420: Studies in Theory
ENGL 430: Special Topics in Literature
ENGL 493/4: The St. Mary's Project
INTL 110, 210, 310, or 410: Intensive Poetry Writing Workshop in England
INTL 115, 215, 315, or 415: Shakespearean Studies in England

      2) Elective coursework in the major may also include the following:

         a. Up to four credit-hours of guided readings, independent study, or off-campus internships.

         b. Up to eight credit-hours of approved classes originating in other departments. The current list of approved courses includes:

            ANTH 352: Topics in Anthropology (selected topic only): Cultural Journalism

            HIST 393: St. Petersburg: History, Myth, Memory

            HIST 435: Topics in European History (selected topic only): World War II in Russian Culture

HIST 447: History of Russian and Soviet Cinema

HIST 455: Topics in Asian, African, or Latin American History (selected topic only): Chinese Film and History

HIST 475: Topics in Comparative, Thematic, or Global History (selected topic only): Mass Culture and the Creation of the Modern

ILAS 206: Introduction to Latin American Literature in Translation

ILAS 350: Latin American Cinema

Any upper-division literature class in ILCC, ILCF, ILCG, ILCS, or ILCT

ILCT 106: Introduction to World Literature

ILCT 293: Introduction to Cultural Studies

ILCT 300: Introduction to Linguistics

TFMS 106: Introduction to Dramatic Literature

TFMS 210: Japanese Performance Traditions

TFMS 220: Introduction to Film and Media Studies

TFMS 221: Film and Media Production Modes

TFMS 225: Topics in Film and Media (selected topics only; check with Chair for approval)

TFMS 326: World Cinema

TFMS 300: Modern Theater

TRMS 310: Shakespeare

TFMS 315: Japanese Film

TFMS 320: Film History

TFMS 325: Documentary Practices

TFMS 346: Screenwriting

TFMS 420: Mediated Bodies

TFMS 425: Advanced Topics in Film and Media (selected topics only; check with Chair for approval)

Experimental and special topics classes may also be added to this list on a term-by-term basis, and so designated in the "Schedule of Classes."

c. The 400-level Seminar (4 credit-hours):

All English majors must complete, in their junior or senior years, a 4-credit 400-level ENGL seminar (400, 410, 420, or 430) not used to satisfy any other requirement for the major.

Guided readings, independent studies, internships, and courses originating in another department may not be used to fulfill the Senior Seminar requirement.

The St. Mary's Project

All students may apply, in the spring of their junior year, to undertake a St. Mary's Project (SMP). Projects approved by the department will receive eight hours of elective credit to be counted towards the major. Application deadlines and procedures will be announced each spring. Students wishing to begin their SMP mid-year should consult with the department chair. Students contemplating an SMP in another discipline may petition the department to accept this work for elective credit towards their major. All such petitions must be received by the end of Exam Week the semester prior to the commencement of the intended project. See the English Majors' Handbook for more details.

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

Faculty

Karen L. Anderson, Robin R. Bates, Jennifer Cognard-Black, Katherine R. Chandler, Elizabeth Charlebois, Ben A. Click, Jeffrey Lamar Coleman, Ruth P. Feingold (department chair), Jerry Gabriel, Jeffrey A. Hammond,

Colby D. Nelson, Brian P. O'Sullivan, Donna Richardson, Bruce M. Wilson, Christine A. Wooley.

ENGLISH COURSES (ENGL)

Placement in Composition Courses
A placement exam in English composition, administered by the English Department and scored holistically by trained readers, is the primary means used to determine placement of students into English 101 or English 102. The test is a timed writing assignment generally completed during Orientation for new students.

ENGL 101. Introduction to Writing (4F)
This course introduces students to college-level discourse and aims to help students improve basic writing skills. The course will emphasize effective processes of composing as well as the qualities of a successful written product. Instruction is conducted through journal writings, class meetings, small-group sessions, tutorial sessions, and individual conferences. It will also include work on grammar, sentence structure, and the writing of paragraphs and essays. Designed to prepare students for ENGL 102, ENGL 101 is not open to students who have received credit for, or are enrolled in, ENGL 102 or 201. Any student who has not taken composition may choose to take ENGL 101, but some students will be assigned to this course on the basis of the English Composition Placement Examination. Students assigned to the course must successfully complete it prior to enrolling in ENGL 102.

ENGL 102. Composition (4E)
In this course, students consider writing as a major tool for discovering what they think, examining these thoughts, communicating them effectively, and generating ideas as they take in new information. This course will generally use peer-group techniques to help develop a sense of audience and purpose. Each section of ENGL 102 will have a primary focus or subject matter determined in advance by the instructor, and students will be introduced to various strategies for refining their thinking by taking their writing through the drafting, crafting, editing, and polishing processes. ENGL 102 or CORE 101 are prerequisites to all subsequent English courses; ENGL 102 satisfies the prerequisite requirement in composition when completed with a grade of C- or better.

ENGL 106. Introduction to Literature (4E)
This course is a college-level introduction to methods of interpreting literature and to deeper questions raised by the study of literature. Readings will be drawn from different historical eras and will focus on the similarities and differences involved in reading various genres, including fiction, poetry, and drama. Discussion will also raise such questions as the following: Why does literature take different forms? Are literary uses of language different from other uses of language (scientific or historical or philosophical language, for example), and if so, how? With what assumptions do readers approach literary texts, and how might an examination of these assumptions broaden and deepen our reading experience? How do historical, cultural, and philosophical contexts influence the nature of literary works and how we read them? This course satisfies the Core Curriculum requirement in the Arts. Recommended for non-majors and not required of majors. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 201. Advanced Composition (4S or F)
Courses in this area offer students the opportunity to write in various genres. Common to all courses will be a sustained attention to writing for specific audiences and purposes. In addition, courses will aim at developing the ability to control tone, emphasis, and nuance for effective and—when appropriate—evocative prose style. Content and focus will vary from section to section, but recent offerings have included Writing Arguments, Writing about Literature, and Journalism. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 230. Literary Topics (4S or F)
This course assumes familiarity with and interest in the basic skills and methods presented in ENGL 106, including close textual reading and the writing of literary analyses. A more challenging course than Introduction to Literature, it offers readings that are connected by a common theme, origin, or perspective. Content and focus will vary from section to section, but recent offerings have included American Plays and Playwrights; Science Fiction; Detective Fiction; and Environmental Literature. This course satisfies the Core Curriculum requirement in the Arts. Recommended for both majors and non-majors, but not required of majors. May be repeated for credit if the topic is substantially different. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 235. Topics in Literature and Culture (4A)
This course assumes familiarity with and interest in the skills and methods presented in ENGL 106, including close textual reading and the writing of literary analyses. It aims to examine literary and non-literary representations of the ways race, class, ethnicity, gender, and/or sexuality help shape an individual's world view. Content and focus will vary from section to section, but might include topics such as Mysteries of Identity; African-American Expression; Shakespeare, Sex, and Gender; and American Slave Narratives. This course satisfies the Core Curriculum requirement in cultural perspectives. Recommended for both majors and non-majors, but not required of majors. May be repeated for credit if the topic is substantially different. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 270. Creative Writing (4E)
This course will consider the nature of the creative process, introduce a variety of approaches to creative writing, and help students discover and develop their own imaginative and analytical resources for telling, through fiction and poetry, the stories they have to tell. This course satisfies the Core Curriculum requirement in the Arts. *Prerequisite: ENGL 102, CORE 101, or CORE 301, and one literature course.*

ENGL 281. Literature in History I: The Beginnings through the Renaissance (4E)
Much of what we call English literature owes its origins to the diverse and ancient cultures that created the Greco-Roman and biblical literatures. This course will consist of selected readings of early Western literature chosen from its beginnings in the Homeric epics, Greek tragedies, and the Hebrew Testament; through major works of Christian culture in the Middle Ages, such as Chaucer's *Canterbury Tales* and Dante's *Divine Comedy*; to the revival of classical learning in the Renaissance, embodied in the work of such authors as William Shakespeare and John Milton. The course may examine classical and biblical works in translation, as well as works originally written in English. Always, however, this course will explore something of what early literature in the West tells us about changing notions of the spiritual and the material—of heroism, faith, love, and redemption—and the relationship of these ideals to our world today. This course satisfies the Core Curriculum requirement in the Arts. *Prerequisite: ENGL 102, CORE 101, or CORE 301.*

ENGL 282: Literature in History II: The Rise of Anglo-American Literature (1700-1900) (4E)
The explosion of science and capitalism at the beginning of this era caused fundamental questioning of traditional religious and political ideas. At the same time, Britain was emerging as the world's most powerful colonial force. While focused on the close reading of texts, this course will also explore Enlightenment literature that addresses these political and intellectual developments (including works selected from such writers as Swift, Defoe, Pope, Fielding, Wollstonecraft, and Franklin). Additionally, the course may investigate how English settlers and colonial peoples modified and questioned these Enlightenment ideas. With the rise of revolutionary challenges to the Enlightenment, England and America began to define simultaneously connected and different identities, while also engaging in a more self-conscious literary and philosophical dialogue. Tracing related Romantic ideas in such authors as Blake, Wordsworth, Mary and Percy Shelley, Tennyson, Poe, Emerson, Thoreau, and Dickinson, the course will explore how each country created a distinct culture in an increasingly secular, industrial, and multicultural world. This course satisfies the Core Curriculum requirement in the Arts. *Prerequisite: English 102, CORE 101, or CORE 301.*

ENGL 283. Literature in History III: Twentieth-Century Voices (4E)
The first part of the 20th century, shaped largely by World War I, marks a radical break with the past. Known as the Modernist period, these years saw a flowering of literary and artistic experimentation. Such writers as T.S. Eliot, Ezra Pound, James Joyce, and Virginia Woolf investigated new ways of representing consciousness and subjectivity through stylistic dislocation and fragmentation — innovations echoed in painting, music, theater, and film. World War II and its aftermath are sometimes called the Postmodern period. Writers such as Saul Bellow, Ralph Ellison, Doris Lessing, Toni Morrison, Derek Walcott, Salman Rushdie, and Bharati Mukherjee explored the human condition in an age characterized by the rise of mass and visual culture, the threat of atomic destruction, the disintegration of colonial empires, and increasingly pressing issues of ethnic and national identity. While focusing on close readings of the texts, this course will also study ways in which 20th-century literature has been informed by, and has established, globalism and

nationalism. It will pay attention to literature as history, history as literature, and the role of literature in the community of expressive arts. This course satisfies the Core Curriculum requirement in the Arts. *Prerequisite: English 102, CORE 101, or CORE 301.*

300-LEVEL ENGLISH COURSES

The following 300-level courses are designed to engage students in bringing their developing expertise to a higher level by focusing on a more limited historical or thematic area of study. Students will read a greater cross-section of each writer's works, do more extended comparisons of works among several authors, and ground these readings in more particularized historical, biographical, and cultural contexts. *Prerequisite for all 300-level ENGL courses except 395: ENGL 281, 282, or 283 or, in exceptional cases, permission of instructor. These courses may be repeated for credit as the topic or focus changes significantly.*

ENGL 304. Methods of Literary Study (4E)
This course will introduce students to the complex and dynamic study of literature and literary criticism. Students will be introduced to the methods and discourses of classical and contemporary literary theory and will use these tools to read prose, poetry, and drama in critically informed ways. The techniques of critical thinking, argumentation, and textual analysis that students develop in this course will serve as a vital foundation for further study of literature. The course will also provide an introduction to means and methods of literary research and help students understand the many possible alternative paths of study in the English major, including research projects at the senior level. *Prerequisite is one of the following: ENGL 281, 282, 283, or permission of the instructor. It is recommended that students take the course in their junior year.*

ENGL 350. Studies in Language: Historical, Linguistic, and Rhetorical Contexts (4A)
Course offerings in this area will provide students the opportunity to explore the evolution of the English language; the nature, structure, and modifications of human speech; and the persuasive aspects of language. Content and focus will vary from section to section, but recent offerings have included "The Rhetoric of Humor and Linguistics." *Prerequisite: ENGL 281, 282, 283, or permission of the instructor.*

ENGL 355. Studies in British Literature (4E)

The offerings of this course will provide a historical approach to the study of various designated periods in British literature. Content and focus will vary from section to section, but recent offerings have included Legends of King Arthur; Renaissance Drama; Couples Comedy in the Restoration and 18th Century; The Emerging Novel; The Romantics; Metaphysical Poetry; W.H. Auden and Dylan Thomas; and The Modern British Novel. *Prerequisite: ENGL 281, 282, 283, or permission of the instructor. Recommended: ENGL 281 (for topics before 1700) or ENGL 282 (for topics after 1800).*

ENGL 365. Studies in American Literature (4E)
This course will provide students with a variety of perspectives on American literature by focusing on specific periods, aesthetic movements, and/or developments. Content and focus will vary from section to section, but recent offerings have included Sympathy and Sentiment; The American Road; American Gothic; Realism and Modernism; Making the Nation to 1865; and Environmental Literature after Thoreau. *Prerequisite: ENGL 281, 282, 283, or permission of the instructor. Recommended: ENGL 281 (for topics before 1700) or ENGL 282 (for topics after 1800).*

ENGL 380. Studies in World Literature (4A)
Each version of the course will engage the student in the reading of major works in translation, including works outside what is thought of as the traditional Western canon. Recent offerings have included New Testament Narrative; Modernism and the Noh; Postcolonial Literature; Mythology and Literature; The Tale of Genji; Tolstoy's War and Peace; and Asian Literature. *Prerequisite: ENGL 281, 282, 283, or permission of the instructor.*

ENGL 390. Topics in Literature (4A)
This course will provide an introduction to broad thematic areas of literary study that cross historical, national, and disciplinary boundaries. Content and focus will vary from section to section, but recent offerings have included Contemporary Multicultural Voices; American Film; Poetry in the Contemporary U.S.; Victorians in Text and Film; Adolescence and Film; Landscape and Literature; and American Comedy. *Prerequisite: ENGL 281, 282, 283, or permission of the instructor.*

ENGL 395. Topics in Writing (4E)
Designed to help students deepen their understanding of writing and develop distinctive writing voices, this course will enable students to explore the types of writing in which they are particularly interested. Various offerings of this course will help students develop skills in scholarly and expository writing, journalism, cultural journalism, fiction, poetry, nonfiction prose, autobiographical writing, feature writing, peer tutoring, or the teaching of writing. *Prerequisite: one 200-level writing course or the permission of the instructor.*

400-LEVEL ENGLISH COURSES

These courses are usually conducted as seminars with students and professors sharing the responsibility to prepare and present materials. These courses will build on the knowledge and skills acquired in 300-level classes, allowing students to read widely and deeply in a more specialized area of study and to write using more sophisticated research and theoretical techniques. Students may be asked to turn their attention to a highly focused topic, such as the study of an individual author or a particular decade; or they may be asked to broaden their approach and concentrate on a theme, genre, or idea as it is manifested in several historical periods or across national boundaries. The writing projects will generally involve considerable research outside of the texts read in class. Prerequisites for all 400-level courses: ENGL 304 and one 300-level literature course or the permission of the instructor. These courses may be repeated for credit if the topic or focus changes significantly.

ENGL 400. Studies in Genre (4A)
This course will engage students in exploring the conventions and forms of expression integral to one or more genres, including poetry, fiction, nonfiction prose, drama, and film. Content and focus will vary from section to section, but recent offerings have included The Female Coming-of-Age Novel and Film Genres. *Prerequisites: ENGL 304 and one 300-level literature course or permission of instructor.*

ENGL 410. Studies in Authors (4A)
This course will provide the opportunity for advanced study in the work of a selected author or authors, or a "school" of authors such as the Beat Poets. Recent offerings have included Mark Twain; the Godwins and Shelleys; Dante; Staging Shakespeare; Milton; and Jane Austen. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor.*

ENGL 420. Studies in Theory (4A)
This class will expose students to the advanced study of literary theory. The focus may be on a historical survey or on interpretative strategies such as classical poetics, New Criticism, psychoanalytic interpretation, reader-response, feminist criticism, cultural studies, new historicism, ecocriticism, or rhetorical theory. Recent topics have included Rhetoric and Poetics; Parody and Intertextuality; and The Invention of "Modern" Rhetoric: Richards, Burke, and Perleman. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor.*

ENGL 430. Special Topics in Literature (4A)
Topics and authors will vary each time the course is taught. Recent offerings have included Scream & Shout! American Literature and Music as Social Protest; Books that Cook; Race Passing Narratives; and AngloIndia/IndoAnglia. *Prerequisite: ENGL 304 and one 300-level literature course or permission of instructor.*

ENGL 493/494. St. Mary's Project (1-8E)
The St. Mary's Project in English is designed for students with a definite, large-scale, independent project they wish to accomplish primarily on their own. It is ideal for students who have consistently developed particular interests, who desire to prepare for graduate study or a particular profession such as journalism, or who are ready to take on a substantial creative-writing task. The project draws on and extends knowledge, analytical skills, and creative achievement developed through previous academic work. By the end of his or her junior year, the student should initiate the project, identify an area to be explored, propose a method of inquiry and/or process of work appropriate to the project, and, in consultation with the English faculty, determine a mentor who will supervise the project. The project should reflect the social context, the body of literature, or the conceptual framework to which it contributes. The project must have a significant English component, but it may be within this discipline, across disciplines, or in an established cross-disciplinary studies option. Supervised by an English faculty mentor, each project is subject to departmental approval. (Please see College guidelines for the St. Mary's Project.) The project must be shared with the College community through a public presentation of some kind. *Prerequisite: Senior standing, approval by faculty mentor and by the English*

Department. Consult faculty mentor for project guidelines.

ENGL 197, 297, 397, 497. Guided Readings (1-2E)
Coherently organized readings under the guidance of an English faculty member in an area of special interest to the student. A reading list and means of evaluation must be formalized in a learning contract prior to registration. *Prerequisites: At least eight credit-hours in English.*

ENGL 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. No more than four credit-hours of internship credit may be applied for elective credit in the English major. Approval by the department chair in English for four credit-hours of credit in English is required. See the English Majors Handbook for guidelines as to which projects may count up to four credits toward the 44 credit-hours in the English major. *Prerequisites: Admission to the Internship Program and approval of the English faculty. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

ENGL 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by an English faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized prior to registration in a learning contract. (See "Independent Study" under "Academic Policies" section.) *Prerequisites: At least eight credit-hours in English, exclusive of ENGL 102.*

Environmental Studies

Environmental studies is broadly defined as the study of nature, including the relationship of humans to the rest of the natural world. Presently, human activities are altering the life systems of our home planet. Species extinction, atmospheric pollution, and loss of ancient forests are common knowledge, as is the planetary impact of human populations and consumption habits. These problems have a biological basis that requires the application of the scientific method to understand them, to discern cause and effects, and to pose scientifically tenable solutions. However, concern for and stewardship of the planet is not solely the purview of the scientist. Our understanding of these issues is impossible without social, cultural, political, ethical, and economic considerations. The work of understanding these trends and forming alternate visions for the future draws upon ideas, information, and insight from disciplines across the curriculum as well as from co-curricular activities.

The goals of the minor are two-fold: 1) to achieve cross-disciplinary perspectives on environmental studies, and 2) to create a community of concern among students and faculty who participate in the study area—a community that encourages learning how to act as well as to understand. Even if no environmental problems existed, students and faculty would study how natural systems function, how the arts and social studies reveal connections between humanity and nature, and how the environment has nurtured philosophical and religious ideas about the place of humans in the universe.

Students electing the environmental studies minor will achieve its goals by: 1) understanding the biological basis for environmental issues by taking either BIOL 100 or 101: "Contemporary Bioscience" with an environmental focus or BIOL 271: "Ecology and Evolution"; 2) expanding this knowledge base and obtaining cross-disciplinary perspectives by enrolling in elective courses from at least three disciplines; and 3) developing fuller awareness of environmental issues as well as fostering community by common enrollment in the Environmental Perspectives course.

Degree Requirements for the Minor

Currently, environmental studies is offered as a minor. To complete a minor in environmental studies, a student must satisfy the following requirements designed to establish the breadth and depth of knowledge consistent with the goals of the environmental studies study area.

1. General College requirements. (See "Curriculum" section.)

2. All requirements in a major discipline of study.
3. At least 22 credit-hours in courses having an environmental focus as specified under a., b., and c. Students must earn a grade of C- or better in each required course for the minor and maintain an overall GPA of 2.0 or better in these required courses:
   a. Two credits of ENST 233: Environmental Perspectives.
   b. BIOL 100 or 101: Contemporary Bioscience with an environmental focus: (See online "Schedule of Classes" for correct section.) or BIOL 271: Ecology and Evolution
   c. Elective courses: 16 credit-hours in courses with environmental studies focus, at least 8 of which must be at the 300-400 level, to be selected from at least three disciplines.

Listed below is a partial list of course offerings with an Environmental Studies focus:

ANTH 302: Food and Culture (4AF)
ANTH 341: Economic and Ecological Anthropology(4AS)
BIOL 316: Tropical Marine Biology (4AS)
BIOL 327: Ecology and Diversity of Maryland Plants (4AF)
BIOL 337: Population/Community Ecology (4AS)
BIOL 432: Limnology (4AS)
BIOL 463: Ecology of Coastal Systems (4F)
ECON 350: Environmental Economics (4E)
ECON 354: Natural Resource Economics (4S)
ENGL 102: English Composition, specific sections (Eee online "Schedule of Classes" for environmental sections.) (4E)
ENGL 106: Introduction to Literature, specific sections (See online "Schedule of Classes" for environmental sections.) (4E)
ENGL 230: Literary Miscellany, American Landscapes, or American Environmental Literature sections (4E)
GEOL 130: Introduction to Geology (4)
PHIL 304: Values Inquiry, Earth Ethics, specific sections (See online "Schedule of Classes" for environmental sections.) (4E)
PHIL 321: Environmental Ethics (4AF)
POSC 461: Studies in American Politics, Seminar on the Environment Section (4S)
SOCI 355: Population Problems (4AS)

Each year the coordinator of the study area and other participating faculty designate certain courses, including new courses, topic courses, and special offerings that will satisfy elective requirements. A complete list of approved current offerings will appear in the online "Schedule of Classes."

Students with an interest in environmental studies are urged to consult with the study area coordinator or participating faculty members. Students are also encouraged to declare their participation in the environmental studies cross-disciplinary study area as soon as possible and no later than the end of the first week of their senior year. It is also suggested that students seek a secondary adviser from the participating faculty.

Because the required biology course provides an ecological basis for environmental studies, students should consider early enrollment in BIOL 100 or 101 with an environmental focus or BIOL 271. Students wishing to pursue their St. Mary's Project in environmental studies may do so with the permission of their major department(s) and with the agreement of an environmental studies faculty member who serves as the project mentor. Project credit does not count as part of the required environmental studies curriculum.

ENVIRONMENTAL STUDIES COURSES (ENST)

ENST 233. Environmental Perspectives (2F)
This course is a survey of environmental perspectives, including the scientific, artistic, economic, political, and philosophical. By providing students with the opportunity to interact with peers and expert guests from various disciplines, the course also fosters community among those interested in the natural world.

ENST 350. Topics in Environmental Studies (4)
Various topics in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in Environmental Studies or permission of the instructor.*

ENST 450. Seminar in Environmental Studies (4)
Various topics in environmental studies are considered in this course, which can vary across disciplines, but be suitable for all students participating in the environmental studies program. The subject matter of the course may vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in Environmental Studies or permission of the instructor.*

ENST 493/494. St. Mary's Project in Environmental Studies (1-8E)
This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentation, or other means. This course is repeatable up to 8 credit-hours. *Pre- or co-requisite: requirement of study area in Environmental Studies. Approval of faculty mentor, environmental studies coordinator, and the department chair(s) of the student's major.*

ENST 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by an environmental studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

ENST 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships and study abroad. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: admission to the Internship Program and approval of the environmental studies coordinator.* (See "Internships" under "Academic Policies" section.) Credit/No credit grading.

FILM

See the Film, Theater, and Media Studies major on page 199.

FRENCH

See the International Languages and Cultures major on page 132.

GERMAN

See the International Languages and Cultures major on page 134.

HISTORY

The discipline of history is at the core of a liberal arts education, illuminating the ideas, institutions, and sentiments by which people have attempted to order their world. The History Department exposes students to the richness and diversity of human history over time and in different geographic regions. In the course of their studies, students will develop a deeper understanding of themselves, their culture, and humanity in general.

To broaden their knowledge, students are expected to take a range of courses in American, European, Asian, African, Latin American, and ancient history. In addition, our classes span the centuries, from the earliest history to the modern day and are based on diverse methodologies, including political, social, intellectual, and cultural history. Students also enjoy opportunities to gain hands-on experience in colonial history, archeology, and museum studies at Historic St. Mary's City, which is affiliated with the College.

The practice of history relies heavily on critical reading and many forms of analytical and narrative writing. Carrying out historical research and reporting their discoveries both in written form and orally, students develop their ability to listen and think critically and to communicate

effectively. Students will also learn to think historically and to appreciate the contested nature, limits, and possibilities of historical knowledge as they explore the ways in which historians have interpreted the past. The study of history at St. Mary's College thus lays a sound foundation for the future pursuit of a wide range of careers, including law, public policy, foreign service, library science, public history, academia, journalism, and international business.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in history, a student must satisfy the following minimum requirements:

1. General College Requirements (See "Curriculum" section).
2. A total of 48 credit-hours of history courses, 36 of which must be at the 300 or 400 level.
3. One of the following courses:

   HIST 104: Historical Foundations of the Modern World to 1450
   HIST 105: Western Civilization
   HIST 108: History of the Modern World
4. Two 200-level history courses.
5. Area Studies: At least one course in each of the following areas:

   a. United States (HIST 200, 219, 310, 311, 317, 371, 375, 392, 408, 415, 419, 425, 431)

   b. Europe (HIST 268, 272, 274, 321, 328, 329, 334, 342, 343, 345, 381, 382, 384, 385, 386, 390, 393, 435, 447)

   c. Asia, Africa, Latin America (HIST 206, 253, 280, 351, 352, 353, 360, 361, 369, 378, 379, 383, 394, 401, 455, 461)

   d. Comparative, Thematic, Global (HIST 264, 276, 324, 336, 396, 400, 432, 475)

   Cross-listed courses will be assigned to an area studies group by the department chair in consultation with the instructor.
6. At least one upper-level history course with substantial course content from before the modern era. Such courses include HIST 328, 343, 351, 360, 381, 382, 383, 384.
7. HIST 395. Theories and Uses of History (4 credits)
8. Senior Project: This requirement may be satisfied by either (a) or (b) below:

   a. HIST 493/494: St. Mary's Project in History (8 credits). Students choosing to do a St. Mary's Project are strongly encouraged to take at least one 400-level history class prior to undertaking their SMP. With the permission of the chair of the History Department, students may do a St. Mary's Project in another department, provided that the project topic is related in content and methodology to the discipline of history.

   b. Two 400-level history courses.
9. A grade of C- or better must be received in each course of the major and the cumulative grade-point-average of courses used to satisfy the major must be at least 2.0.

The student will plan a program with an adviser to make a meaningful combination of courses. In their final two years, students should seek a balance between 300-level classes and 400-level classes, the latter of which include a 15-page research paper as part of the course requirements. The following model is suggested as a possible basic program in the major to satisfy the above stipulations:

First Year:

One 100-level class listed under 3 above and one 200-level class.

Sophomore Year:

One 200-level class and 8 credit-hours in two of the fields listed in 5 above.

Junior Year:

HIST 395 in the second semester and 8 credit-hours distributed among the required fields, including at least one 400-level class.

Senior Year:

Either HIST 493/494 and two additional upper-level electives or two 400-level classes and two additional upper-level electives.

Degree Requirements for the Minor

To earn a minor in history, a student must satisfy the following requirements.

1. Completion of Core Curriculum requirements.

2. At least 24 credit-hours in history, 16 of which must be taken at the 300 or 400 level. History courses should be drawn from at least two of the four areas of study: the United States; Europe; Asia, Africa, Latin America; and Comparative, Thematic, Global.
3. A grade of C- or better must be received in each course of the minor and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

Colonial History Concentration

Students electing this special program will explore a variety of themes in colonial American history, including politics, economics, slavery, religion, literature, and Latin American topics. They will be graduated as having majored in history with due recognition by the History Department and the College that their field of concentration has been in colonial American history.

Requirements:

1. All requirements for the history major.
2. Colonial American Survey (HIST 219).
3. At least one course in history related to American colonization. These include, but are not limited to, British History to 1688 (HIST 328) and Comparative Slave Systems (HIST 400).
4. At least two courses related to topics (political, social, literary, economic, religious, etc.) in colonial American history. (Possible courses include ANTH 311, 313, 450; ARTH 306, 321, 322; ECON 412; ENGL 282, 365; HIST 310, 311, 378, 400, 431; MUSC 210/11.) Any course fulfilling the requirement must have a significant colonial American component.
5. At least eight credit-hours of advanced, specialized, or applied study in an internship or apprenticeship. This may include work at Historic St. Mary's City; other regional museums with a specialty in colonial America; etc.
6. A total of 24 credit-hours in approved colonial studies courses.

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

Faculty

Christine Adams, Thomas Barrett (department chair), Adriana Brodsky, Kenneth Cohen, Garrey Dennie, Linda Jones Hall, Charles Holden, Charles D. Musgrove, Gail Savage.

HISTORY COURSES (HIST)

HIST 104. Historical Foundations of the Modern World to 1450 (4E)
A thematic and topical study of the political, social, economic, and cultural developments that established the early Western heritage and contributed to its influence on non-European peoples and cultures around the world. Representative topics will be explored within a chronological format: the emergence of civilizations; ancient cultures; the making of Europe; interactions with Asia; and the medieval world. This course satisfies the Core Curriculum requirement in Humanistic Foundations. Formerly HIST 201. Not open to students who have received credit for HIST 201.

HIST 105. Western Civilization (4E)
A thematic and topical study of the political, social, economic, and cultural developments that characterize the expansion of the West in the modern era and that contributed to its impact on the global community in the modern and contemporary era. Representative topics will be explored within a chronological format: tradition and transformation in science, religion, education and economics, the growth of the nation-state, the impact of overseas expansion, revolutions and ideologies that have shaped the modern world, the establishment of Western hegemony, imperialism and its aftermath, developments in science, technology, and the arts, and 20th-century wars and crises. This

course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 108. History of the Modern World (4E)
From the mid-15th century onwards, European seamen launched maritime expeditions to Africa, Asia, and the Americas. In the process, societies and peoples almost completely unaware of each other were brought into sustained contact with profound consequences for all. By 1945, the existence of a global community was an accepted fact. This course examines the making of this global community between 1430 and 1950. It seeks to make sense of the ways in which events and processes arising in one part of the world migrated to other places and intersected with local realities to produce new, and often unexpected, historical trajectories. The course is attentive to the unequal power relations which often underpinned the interactions between different societies. The course equally focuses attention on these interactions as key mechanisms in the creation of a modern global community. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 200. United States History, 1776-1980 (4E)
A thematic and topical study of the political, social, economic, and cultural developments shaping the history of the United States from the Revolution to the present. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 206. East Asian Civilization (4AS)
This course studies the history of East Asia (China, Japan, and Korea) from ancient times to the 1900s. Through reading a wealth of masterpieces in East Asian history, including philosophical and political writings, historical records, religious scriptures, songs, poems, plays, novels and personal memoirs, students will examine both the common and distinctive features of Chinese, Japanese, and Korean cultures and recognize the cultural complexities of East Asia. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 219. Colonial American Survey (4AF)
This course surveys the major themes and developments in the colonization of America from first contact until the late 18th-century Age of Revolution. It will take an "Atlantic" approach, comparing the motives, organization, and evolution of colonial empires as they competed with each other, Native Americans, and fomented internal dissension in an effort to secure wealth and power. The course concludes with an in-depth examination of how the British Empire achieved a fragile pre-eminence by the mid-18th century, and how that pre-eminence set the stage for the Age of Revolution. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 253. Latin American Civilizations (4AF)
This course will introduce students to the region and history of Latin America, beginning with pre-contact civilizations and closing with present day issues/events. Students will learn the particular themes and issues related to Spanish and Portuguese colonization and rule of the Americas, understand how those issues changed (and some remained the same) after independence (ca. 1820), discuss some of the more general theoretical questions related to Latin America's position in the World System, and learn to see present-day Latin America with an eye for the way it is shaped by its colonial past and 'dependent' present. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 264. Introduction to Museum Studies (4AF)
Cross-listed course. The course description is noted under MUST 200. This course fulfills the Core Curriculum requirement in Arts.

HIST 268. Russian Civilization (4AS)
A broad survey of Russian intellectual and cultural history from the early 19th century to the present. Major themes include the political and moral role of the writer in Russian society, the "superfluous man" in Russian literature, westernism versus slavophilism, the critiques of modernity by Dostoevsky and Tolstoy, the development of socialist thought, Eurasianism, utopianism, Leninism, Stalinism, and Russian nationalism. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 272. Ancient Mediterranean (4AF)
This course focuses on understanding the cultures of the ancient Near East, Greece, Rome, and the late antique Mediterranean World. These societies dealt with issues of religion and law, organization of government, military and cultural domination, and multi-ethnic integration. This course offers an opportunity to explore further these three civilizations in a comparative way and is useful to students who want a broad survey before the courses focusing

on Greek, Roman, and Byzantine history or the upper-level seminars. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 274. Europe, 1815-1914 (4AS)
This course focuses on the history of 19th-century Europe, primarily of England, France, Germany, the Austrian Empire, and Russia, the five great powers during the long century of European ascendancy. Themes explored include changing political systems and ideologies in the 19th century; nationalism and revolution; the economy, especially the impact of industrialization; social class formation, including the rise of the middle classes and the creation of class consciousness; gender roles and conflict; imperialism; intellectual and cultural developments; and the breakdown of the balance of power before World War I. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 276. Twentieth-Century World (4AF)
This class will survey the important events that have shaped the history of the world during the 20th century. The course will emphasize the connectedness of political, economic, and intellectual innovations in assessing their global implications. Through class discussion of primary source materials, students will learn to apply the methodology of historical analysis to recent and contemporary developments. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

HIST 280. Africa and the African Diaspora (4AS)
Cross-listed course. The course description is noted under AADS 214. This course fulfills the Core Curriculum requirement in Cultural Perspectives.

HIST 310. Historical Archaeology Field School (8Su)
A 10-week course in archaeological methodology sponsored by Historic St. Mary's City Commission and St. Mary's College. Practical experience is supplemented by seminars. This course is cross-listed as ANTH 310. Students may receive credit for either course but not both. Formerly HIST 410. Not open to students who have received credit for HIST 410.

HIST 311. American Indian History (4AF)
An interdisciplinary, anthropological, and ethnohistorical analysis of Native American societies and cultures in the Americas from the first peopling of the New World through interactions with Euro-Americans from the 17th to the early 20th century. Archaeological, ethnographic, and ethnohistorical approaches are employed. This course is cross-listed as ANTH 311. Students may receive credit for either course but not both. Formerly HIST 211. Not open to students who have received credit for HIST 211.

HIST 317. In Our Times, 1945 to the Present (4AF)
A study of United States' foreign and domestic affairs since World War II with consideration of the interrelationships between the two. Students research topics of their choice relating to persons or events of major influence in the period. Lectures, readings, discussions, videos, slides, and audiotapes are used in the course.

HIST 321. History of Ireland (4AS)
This course surveys the history of Ireland from ancient times to the present day. The course first examines the development of Celtic culture and then traces the development of the political relationship between Ireland and England from medieval times through the 18th century. The course then takes up the evolution of Irish nationalism and identity from the 19th century down to the present day with an emphasis on furthering the student's understanding of both the historical roots of present-day conflicts and the efforts to resolve those conflicts.

HIST 324. Women in Modern Western History (4AS)
A survey of the development of political and social movements that worked on behalf of women and women's rights from the middle of the 18th century to the present day in Europe and the Americas. Topics include the development of feminism, the suffrage movement, the changing economic position of women since industrialization, and the debates about the nature of women and their proper position in society and political life.

HIST 328. British History to 1688 (4AF)
This course will survey the history of the British Isles from ancient times to 1688. It will provide a full portrait of the development of society and culture in the British Isles, focusing on the development of institutions of governance and law, the changing nature of imperialism from ancient times to the 17th century, especially in North America, and the relationship between the economy and the experience of daily life. The course will pay particular attention to the

development of the Anglo-American legal and political tradition that served as the background to the colonial experience in 17th-century colonial America. This course counts towards meeting the requirements of the Colonial History Concentration.

HIST 329. British History Since 1688 (4AS)
This course will survey the history of the British Isles from 1688 to the present day. It will provide a full portrait of society and culture in the British Isles, focusing on the development of political institutions, the changing nature of imperialism during modern times, the relationship between the economy and the experience of daily life, and the changing nature of British intellectual and cultural achievements. Formerly HIST 322, British Civilization: 1688 to Present. Not open to students who have received credit for HIST 322.

HIST 334. Europe in War and Revolution (4F)
A topical study of the way in which war and revolution have impacted the development of Europe in the 19th and 20th centuries. Topics include the French Revolution and Napoleonic Europe; the revolutions of 1848; the Russian revolutions; World War I; totalitarianism; and World War II. Formerly HIST 204. Not open to students who have received credit for HIST 204.

HIST 336. History of the Jewish People in the Modern World (4AF)
By making use of extensive primary, secondary, and visual sources, this class will analyze and discuss the important religious, social, and economic transformations that the Jewish people went through as they entered, adapted to, and also helped shape the modern world. We will assess both Jewish people's perspective as well as those of the societies in which they lived.

HIST 342. History of the Soviet Union and Russia (4S)
This course provides an introduction to the political, social, and cultural history of Russia and the Soviet Union from 1881 to the present. After an introductory section on the development of capitalism, modernization, and the revolutionary movement in late imperial Russia, the bulk of the course will examine the formation, growth, decay, and dissolution of the Soviet Union.

HIST 343. Medieval Russia (4AS)
This class will survey the early history of the state that becomes Russia, from the formation of the first East Slavic state (Kievan Rus') to the accession of Peter the Great and the founding of the Russian empire. Specific topics will include the adoption of Christianity by the East Slavs and religious dissent; East Slav relations with steppe nomads and the impact of Mongol rule; state building and civil war; autocracy versus republicanism; and the continuities and discontinuities between the medieval East Slavic states (Kievan Rus', Mongol Rus', Novgorod, and Muscovy). The course will focus on three overarching themes: the structure and coercive power of the state; relations between social classes and the state; and political ideology and identity.

HIST 345. Imperial Russia (4AS)
An introduction to the political, social, and cultural history of imperial Russia (from 1700 to 1917). Themes include the formation and nature of the modern Russian state; the creation of the Russian empire; social and economic organization, the development and abolition of serfdom, and the experiences of peasants and nobility; westernization and the limits of westernization; the development of the Russian intelligentsia and the birth of the revolutionary movement; and the modernization of Russia in the decades before World War I. Formerly HIST 341. Not open to students who have received credit for HIST 341.

HIST 351. History of Traditional China (4F)
A survey of Chinese history to 1840. Investigated are the political, economic, and social forces that shaped and altered China over centuries; also highlighted is how the experience of traditional China relates to modern times and the rest of the world.

HIST 352. History of Modern China (4S)
A survey of Chinese history from 1840 to the present. Emphasis is on the fate of traditional China in modern times, the conflicts and interactions between China and the West, the issue of Chinese communism, and the emergence of a new China in the age of reform.

HIST 353. History of Japan (4F)
A history of Japan from antiquity to the present. Surveyed are the origin of the Japanese people; the making of Japanese culture and institutions; the challenge of modern times and Japanese responses; militarism and imperialism; the "miracle" of postwar development; and the dialogue between tradition and modernity in a changing world.

HIST 360. Early African Civilization (4AF)
This course surveys the development of African societies from ancient times to 1800. It seeks to promote an understanding of how Africans produced indigenous and creative solutions to the challenge of creating sustainable societies in a pre-industrial age. The course pays particular attention to Africans' religious and political concepts, forms of economic and social organization, expressions of music, art and architecture, in the attempt to map the march of civilization on the African continent.

HIST 361. African Civilization, 1800-1900 (4AF)
This course approaches 19th-century African history from the perspective of Africans' continuing efforts to initiate and control the economic and political processes within the continent. The course examines the creation of large-scale political empires and pays close attention to the impact of revolutionary Islam in 19th-century Africa. The course closely examines the internal processes underway in African societies as Africans reorganized their political economy to counter the increasing penetration of the African continent by Europeans. The course explores the nature of the interaction between Europeans and Africans and seeks to explain why, in the last quarter of the 19th century, Africa's political and territorial integrity collapsed before the force of European imperialism.

HIST 369. The History of Apartheid (4AS)
This course examines the imposition of white rule in South Africa, the development of apartheid, and the African challenge to white domination between 1900 and 1994. The course takes the view that the collapse of apartheid in the late 20th century did not begin with Nelson Mandela but was the culmination of multiple forms of struggle involving trade unionists, peasant activists, women's groups, intellectuals, community organizations, church groups, as well as the better-known formal political and military organizations. The course thus approaches black emancipation in South Africa as a process whose roots go back to the beginning of the 20th century.

HIST 371. The Rise of Modern America, 1865-1945 (4AS)
As the United States enters into a post-industrial age, it is worth revisiting the issues and problems associated with the nation's evolution into a post-agrarian society during the late 19th century. Issues of labor, race, gender, foreign affairs, and the role of government were quite contested as the United States entered this new economic reality. Through a selection of books and primary sources, the following topics will be explored: industrialization; the labor movement; the Populist movement; women's suffrage and the birth of modern feminism; the rise of segregation; American imperialism; progressivism; World War I; the Great Depression and the New Deal; and World War II.

HIST 375. The American Revolution (4A)
This course examines the events, ideas, and conflicts surrounding the American Revolution. It begins with an overview of British foreign policy during the period of "salutary neglect" and ends with ratification of the Constitution in 1789. Among the themes treated are the political, economic, and religious causes; popular and elite views of the conflict; popular mobilization; changes in social structure; dissent from/alternatives to the Revolution; how the Revolution was both a conservative and a radical movement.

HIST 378. Colonial Latin American History (4AF)
This course will introduce students to the history and problems of colonial Latin America by focusing on particular themes and issues related to the Spanish and Portuguese colonization and rule of the Americas. Students will learn how those issues changed throughout the colonial period (1492- ca. 1820), understand some of the more general theoretical questions related to colonialism, and prepare to study modern Latin America with an eye for the way it is shaped by its colonial past. This course counts towards meeting the requirements of the Colonial History Concentration.

HIST 379. Modern Latin American History since 1820 (4AS)
This course will introduce students to the main events in the history of Latin America from Independence to the present. The class is organized around certain themes that cut across the Latin American continent: the development of political cultures, liberalism, neocolonialism, industrialization, nationalism, etc. We will explore the impact of these events on people's lives, paying special attention to geographical regions, class, gender, race, and ethnicity.

HIST 381. History of Ancient Greece and the Hellenistic World (4AS)
This course focuses on the cultural and economic aspects of Greek life as well as on the

political and military conflicts within and without Greece. The time period begins with the Homeric era, continues through the flowering of Classical Greece in 5th-century Athens, covers the conquests of Alexander the Great, and concludes with the collapse of Hellenistic kingdoms in the face of Roman expansion at the time of Cleopatra. The settings extend from Greece to Persia, Anatolia, Syria, and Egypt.

HIST 382. History of the Roman Republic and Empire (4F)
This course will focus on the cultural and economic aspects of Roman life as well as on the political and military expansion of the Roman state. The time period covered extends from the founding of the Republic through the fall of the Roman Empire in the West in 476 A.D. The setting is the entire Mediterranean world as it came under the influence of Roman power.

HIST 383. History of the Byzantine Empire (4AS)
This course covers Byzantine history from the reign of Constantine (306-336 A.D.) and concludes with the fall of Constantinople in 1453 A.D. Byzantine civilization, founded on the classical heritage of Greece and Rome, evolved into a unique culture which profoundly affected the medieval world in both East and West. The pervasive role of religion, the development of an extraordinary artistic and legal tradition, and the interaction with "barbarians," Muslims, and Crusaders will be examined from primary sources as well as recent studies.

HIST 384. Medieval Europe (4AF)
An attempt to re-examine the Dark Ages in European history to show that it was an age of vitality, change, and diversity. Primary and secondary sources are used to explore the political, economic, religious, social, and cultural forces that shaped the Middle Ages. Topics of study include feudalism and the search for political order, courtly society, religious life and the work of medieval theologians, popular and aristocratic culture, and the waning of the Middle Ages.

HIST 385. Europe in the Age of Absolutism (4AS)
A survey of the social, cultural, and political history of the turbulent 16th and 17th centuries in Western Europe, a key transitional period between the medieval and modern world. Topics of study include ramifications of the Reformation, the Counter-Reformation, and the wars of religion; the conflicts between a constitutional and an absolutist conception of government; and the development of both courtly and popular culture.

HIST 386. The Age of the French Revolution (4AF)
Analysis of France in the 18th century with an emphasis on the historical processes leading to revolution, followed by an investigation of the classic and more recent interpretations of the Revolution itself and its consequences for French, European, and world history.

HIST 390. Holocaust: History and Meaning (4AS)
Cross-listed course. The course description is noted under RELG 390.

HIST 392. Topics in U.S. History (4E)
Topics in U.S. history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

HIST 393. Topics in European History (4E)
Topics in European history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

HIST 394. Topics in Asian, African, or Latin American History (4E)
Topics in Asian, African, or Latin American history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

HIST 395. Theories and Uses of History (4E)
The development of Western historical thinking, with particular emphasis on the most significant speculative philosophies of history and the methodology of the historical discipline. An important goal of the course is a study of the relationship of history to other academic disciplines as tools for understanding the nature of human and social reality. Formerly HIST 490.

HIST 396. Topics in Comparative, Thematic, or Global History (4E)
Topics in comparative, thematic, or global history to be determined by the interest of students and instructors. May be repeated for credit if the topic is not repetitive.

HIST 400. Comparative Slave Systems in the Americas (4AF)
This course explores the establishment of slavery in the Americas. It details the extent to which slaves across the entire Americas were involved in the same process of hemispheric exploitation and debasement. The course is par-

ticularly sensitive to the experiences of the slaves themselves, seeking to understand how they made sense of their world. To that end, issues such as slave religion, family life, recreational forms, and the full range of cultural productions such as music, dance, and storytelling are investigated in order to get a glimpse of the complex pattern of responses which slaves created in the attempt to erect a zone of freedom even in their enslavement. This course counts towards meeting the requirements of the Colonial History Concentration.

HIST 401. The Caribbean Experience (4AS)
This course approaches the study of the Caribbean from the perspective of Caribbean people's unceasing attempts to re-interpret and re-evaluate their history and to control their present destiny. Calypso and Reggae music, and the Caribbean "songs of experience" form the major primary sources from which we explore notions of race and identity, slavery and liberation, religion and government, and gender and sexuality within the Caribbean setting.

HIST 408. The Civil War Era, 1820-1865 (4AF)
This is a reading- and writing-intensive course on the Civil War era in American history. We will read a number of secondary sources that examine the growing tensions between sections from 1820 through 1865, with a heavy emphasis placed on the critical role slavery played in bringing the nation to war. The class will then read and discuss some of the more important recent books on the war itself. Finally, students will research, write, and present a lengthy primary source-driven project of their choice.

HIST 415. Topics in U.S. History (4E)
Topics in U.S. history determined by interest of students and instructors. Possible topics include the American Revolution and the Early Republic. May be repeated for credit if the topic is not repetitive.

HIST 419. African-American History in America (4AS)
Significant aspects of African-American history in the United States from its colonial origins to the present are dealt with, using a variety of discussion techniques and intensive examination of pertinent historical studies. Related sociological, psychological, economic, and political aspects will be considered. The course seeks to make students aware of the richness of these studies and their impact on American society. This course is cross-listed as POSC 419.

HIST 425. The Great Depression and the New Deal (4AS)
This course examines the collapse of the economy as the 1930s began and the efforts of the Franklin Roosevelt administration to repair and reform American capitalism. The New Deal came to symbolize a wide range of hopes and fears for Americans as they struggled to make sense of a world seemingly falling apart. This course is reading-, research-, and writing-intensive.

HIST 431. Early American Political Thought (4A)
This course examines, in depth, American political thought from 1630 to 1800. It analyzes the major Anglo-European intellectual traditions that shaped the thought of early Americans: classical liberalism and classical republicanism as they emerged from the thinking of early modern Britain and the Enlightenment; and reformed Protestantism in America. It examines how the American revolutionaries drew on these traditions to justify revolution and then explores how they both used and modified the same traditions of thought to create the American Republic.

HIST 432. History of Medicine (4AS)
This course surveys the history of medicine from ancient times to the present in the Western world. After briefly examining the practice of medicine in ancient and medieval times, the course will focus on the development of modern, scientific medicine. Topics will include medicine and the scientific revolution, the development of medical institutions and professions, medicine and imperialism, the definition of disease, and the changing position of the patient.

HIST 435. Topics in European History (4E)
Topics in European history to be determined by interest of students and instructors. Possible topics include women, gender, and family; contemporary Europe; and the Ancient World. May be repeated for credit if the topic is not repetitive.

HIST 447. History of Russian and Soviet Cinema (4AS)
This class surveys the Russian and Soviet cinema from the early 20th century up to the present, examining cinema as an art form, as popular culture, and as political propaganda. The course focuses on some of the most important directors in world cinema such as Eisenstein and Tarkovsky, but also on the type

of popular cinema rarely seen in the West, including musicals, comedies, and action dramas. Class topics include the evolution of Russian/Soviet cinema aesthetics; censorship, propaganda, and creativity; and political/cultural liberalization and cinema.

HIST 455. Topics in Asian, African, or Latin American History (4E)
Topics in Asian, African, or Latin American history to be determined by interest of students and instructors. Possible topics: Vietnam war and revolution, African culture, and international relations in Asia. May be repeated for credit if the topic is not repetitive.

HIST 461. Gender in Latin American History (4AS)
While popular misconceptions of Latin America claim that gender identities were fixed and static, this course wishes to highlight how contested gender prescriptions were, and how the negotiations over what was accepted and appropriate for women's and men's behavior shaped the social and political history of Latin America. What made men "honorable" or "macho," for example, just as women's role as mothers and caregivers acquired various meanings over different historical periods. Sexuality (what was accepted for both men and women) also cannot be understood without a historical perspective. And gender identities, throughout, were much affected by race, class, and ethnicity. This course, in short, examines the construction of gender identities in Latin America over 500 years of history.

HIST 475. Topics in Comparative, Thematic, or Global History (4AS)
Topics in comparative, thematic, or global history to be determined by interest of students and instructors. Possible topics: modern imperialism, the world since 1945, and Cold War culture in the United States and Soviet Union. May be repeated for credit if the topic is not repetitive.

HIST 493. St. Mary's Project in History I (4E)
The St. Mary's Project in history consists of two parts: HIST 493 and HIST 494. No credit for HIST 493 will be granted until satisfactory completion of HIST 494. The project experience is designed for students to demonstrate the ability to conduct historical research, interpret historical evidence, and produce a substantive written work. Students begin the project experience in the first semester with an approved topic and meet regularly with a faculty mentor throughout the two semesters. During the first semester of the project experience, students attend a seminar devoted to a study of historiography and methodology. The seminar provides the context for students to begin the project research, define the issues to be investigated, and develop a method of inquiry appropriate to the topic. The seminar also serves as the setting for the presentation and discussion of the completed project. *Prerequisite: approval by faculty mentor and department chair of the student's major(s).*

HIST 494. St. Mary's Project in History II (4E)
In the second part of the project experience, students complete the research, compose the finished product, and present the results to the College community. The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The faculty mentor supervises the project research. The project seminar is the setting for the presentation and discussion of the completed project. HIST 493/494 satisfies the historiographical requirement for the major in history. *Prerequisite: satisfactory completion of HIST 493. Consult faculty mentor for project guidelines.*

HIST 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair.* (See "Internships" under "Academic Policies" section.) Credit/No credit grading.

HIST 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a history faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

HUMAN STUDIES

The human studies major is a multi-disciplinary major that focuses on the study of the individual in social context. The objectives of the human studies major are to enable students to understand the psychological, social, and cultural forces that affect the lives of individuals, and to encourage integration of this knowledge through interdisciplinary and cross-disciplinary study.

The major consists of three components. First, there is a required core of six courses, which introduces students to the disciplines of psychology, anthropology/sociology, and philosophy, and to the methods of study employed by these disciplines. The capstone experience in this component can consist of either the senior seminar course or the St. Mary's Project, either of which provides the opportunity for students to explore a topic of interest in greater depth.

In addition to the required core courses, majors select at least one course from a group of upper-level offerings emphasizing the nature of developmental processes. Finally, each student chooses a set of upper-level courses from one of two concentrations: social relations or childhood and society.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in human studies, a student must satisfy the following minimum requirements designed to establish a broad foundation consistent with the goals of the major:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. At least 44 credit-hours as specified in a., b., c., and d. below. Students must earn a grade of C- or better in each required major course and maintain an overall GPA of 2.0 or better in these required courses. Courses taken for Credit/No credit may not be used to satisfy requirements under point 2.

   a. Required Courses: At least six courses (a minimum of 24 credit-hours)
      PSYC 101: Introduction to Psychology
      ANTH 101: Introduction to Anthropology or
      SOCI 101: Introduction to Sociology
      HMST 201: Research Methods in Human Studies or
      PSYC 203: Writing and Research Methods in Psychology or
      SOCI/ANTH 385: Seminar in Research Methods
      PSYC 230: Lifespan Development
      HMST 490: Senior Seminar in Human Studies or
      HMST 493/494: St. Mary's Project
      A student who elects the Senior Seminar option must take an additional 4-credit upper-division course in psychology, sociology/anthropology, or education.

   b. Courses with a developmental focus: at least one course (a minimum of 4 upper-division credit-hours) chosen from:
      PSYC 331: Infant and Child Development
      PSYC 333: Adolescence
      PSYC 335: Adulthood and Aging
      PSYC 430: Developmental Psychology with Laboratory

   c. Fieldwork experience in the community. This non-credit requirement may be met in a number of ways, including: Field placements in EDUC 204, PSYC 336, PSYC 368; HMST 398: Internship; ANTH 303: Field study program; ANTH 306: Practicing anthropology; or documented non-credit-bearing community-service volunteer work.

   d. Students will choose a concentration from one of the following: (1) Social Relations or (2) Childhood and Society. Students with double majors in psychology must select the Social Relations option. Students with double majors in sociology/anthropology must select the Childhood and Society option.

      1) Social Relations:
         a) at least one course (a minimum of four upper-level credit-hours) chosen from:
            ANTH 302: Food and Culture
            ANTH 311: Native American Culture and History
            ANTH 313: African American Colonial Culture
            ANTH 348: African-American Culture
            ANTH 390: Cultures of Africa
            HIST 400: Comparative Slave Systems in the Americas
            PSYC 363: Cross-Cultural Psychology

RELG 350: Islam in the Modern World
RELG 360: Comparative Religious Belief and Practice
SOCI 341: Eastern European Societies
SOCI 347: Minorities

b) Social Organization: at least two courses (a minimum of eight upper-level credit-hours) chosen from:
ANTH 341: Economic and Ecological Anthropology
ANTH 344: American Folk and Popular Culture
ANTH 360: Kinship and Social Organization
POSC 311: Public Policy
SOCI 302: Medical Sociology
SOCI 320: Sociology of the Family
SOCI 330: Sociology of Organizations
SOCI 332: Sociology of Law
SOCI 335: Science, Technology, and Society
SOCI 345: Social Change
SOCI 349: Sociology of Religion
SOCI 351: The Sociology of Deviance
SOCI 365: Social Stratification

c) Cognate Course: At least one additional course (a minimum of four upper-division credit-hours) that fits within the student's individualized plan for the human studies major. This plan should be proposed in writing to the coordinator of human studies.

2) Childhood and Society:
a) Required Courses: at least three courses (a minimum of 12 credit-hours)
EDUC 206: The Child in America
or
SOCI 316: Sociology of Children and Childhood
PSYC 336: Exceptionality
PSYC 368: Educational Psychology

b) Psychology as Applied to Education: at least one course (a minimum of four credit-hours) chosen from:
PSYC 338: Mental Retardation
PSYC 339: Learning Disabilities
PSYC 374: Psychological Assessment
PSYC 420: Psychology of Learning
PSYC 424: Cognitive Psychology

HUMAN STUDIES COURSES (HMST)

EDUC 204. Reflective Practice in Human Studies(1-4E)
This course provides pre-professional experience in school and community settings for students who are exploring an interest in working with children and youth. The course includes methods for organizing and managing small groups and/or individualized mentoring processes using a reflective model of leadership. The course is recommended for students interested in being camp counselors, working in after-school programs, or in community programs that serve children and youth. The course requires a field placement lab of two hours a week in a school or community setting. Credit/No Credit Grading. Students may take, at most, two of the following cross-listed courses for up to a total of four credit-hours.This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. This course is cross-listed with ILCS 293, ILCF 293, ILCG 293, ILCC 293, MATH 293.

HMST 197, 297, 397, 497. Directed Research in Human Studies (1-4E)
Under the direct supervision of a faculty member, a student participates in laboratory or field research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit-hours of directed research in human studies (397 or 497 only) may be applied to major requirements in human development or human studies. May be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

HMST 201. Research Methods in Human Studies (4S)
An examination of methods of data collection and analysis used in human studies, including experimental and quasi-experimental designs, naturalistic observation, surveys, interviews, case studies, and ethnographic fieldwork. It is highly recommended that students take a statistics

course either prior to or concurrent with enrollment in this course. *Prerequisites: PSYC 101 and either SOCI 101 or ANTH 101.*

HMST 393. Fieldwork Experience (2-8F)
This course provides a field experience in a setting relevant to human studies, such as a social service agency, school, or health care organization. Allows for hands-on experience in a community context. *Prerequisites: HMST 201 and junior standing.*

HMST 398, 498. Off-campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relation between learning in the classroom and the practical application of knowledge in everyday work situations. All interns are required to maintain regular contact with the faculty supervisor. Interns placed at sites in Southern Maryland will meet this requirement through attendance at a scheduled seminar. *Prerequisite: Admission to the Internship Program. (See "Internships" under "Academic Policies" section.) Credit/No Credit grading. May not be used to fulfill requirements for the psychology and human studies majors. (Consult with the director of internships.)*

HMST 490. Senior Seminar in Human Studies (4E)
An investigation of selected topics in the field of human studies. Issues for study and analysis will vary. Each student is responsible for the preparation of a major research paper or project. *Prerequisites: HMST 201 and senior standing.*

HMST 493/494. St. Mary's Project (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. With the approval of the department, this requirement may be satisfied by completing eight credit-hours of the St. Mary's Project in any discipline or cross-disciplinary study area. The project is supervised by a faculty mentor, appointed by the department chair. This course is repeatable for up to a total of eight credit-hours. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines.*

HMST 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a human studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

INTERNATIONAL LANGUAGES AND CULTURES

The Department of International Languages and Cultures is committed to the study of particular societies around the world, with the aim of bringing forth an understanding of the world view and cultural perspective of peoples who live outside the English-speaking world. Our approach is humanistic, giving attention to the cultural productions, including the literary traditions, as well as the cultural agents of the societies we study. We are particularly concerned with promoting the development of both linguistic and cultural literacy. Language is one of the main mediums through which human beings express their specific cultural identity in relationship to the human race in its totality. For this reason, in order to understand a culture on its own terms it is necessary to approach it through its own linguistic framework. We need to study languages besides English in order to understand other cultures from their own internal perspective. Through the Department of International Languages and Cultures, students can gain exposure to a large variety of cultures from Africa, Asia, Europe, and Latin America.

As human beings we are increasingly confronted with the need to live in a globalized context. Patterns of international economic, political, social, and cultural exchange increasingly define how we are to live, work, and relate to one another. One of the major challenges facing our society is to understand and learn how to work collaboratively with other societies in search of common interests. This challenge is

especially crucial for the United States because it is at the same time one of the most powerful international agents — economically, politically, culturally and militarily — as well as being a society that, because of geographic and historical circumstances, has evolved with a high degree of isolation. The U.S., however, can no longer maintain this isolation given its international role, as well as its internal demographics. We are increasingly in need of professionals who have both linguistic and cultural literacy that extends beyond the English-speaking world.

The major within the Department of International Languages and Cultures offers concentrations in Chinese, French, German, andSpanish languages and cultures, as well as Latin American Studies. The Chinese concentration provides coverage of the Chinese-speaking world. The French concentration covers both metropolitan France, as well as the broader field of Francophone cultures in Africa, the Americas, Asia, and Europe. The German concentration focuses on areas of German language and culture. The Spanish concentration covers Spain and Latin America, with particular attention to the great cultural variety within the Spanish-speaking world in the Americas. The Latin American Studies concentration allows students to study this important region of the world through a multidisciplinary approach.

The French, German, and Spanish concentrations include four credits of a language outside the student's concentration, to be taken at the level where the student places. This experience with an additional language lends special insight into linguistic structures and encourages students to consider multiple global perspectives on issues they have encountered through their concentration language. The Chinese concentration includes an elective eight-credit intra- or cross-disciplinary field of focus in language, literary, or cultural studies beyond the core courses in Chinese. This integrated elective field of focus enables students to combine their area concentration with study in other fields, either within or outside the department, with the purpose of broadening, deepening, or contextualizing the Chinese concentration.

We strongly advise majors to spend time abroad to gain both linguistic and cultural fluency and confidence. The experience abroad can be pursued in various manners: study abroad with our own programs or with those of other colleges and universities; internships with international organizations or governmental agencies abroad; or "au pair" or other work-related experiences. Some of the experiences noted above can be pursued for credit, others not. It is important that students begin to think about experiences abroad as early as possible during their time at St. Mary's, and that they discuss their interests with a faculty adviser within the department. Students are expected to either choose a faculty adviser in the department, or discuss their plans within the major with the chair of the department.

Degree Requirements for a Minor in International Languages and Cultures with Concentrations in Chinese, French, German, Latin American Studies, and Spanish

Students may receive a minor in International Languages and Cultures with a concentration in any of the language areas of the department (Chinese, French, German, Spanish) by completing a minimum of 18 credits of course work in the target language, with a minimum of 12 credits of upper-division course work (300 or 400 level) with a minimum grade of C- and a GPA of 2.0 in the relevant courses.

Students may pursue a minor in International Languages and Cultures with a concentration in Latin American Studies by completing 24 credits as follows:

1. a maximum of 12 credits in language courses
2. 12 credits minimum of general electives in Latin American Studies (at least eight of these credits must be 300-level and above). Students who do not take 12 credits of language courses because they began the language sequence above beginner level may use unused language credits for additional Latin American Studies electives. Students must earn a minimum grade of C- and a GPA of 2.0 in the relevant courses.

Degree Requirements for a Major in International Languages and Cultures with French, German, and Spanish Concentrations

To earn a bachelor of arts degree with a major in International Languages and Cultures, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. At least 48 credit-hours as follows:
   a. Core Courses. Eight courses (32 credit-hours) chosen from a set of core courses in one of the following areas of concentration, and completed with a minimum grade of C- or better in each required major course and an overall GPA of 2.0 or better in these required courses.

French Concentration Requirements

Core Courses: Six of the eight core courses must be at the 300-level or above, must not include more than one course in translation (ILCT 301), and must include at least one culture and civilization course (355 or 356) and at least one upper-division literature course (362, 363 or 364):

ILCF 202: Intermediate French II
ILCF 206: Introduction to Literature in French
ILCF 355: Culture and Civilization I: Metropolitan France
ILCF 356: Culture and Civilization II: The Francophone World
ILCF 360: Advanced Grammar and Translation
ILCF 362: Topics in Literature I: From the Middle Ages to the French Revolution (repeatable for core credit)
ILCF 363: Topics in Literature II: Nineteenth and Twentieth Centuries (repeatable for core credit)
ILCF 364: Topics in Francophone Literature (repeatable for core credit)
ILCF 440: Special Topics in French or Francophone Studies in French (repeatable for core credit)
ILCT 301: Special Topics in French or Francophone Studies in Translation (repeatable for elective credit)

German Concentration Requirements

Core Courses: Six of the eight core courses must be at the 300-level or above, must not include more than one course in translation (ILCT 302), and must include ILCG 355 or 356 and ILCG 362 or 363:

ILCG 205: Intermediate Conversation and Composition
ILCG 206: Introduction to Literature in German
ILCG 355: German Culture and Civilization: History and Everyday Life in the 20th Century
ILCG 356: German Culture and Civilization: Historical
ILCG 360: Advanced Grammar and Translation
ILCG 362: Topics in Literature in German I (repeatable for core credit)
ILCG 363: Topics in Literature in German II (repeatable for core credit)
ILCT 302: Special Topics in German Studies in Translation (repeatable for elective credit)

Spanish Concentration Requirements

Core Courses: Six of the eight core courses must be at the 300-level or above and must not include more than one course in translation (ILAS 310, 340, 350, or 370 or ILCT 303).

ILCS 202: Intermediate Spanish II
ILCS 206: Introduction to Literature in Spanish
ILCS 360: Advanced Writing Workshop
ILCS 361: Indigenous Cultures in Latin America (repeatable for core credit)
ILCS 362: African Diaspora Cultural Expressions in Latin America (repeatable for core credit)
ILCS 363: Cultural Perspectives on Gender (repeatable for core credit)
ILCS 365: Creating for Social Change (repeatable for core credit)
ILCS 368: The Construction of Nationalism and Cultural Identity
ILCS 369: The Problematic of Modernity
ILCS 370: Postmodernity and Globalization
ILCS 372: Multicultural Characteristics of Early Modern Spain
ILCS 440: Special Topics in Hispanic Studies in Spanish (repeatable for core credit)
ILCT 303: Special Topics in Hispanic Studies in Translation (repeatable for elective credit)
ILAS 300: Democracy in Latin America
ILAS 310: The Latino/a Experience in the United States
ILAS 340: Social Change and Musical Expression in Latin America

ILAS 350: Latin American Cinema
ILAS 370: Guatemalan History

b. Additional Language. One course (four credit-hours) taken in a language other than English and other than the student's concentration in order to deepen the student's understanding of linguistic structures and global perspectives. If the student has studied the language before, the course will be at the level where the student places by exam.

c. ILCT 293: Introduction to Cultural Studies, two credits

d. ILCT 393: St. Mary's Project Workshop, two credits

e. ILCF, ILCG, ILCS 493/494. St. Mary's Project in International Languages and Cultures (1-8 E). A student-initiated and student-executed project of eight credit-hours in the language of concentration. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's course work and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; and 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance. They also must critically discuss and share publicly the results of the project. The course is repeatable for up to a total of eight credit-hours. NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. *Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair.*

Degree Requirements for a Major in International Languages and Cultures with a Chinese Concentration

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. At least 48 credit-hours as follows:

   a. Core Courses. Seven courses (28 credit-hours) from the following list, and completed with a minimum grade of C- or better in each required major course and an overall GPA of 2.0 or better in these required courses. At least three must be at the 300-level or above, and must include at least one culture course (ILCC 355 or 356) and one literature course (ILCC 362 or 363):

   ILCC 101: Elementary Chinese I
   ILCC 102: Elementary Chinese II
   ILCC 201: Intermediate Chinese I
   ILCC 202: Intermediate Chinese II
   ILCC 355: Chinese Culture I: Contemporary China (repealable for core credit)
   ILCC 356: Chinese Culture II: China's Self-criticism (repeatable for core credit)
   ILCC 362: Chinese Literature I: Contemporary Literature (repeatable for core credit)
   ILCC 363: Chinese Literature II: Pre-Communist 20th Century Literature (repeatable for core credit)
   IDIS 354: Fudan Credits

   b. Elective Courses. Two courses (eight credit-hours), chosen in consultation with and approved by a Chinese-area adviser, that constitute an integral elective field of focus that broadens, deepens, gives historical relevance to, or conceptualizes the student's understanding of the area of concentration, including:

   1) Discipline or cross-disciplinary courses (Asian Studies)
   2) Upper-division courses taken in Fudan and at St. Mary's

   c. ILCT 293. Introduction to Cultural Studies

   d. ILCT 393. St. Mary's Project Workshop

e. ILCC 493/494. St. Mary's Project in International Languages and Cultures (1-8 E). (See description under the same title above. The St. Mary's Project in Chinese may be written in English but must incorporate a significant Chinese-language component.)

Degree Requirements for a Major in International Languages and Cultures with a Latin American Studies Concentration

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:

2. At least 48 credit-hours as follows:

   a. A minimum of 36 credit-hours of Latin American studies courses, completed with a minimum grade of C- or better in each required major course and an overall GPA of 2.0 or better in these required courses distributed as follows:

      1) Core Spanish-language courses. No more than four courses (16 credit-hours) from the following list:
      ILCS 101: Elementary Spanish I
      ILCS 102: Elementary Spanish II
      ILCS 110: Accelerated Elementary Spanish
      ILCS 201: Intermediate Spanish I
      ILCS 202: Intermediate Spanish II
      ILCS 206: Introduction to Literature in Spanish

Students who, upon entering St. Mary's, are exempted from any of the beginning Spanish language courses (ILCS 101, 102, 110, 201, 202), may substitute these with French or Portuguese language courses.

      2) Elective Spanish-language courses. A minimum of two courses (eight credit-hours) from the following list:
      ILCS 360: Advanced Writing Workshop
      ILCS 361: Indigenous Cultures in Latin America (repeatable for core credit)
      ILCS 362: African Diaspora Cultural Expressions in Latin America (repeatable for core credit)
      ILCS 363: Cultural Perspectives on Gender (repeatable for core credit)
      ILCS 365: Creating for Social Change (repeatable for core credit)
      ILCS 368: The Construction of Nationalism and Cultural Identity
      ILCS 369: The Problematic of Modernity
      ILCS 370: Postmodernity and Globalization
      ILCS 372: Multicultural Characteristics of Early Modern Spain
      ILCS 440: Special Topics in Hispanic Studies in Spanish (repeatable for core credit)

      3) General Electives. Any number of courses from the following list which, together with 1) and 2) above, make up a minimum of 40 credit-hours:
      AADS 214: Africa and the African Diaspora
      ARTH 321: Art and Architecture of the Ancient Maya
      ARTH 322: Native North American Art and Architecture
      BIOL 316: Tropical Marine Biology
      ECON 372: Economics of Developing Countries
      HIST 378: Colonial Latin American History
      HIST 379: Modern Latin American History since 1820
      HIST 400: Comparative Slave Systems in the Americas
      HIST 455: Topics in Asian, African or Latin American History (valid when the course focuses on Latin America)
      HIST 461: Gender in Latin American History
      ILAS 206: Introduction to Latin American Literature in Translation
      ILAS 200: Democracy in Latin America
      ILAS 310: The Latino/a Experience in the United States
      ILAS 340: Social Change and Musical Expression in Latin America
      ILAS 350: Latin American Cinema
      ILAS 370: Guatemalan History

   b. ILCT 293: Introduction to Cultural Studies

   c. ILCT 393: St. Mary's Project Workshop

   d. ILAS 493/494: St. Mary's Project in International Languages and Cultures (8 E). (See description under the same title above. The St. Mary's Project in

Latin American Studies may be written in English, but must incorporate a significant Spanish-language component.)

Students who desire to complete both a Latin American Studies and a Spanish concentration within the International Languages and Cultures major must complete, from the list of General Electives above, an additional five courses, 20 credit-hours, beyond the minimum 48 credit-hours required for either major..

Faculty

Nayana Abeysinghe, José Ballesteros, Joanna Bartow, Leslie Bayers, Zara Bennett, Laine Doggett, Jingqi Fu, Katie Gantz, Haomin Gong, Anne Leblans, Jorge R. Rogachevsky, Israel Ruiz (department chair)

CHINESE COURSES (ILCC)

ILCC 101. Elementary Chinese I (4F)
An introduction to the basic structure of spoken and written Chinese for the student beginning study of the language. Introduction to Chinese culture and its relation to the language.

ILCC 102. Elementary Chinese II (4S)
A continuation of the study of basic grammar with increased attention given to conversation skills. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCC 101 or consent of the instructor.*

ILCC 201. Intermediate Chinese I (4F)
A continuation of the study of grammar, with additional practice in speaking, writing, and reading. *Prerequisite: ILCC 102 or consent of the instructor.*

ILCC 202. Intermediate Chinese II (4S)
While continuing to study the grammatical constructions of basic Chinese, students are also introduced to reading and writing at greater levels of complexity. *Prerequisite: ILCC 201 or consent of the instructor.*

ILCC 355. Advanced Chinese: Chinese Culture (4AF)
Through newspaper articles, short stories and essays, TV plays and movies, students will study issues underlying today's China: democratization, education, women, economic reform, and conflicts between modernization and tradition. Grammar will be reviewed as needed. May be repeated for credit. Formerly ILCC 335. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCC 356. Advanced Chinese: Chinese Culture II (4AS)
China was relatively isolated until the end of the 19th century. Through essays, movies, and excerpts of literary texts by Chinese intellectuals since that time, the class will study how the Chinese view themselves in the world and how they propose to resolve the tension between tradition and modernization. Grammar will be reviewed as needed. Class discussion and short papers will aim at an understanding of Chinese culture through Chinese eyes. May be repeated for credit. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCC 362. Advanced Chinese: Introduction to Literature (4AF)
Students will study short literary texts representing several periods and genres. Particular attention will be paid to the social and historical context of the literature. Grammar will be reviewed as needed. Written assignments will be based primarily on the readings. May be repeated for credit. Formerly ILCC 306. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCC 363. Topics in Chinese Literature (4AS)
Close study of selected major literary works from the May Fourth Period to the Post-Mao Era. The course will normally focus on a theme, movement, genre or period which links the selected works in a common or conflicting tradition. Students will write short papers, reflecting both on the content and the style of the literary works. Grammar will be reviewed as needed. May be repeated for credit. Formerly ILCC 307. *Prerequisite: ILCC 202 or consent of the instructor.*

ILCC 493/494. St. Mary's Project (8E)
A student-initiated and student-executed project of eight credit-hours is the senior capstone experience. While the thesis can be written in English, a significant Chinese language component is expected. The project may be a research project in literary or cultural studies, a creative-expressive project involving arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task, 2) a method of approach and execution appropriate to the task, 3) adequate knowledge of the par-

ticular area of research or endeavor, 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance, and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 493; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to eight credit-hours.

ILCC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

FRENCH COURSES (ILCF)

ILCF 101. Elementary French I (4E)
An introduction to the basic structures of spoken and written French, and an introduction to French culture through language. This course is for students beginning the study of French.

ILCF 102. Elementary French II (4E)
A continuation of the study of basic grammar. Increased attention is given to conversation skills and short writing assignments. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 101 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCF 201. Intermediate French I (4E)
This course will review grammatical structures studied in the first year of French and introduce new ones. It will build vocabulary through short readings and exercises. Students will integrate the formal aspect of language with personal content through the discussion of texts and issues and through the composing of short essays. Energetic student participation in class is assumed throughout the course. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 102 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCF 202. Intermediate French II (4E)
This course will continue and complete the review begun in ILCF 201 of all the basic structures of the French language. Students should be able, by the end of the course, to express themselves and their ideas indicatively, imperatively, hypothetically, in the subjunctive mood, and in all time frames. Reading and writing skills will be further developed through the introduction of increasingly challenging reading materials and more elaborate writing assignments. Steady and vigorous student participation in class will continue to be assumed. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 201 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCF 206. Introduction to Literature in French (4S)
Students will study short literary texts representing several periods and genres. Particular attention will be paid to the social and historical context of the literature. Grammar will be reviewed only as needed. Written assignments will be based primarily on the readings. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCF 202 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCF 355. Culture and Civilization I: Metropolitan France (4AF)
A study of the structure and historical evolution of contemporary French society and culture. *Prerequisite: ILCF 206 or consent of instructor.*

ILCF 356. Culture and Civilization II: The Francophone World (4AF)
This course will address the cultural evolution and ethos of French-speaking nations outside of Europe and the unique role of non-European French-speaking societies in the modern world. *Prerequisite: ILCF 206 or consent of the instructor.*

ILCF 360. Advanced Grammar and Translation (4AS)
In-depth study of specific grammatical and stylistic structures. Application of grammatical knowledge to the task of translating a variety of texts from French into English and from English into French. *Prerequisite: ILCF 206 or consent of the instructor.*

ILCF 362. Topics in French Literature I: From the Middle Ages to the French Revolution (4AS)
Close study of selected major literary works from the Middle Ages to the end of the Ancien Régime. The course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Previous topics have included "French Theater in the 17th and 19th Centuries"; "Literature of Social and Political Engagement During the Ancien Régime"; "Literature and Society During the Ancien Régime." Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Prerequisite: ILCF 206 or consent of the instructor.*

ILCF 363. Topics in French Literature II: Nineteenth and Twentieth Centuries (4AS)
Close study of selected major literary works from the beginning of the 19th century to the present, including those from French-speaking societies outside France. The course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Previous topics have included "Images of Women in 19th Century Prose"; "Developments of the Novel in the 19th-Century"; "Desire in the Contemporary Novel"; "Travel in Literature"; "Revolution and Romanticism"; and "The Role of Reading in 19th Century Coming-of-Age Novels." Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Prerequisite: ILCF 206 or consent of the instructor.*

ILCF 364. Topics in Francophone Literature (4AF)
Close study of selected major literary works from French-speaking societies outside France. This course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Previous topics have included "Francophone Literatures of the Americas: From Québec to the Antilles" and "Césaire, Damas and Senghor: Fathers of Négritude." Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Prerequisite: ILCF 206 or consent of the instructor.*

ILCF 440. Special Topics in French or Francophone Studies in French (4AS)
Advanced study of a topic, theme, problem, or major figure in French or Francophone literature and culture. Previous topics have included "The French Novel of the 18th Century"; "Sense and Sensitivity in the French Novel of the 19th Century"; "Aimé Césaire"; "Francophone Women Writers: A Comparative Study"; and, "French and Francophone Film and the Human Condition." May be repeated for credit. *Prerequisites: two 300-level French courses or consent of the instructor.*

ILCF 493/494. St. Mary's Project (1-8E)
A student-initiated and student-executed project of eight credit-hours is the senior capstone experience, to be carried out in the French language. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's course work and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method of approach and execution appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance; and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to a total of eight credit-hours.

ILCF 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

GERMAN COURSES (ILCG)

ILCG 101. Elementary German I (4F)
An introduction to the basic structures of spoken and written German and an introduction to German culture and its relation to the language. This course is for students beginning the study of German.

ILCG 102. Elementary German II (4S)
A continuation of the study of basic grammar. Increased attention given to conversation and short creative writing assignments. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCG 101 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCG 201. Intermediate German (4F)
Review of grammar, development of conversational skills, weekly writing assignments based on readings and class discussion. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCG 102 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCG 205. Intermediate Composition and Conversation (4F)
Practice in German as a vehicle for communication. Speaking and writing exercises will range from making simple requests to articulating complex thoughts and emotions. Selected topics and texts read in advance will provide a basis for class discussion. Bi-weekly compositions assigned. *Prerequisite: ILCG 201 or 206 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCG 206. Introduction to Literature in German (4S)
Students will study short literary texts representing several periods and genres. Particular attention will be paid to the social and historical context of the literature. Grammar will be reviewed only as needed. Written assignments will be based primarily on the readings. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCG 201 or 205 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCG 355. German Culture and Civilization: History and Everyday Life in the 20th Century (4AF)
This course deals with problematic aspects of Germany's recent past. The emphasis is on an exploration of issues through the study of a variety of sources: documentary and feature films, eye-witness accounts, diaries, art work and literary texts, newspaper and magazine articles, essays, cultural criticism, etc. Examples of courses that have been offered under this heading are "Aspekte der Weimarer Republik," and "Geschichte und Alltag im 20ten Jahrhundert." The topic of this course, which is often taught as a workshop, is different whenever the course is offered. May be repeated for credit. *Pre- or co-requisites: ILCG 205 or 206 or consent of the instructor.*

ILCG 356. German Culture and Civilization: Historical (4AF)
The topic of this course is often a response to contemporary issues of great urgency and complexity in a rapidly changing Germany (the collapse of Communism and the fall of the Wall, reunification and the psycho-social problems that accompanied it, the decline of the nation state and the European identity crisis, migration, shifting boundaries). The course studies how these issues developed historically, often going back as far as the Middle Ages. Examples of courses that have been offered under this heading are "Hauptstadt Berlin, Fremdgruppen in Deutschland," and "Das Deutsche Neunzehnte Jahrhundert." The topic of this course is different whenever it is offered. May be repeated for credit. *Pre- or co-requisites: ILCG 205 and 206 or consent of the instructor.*

ILCG 360. Advanced Grammar and Translation (4AS)
Study of grammatical and stylistic structures as they apply to the task of translating a variety of texts from German into English and from English into German. *Pre- or co-requisites: ILCG 205 and 206 or consent of the instructor.*

ILCG 362. Topics in German Literature I (4AS)
Close study of selected major literary works from the Middle Ages to the Age of the Enlightenment. The course will normally focus on a theme, movement, or genre which links the selected works in a common or conflicting tradition. Class discussion and short papers will aim at developing the ability to read literature critically. A short creative writing project is part of the requirements. Although the course focuses on a pre-modern period, links are made to later periods and to the present. Recent offerings: the Middle Ages and how medieval imagery and ideas were revitalized by the Romantics and the 20th century; and "Der Garten," what historical changes this archetypical image underwent in different periods from the Middle Ages to the 20th century. May be repeated for credit. *Pre- or co-requisites: ILCG 205 and 206 or consent of the instructor.*

ILCG 363. Topics in German Literature II (4AS)
Close study of major literary works from the period of Romanticism to the present. The selection of works will normally reflect a particular theme, movement, or genre which links the selected works in a common or conflicting tradition. Class discussion and short papers will aim at developing the ability to read literature critically. May be repeated for credit. *Pre- or co-requisites: ILCG 205 and 206 or consent of the instructor.*

ILCG 493/494. St. Mary's Project (1-8E)
A student-initiated and student-executed project of eight credit-hours is the senior capstone experience, to be carried out in the German language. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's coursework and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method of approach and execution appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance; and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 293; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to a total of eight credit-hours.

ILCG 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

LATIN AMERICAN STUDIES COURSES (ILAS)

ILAS 200. Democracy in Latin America (4)
This course is intended as an introduction to the study of Latin America using the concept of democracy as our optical lens. The course is concerned with both the object of study, Latin America, and the context from which the study emanates, the United States. What has been the experience of democracy within the Latin American context? What is said and thought in the United States regarding democracy in Latin America? How do these two traditions interact with each other? We will be concerned primarily with the post-World War II historical context and will look at societies in Central America, the Caribbean, and the Southern Cone. This course satisfies the Core Curriculum requirement in Cultural Perspectives.

ILAS 206. Introduction to Latin American Literature in Translation (4)
This course introduces literary expression in 19th- and 20th-century Latin America and is

meant for students not necessarily familiar with the region or its languages. While incorporating film, essays, art, and basic historical background, the course focuses on short stories, poems, plays and novels from various countries, including the United States, in order to familiarize students with a variety of genres and periods. Since the course is in English, we will also address issues of translation. The course may offer a particular focus of particular relevance to the region, depending on the professor. Topics covered may include national identity; gender and sexuality; experimental representations of reality; ethnicity and social class; religion; memory; and history.

ILAS 310. The Latino/a Experience in the United States (4)
There has been a long and sometimes conflict-laden relationship between the United States and its Spanish-speaking neighbors to the south. This relationship has become even more important as the world has become more global and multi-cultural in nature. According to the last U.S. census, the Latino/a population in the United States is the largest minority group in the country. This is by no means a minor social event in the history of the American continent. This course is an interdisciplinary introduction to the study of Americans of Latino descent in the United States across time and space. The course concentrates on two main issues: 1) the past and current social situation and cultural expressions of these groups within U.S. society; and 2) the construction of the terms "Hispanic" and "Latino/a" as labels used to represent a diverse ethnic/cultural constituency. The course uses an array of interdisciplinary readings and other materials from the fields of history, political science, anthropology, sociology, literature, and cultural studies.

ILAS 340. Social Change and Musical Expression in Latin America (4)
This course focuses on the relationship between social change and musical expression in Latin America. Special importance will be given to how music either resists or contributes to the formation of local and national identities within various developing democracies. Specific examples of Latin American social and political cultures will be studied with a focus on the production and interpretation of music during crucial historical moments. Various styles, genres, and artists will be analyzed with an emphasis on their cultural significance during moments of political, social and cultural transition in Latin America.

ILAS 350. Latin American Cinema (4)
This course will analyze various contemporary Latin American films with an emphasis on how each one reflects or rejects its particular social, political, and cultural context. Special attention will be paid to how each work engages the balance between what may be perceived as the traditional characteristics of a particular local identity and the changes of that identity due to economic, political, and cultural fluctuations. The representation of gender, race, class and identity in each film will be emphasized.

ILAS 370. Guatemalan History (4)
In this course we will study Guatemalan history from pre-Columbian times until the present. Although Guatemala reproduces many of the conditions typical of Latin America during the past 500 years, it is also different because of its Mayan population. Despite the Spanish conquest, Maya culture never disappeared. Today the majority of Guatemalans are Maya: they speak their own languages, they worship deities maintaining links with 4,000 years of Maya cultural tradition, and in many different ways they define themselves as a unique culture. Approximately half of the course will deal with Guatemalan history before the 20th century, and the other half will focus on the 20th century. This course is cross-listed with HIST 370.

ILAS 493/494. St. Mary's Project (8E)
A student-initiated and student-executed project of eight credit-hours is the senior capstone experience. While the thesis can be written in English, a significant Spanish language component is expected. The project may be a research project in literary or cultural studies, a creative-expressive project involving arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task, 2) a method of approach and execution appropriate to the task, 3) adequate knowledge of the particular area of research or endeavor, 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance, and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the

field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to eight credit-hours.

ILAS 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

SPANISH COURSES (ILCS)

ILCS 101. Elementary Spanish I (4E)
An introduction to the basic structures of spoken and written Spanish and an introduction to Hispanic cultures as expressed in language and other cultural forms. This course is for students beginning the study of Spanish. Each section of ILCS 101 focuses on a specific culture topic.

ILCS 102. Elementary Spanish II (4E)
A continuation of the study of basic grammar and Hispanic cultures begun in ILCS 101, with further attention to communicative goals. Each section of ILCS 102 focuses on a specific culture topic. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCS 101 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCS 110. Accelerated Elementary Spanish (4E)
An accelerated study of the communicative and cultural material presented in ILCS 101 and ILCS 102. Designed for students who have some prior knowledge of Spanish. Each section of ILCS 110 focuses on a specific culture topic. *Prerequisite: Admission determined by Foreign Language Proficiency Test.*

ILCS 201. Intermediate Spanish I (4E)
This course is the first half of the intermediate level sequence in Spanish language. Students will do a thorough review of all grammatical structures studied in the first year of Spanish. Students will also build on this foundation by studying additional grammatical structures. Emphasis will be given to developing proficiency in the use of the past tense and in developing a working use of the subjunctive mood. In addition, students will work to develop reading and writing skills through short compositions and a cultural project that requires the reading of current media from Spain and Latin America. Particular attention will also be paid to social and historical contexts of Spanish speaking countries. Class participation will also be strongly emphasized. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisites: ILCS 102 or 110 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCS 202. Intermediate Spanish II (4E)
This course is the second half of the intermediate level sequence in Spanish language. Students will continue to work towards mastering all grammatical structures in the indicative mood and will deepen their proficiency in the subjunctive. The continued development of reading and writing skills will also be emphasized with the incorporation of a major reading and research project. Class participation will continue to be strongly emphasized. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCS 201 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCS 206. Introduction to Literature in Spanish (4E)
Students will study short literary texts representing several periods and genres. Particular attention will be paid to the social and historical context of the literature. Grammar will be reviewed only as needed. Written assignments will be based primarily on readings. This course satisfies the Core Curriculum requirement in Cultural Perspectives if not used to satisfy the Core Curriculum International Language requirement. *Prerequisite: ILCS 202 or equivalent as determined by the Foreign Language Proficiency Test.*

ILCS 300. ICADS Semester (16E)
This semester-long course allows students to develop their Spanish language skills and to gain a deep understanding of the Central American region through study at the Institute

for Central American Development Studies (ICADS). The ICADS focuses on women's issues, economic development, environmental studies, public health, education, human rights, and wildlife conservation. Students can choose to participate in one of two tracks. One is the ICADS Semester Internship and Research Program, where after a four-week language and culture orientation students spend eight weeks on an independent project in Costa Rica or Nicaragua, followed by a final two weeks at ICADS to present the students' experience. The internship can be with one of many types of organizations. The second track is the Field Course in Resource Management and Sustainable Development, where after a four-week language and culture orientation students spend five weeks in small groups in three to four different areas within Costa Rica where they learn about a diversity of ecological zones and systems of regional development. The second track concludes with a five-week independent study in one of the previously visited locations, chosen by the student, and a final presentation. For more information on ICADS, go to the web site: www.icads.org. To apply for the program, contact a Spanish professor in the Department of International Languages and Cultures. The awarding of the full 16 credits is dependent upon successful completion of all components of the ICADS semester. *Prerequisites: ILCS 102 or 110, or any higher level ILCS course, and permission of the ICADS faculty liaison in the Department of International Languages and Cultures.*

ILCS 360. Advanced Writing Workshop (4)
Close study of grammatical and stylistic structures as they apply to various writing assignments, including translations between English and Spanish. Writing assignments, grammar review, and discussions in a workshop format will provide the methodology for developing each student's self-expression in Spanish, and for improving mastery of grammar and composition. As a final project, students will produce a publication of their work. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 361. Indigenous Cultures in Latin America (4)
Indigenous cultures in Latin America began to develop a rich tradition as early as two thousand years before the Christian era. These traditions led to the rise of highly complex civilizations. In certain places of Latin America, such as Guatemala, southern Mexico, and the Andean region of South America, indigenous cultures are still extant. In this course we will explore both the current realities of indigenous cultures in parts of Latin America, as well as pre-Columbian and colonial antecedents. The content of the course will vary, sometimes focusing more on historical background and at other times on contemporary conditions; at times the course may focus on a single indigenous tradition, and at others may provide a more panoramic perspective. Readings will be in Spanish. May be repeated for credit with permission of the instructor. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 362. African Diaspora Cultural Expressions in Latin America (4)
This course explores the myriad historical, cultural, and artistic contributions of African culture(s) in the Diaspora to the formation of the Hispanic world — including Spain, the American mainland, and the Caribbean. May be repeated for credit with permission of the instructor. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 363. Cultural Perspectives on Gender (4)
This course focuses on cultural constructions of gender as they are represented in literature, art, film, and /or social movements. Special attention will be given to individual and collective strategies to redefine traditional cultural values related to gender. We will also consider how the relationships among gender, race, and social class affect who produces national discourse and how. Artistic and social expression from different historical periods in Spanish, Latin American, and/or Latino/a cultures will be the basis of our discussions. May be repeated for credit with permission of the instructor. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 365. Creating for Social Change (4)
Historically, as well as today, there is a link between cultural production and the commitment to address social concerns in both Latin America and Spain. This course explores the ethical and aesthetic aspects of texts which have as their obvious aim the promotion of social change within the societies where they were produced. May be repeated for credit with permission of the instructor. *Prerequisite: ILCS 206 or the consent of the instructor.*

ILCS 368. The Construction of Nationalism and Cultural Identity (4)
This course examines the topic of nationalism as it has emerged in Latin America from the

independence wars to the present. Special consideration will be given to historical, social, and political conditions that gave rise to particular national discourses, particularly in relation to race, class, gender, anti-colonialism, revolution, and globalization. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 369. The Problematic of Modernity (4)
The concept of modernity is associated with the impact of the Industrial Revolution on society, and all the attendant transformations and dislocations that this revolutionary mode of production brought about. In the Spanish-speaking world, modernity was experienced as a crisis of identity due to the highly uneven social and economic development that was characteristic of Spanish-speaking societies. This course examines the many manifestations of this identity crisis in writings and/or other creative expressions produced during the 19th and 20th centuries. May be repeated for credit with permission of the instructor. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 370. Postmodernity and Globalization (4)
Postmodernity is a much-debated and ambiguously defined term that attempts to describe historical and cultural developments since the 1970s. It dovetails with the concept of globalization, which first described economic developments and has now broadened to encompass ideas about cultural phenomena. The decades since the 1970s have produced often divergent socio-political experiences and artistic expressions in Spain and Latin America, but for both regions this period has meant a re-evaluation of popular cultures, of political participation, and of regional and national identities by many writers, artists, and activists. In Latin America this re-evaluation sometimes emerged in response to dictatorship, civil war, neo-liberal policies; in Spain it emerged as the return to democracy after 36 years of conservative dictatorship created a radical shift in popular and artistic expression. This course explores postmodernity and globalization from Spanish and/or Latin American perspectives through literature and other arts in the context of these socio-political changes since the late 20th century. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 372. Multicultural Characteristics of Early Modern Spain (4)
This course examines the social, economic, cultural, and artistic evolution of the Iberian Peninsula from the Muslim invasion in the 8th century to the beginning of the Spanish Empire's decline in the 17th century. Selected works will be examined as manifestations, critiques and defenses of the political, social, cultural characteristics of Spain's development into the world's most powerful empire. Special attention will be given to the influence various cultures within the Peninsula, as well as Spain's contact with its colonies, had on the formation of its identity as a modern state. *Prerequisite: ILCS 206 or consent of the instructor.*

ILCS 440. Special Topics in Hispanic Studies (4AS)
Advanced study of a topic, theme, problem, or major figure in Hispanic literature or culture. May be repeated for credit. *Prerequisites: Two 300-level ILCS courses or consent of the instructor.*

ILCS 493/494. St. Mary's Project (1-8E)
A student-initiated and student-executed project of eight credit-hours is the senior capstone experience, to be carried out in Spanish. Depending on the nature of the project, some components may be written in English, with the approval of the mentor. The project may be a research project in literary or cultural studies, a creative-expressive project involving the arts, or a pedagogical project involving teaching applications. Also, depending on the focus of the student's course work and interests, the project can be single or multi-disciplinary based. Whatever the nature of the project, students must demonstrate in it: 1) linguistic competence equal to the task; 2) a method of approach and execution appropriate to the task; 3) adequate knowledge of the particular area of research or endeavor; 4) an ability to analyze and reflect upon this knowledge in order to integrate it with knowledge in other areas of inquiry or performance; and 5) the readiness to critically discuss and publicly share the results of the project. *Prerequisites: ILCT 393; approval of a faculty project mentor; approval of the department chair.* NOTE: Students whose projects are to be based on material collected "in the field" while studying abroad during their junior year or while engaged in off-campus apprenticeships or internships should discuss their plans with a faculty adviser as early as the second semester of their sophomore year. This course is repeatable for up to a total of eight credit-hours.

ILCS 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student

and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

INTERNATIONAL LANGUAGES AND CULTURES IN TRANSLATION (ILCT)

ILCT 106. Introduction to World Literature (4F)
Literature is an expression of a particular culture's highest aspirations. By studying the literary expressions that have developed within varying cultural traditions, we can come to a richer understanding of the breadth and depth of the human experience, and we can also develop a greater sensitivity to cultural multiplicity. This course provides an opportunity to study, at some depth, literary texts produced within traditions that are not encompassed by the English-speaking world. Since, by necessity, we will be reading translated materials, we will also look at questions of translation, both linguistically and culturally. The specific content of the course will vary. Topics that may be covered include Latin American literature, Francophone literature, various European literatures, as well as comparative and thematic literary topics.

ILCT 293. Introduction to Cultural Studies (2S)
This course introduces students to recent scholarship in the area of cultural studies theory. Students will be exposed to a variety of approaches to textual analysis, be it the text of books found within an established literary tradition, the text of expressions within popular culture, or the text of a given social experience in its broadest sense. Students will learn how to use the insights generated by the discipline of cultural studies to better understand and comment about the cultures that they study within the curriculum in the Chinese, French, German, Latin American Studies and Spanish concentrations. By comparison and contrast, students will also come to a better understanding of how U.S. society fits within a globalized cultural context. This course must be taken as a pre- or co-requisite to the first 300-level course in ILCC/ILCF/ILCG/or ILCS by those students planning to major in International Languages and Cultures; students planning to fulfill the requirements for a minor in one of the languages, or to take upper-level courses in one of the language concentrations, should consult with a faculty adviser in International Languages and Cultures to determine whether and when it would be appropriate to take this course.

ILCT 300. Introduction to Linguistics (4AF)
This course will study the principles governing language structure and its use. Both formal and applied aspects of linguistics theory will be considered. On the formal side, the sound, word, and sentence structure will be studied. On the applied side, first- and second-language acquisition, historical, social, computer- and neuro-linguisitics will be considered. Data will be drawn from both English and other languages. This course satisfies a math requirement for teacher certification in foreign languages.

ILCT 301. French and Francophone Studies in Translation (4AF)
The study of major works in the French-speaking literary traditions of Europe, Africa, or the Americas; or the study of basic philosophical, moral, social, and political dilemmas of French-speaking societies. May be repeated for credit.

ILCT 302. German Studies in Translation (4AF)
The study of major works in the German-speaking literary traditions of Europe, or the study of basic philosophical, moral, social, and political dilemmas of German-speaking societies. May be repeated for credit.

ILCT 303. Hispanic Studies in Translation (4AS)
Study of major works in the Spanish-speaking literary traditions of Europe and the Americas, or the study of basic philosophical, moral, social, and political dilemmas of Spanish-speaking societies. May be repeated for credit.

ILCT 393. St. Mary's Project Workshop (2S)
The St. Mary's Project Workshop prepares students for their St. Mary's Project in international languages and cultures by teaching them how to frame a project and by stimulating independent and creative activity. Students will learn to relate their scholarly and creative interests to major issues in their fields and to the linguistic and cultural traditions represented in the department. Students will have an opportunity to explore the possibilities for St. Mary's Projects within the major: literary analysis, cultural analysis, pedagogical application, linguistic

study, translation, creative writing. They will also be guided to write a proposal for their St. Mary's Projects. Visitors from inside and outside the College will discuss their critical and/or artistic work with the seminar participants and serve as models. *Prerequisite: Advanced knowledge of a foreign language and junior standing or consent of the instructor.*

ILCT 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a foreign language faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

MATHEMATICS AND COMPUTER SCIENCE

The program offers elementary and advanced courses in mathematics and in computer science. Some of the courses are designed to introduce the general college student to basic mathematical skills and concepts or to the elements of computer programming. Other offerings are for students who intend to use mathematics or computer science as a tool in their other studies or future careers; they introduce students to advanced techniques of problem solving using mathematics or computers. A third group of courses aims at conveying to mathematics majors an in-depth knowledge and understanding of mathematics. Advanced computer science courses introduce students to the structure and organization of digital computers.

The mathematics major and minor are described below, but for the computer science major and minor see page 91.

MATHEMATICS

The mathematics major is designed to prepare students for graduate work in mathematics, for teaching mathematics in secondary school, and for a variety of careers in mathematics-related fields in government, business, or industry.

All students are expected to learn methods and techniques of problem solving and to develop facility in the mathematical mode of thinking. They are expected to become acquainted with the major areas of current interest in mathematics, with the great achievements of the past, and with the fundamental problems of number, space, and infinity.

The mathematics minor is designed for all interested students, but it is particularly suited for students majoring in any of the sciences (including computer science) or economics, as well as students interested in pursuing the M.A.T. Program after graduation. The minor will introduce the student to calculus, linear algebra, and the foundations of mathematics.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in mathematics, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section).
2. Required Mathematics Courses (40 credits):

   MATH 151: Calculus I
   MATH 152: Calculus II
   MATH 255: Vector Calculus
   MATH 256: Linear Algebra
   MATH 281: Foundations of Mathematics
   MATH 312: Differential Equations
   MATH 321: Algebra I
   MATH 322: Algebra II
   MATH 351: Analysis I
   MATH 352: Analysis II

3. All students must select one of the following three options as the capstone experience of their education:

   a. St. Mary's Project in Mathematics (eight credits)*

   b. One senior-level mathematics** course and a Senior Project in Mathematics: MATH 495 (four credits)

   c. Two senior-level mathematics** courses

   * The requirement may also be satisfied by completing a St. Mary's Project in another area. If a student wishes to do a project in another area, the approval of the department must be secured in advance.

** Senior-level mathematics courses carry the designation "MATH 4xx".

4. Students must earn a grade of C- or better in all courses listed in items 2. and 3. above and maintain an overall GPA of 2.0 or better in these required courses.

Students who are interested in graduate studies in theoretical mathematics should add at least two senior-level courses in theoretical mathematics to their schedules.

It is also recommended that all students majoring in mathematics develop a proficiency in programming during their studies. This may be obtained by taking the course COSC 120. Acquiring skills with a mathematics software package such as Maple or Mathematica is desirable.

Degree Requirements for the Minor

1. Required Courses (20 credits)

   MATH 151: Calculus I
   MATH 152: Calculus II
   MATH 255: Vector Calculus
   MATH 256: Linear Algebra
   MATH 281: Foundations of Mathematics

2. Students must complete the required 20 credits, earn a grade of C- or better in each course taken to fulfill the minor, and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

Teacher Certification in Mathematics

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year. It is recommended that such students take Statistics (MATH 221).

Faculty

Casey Douglas, Sandy Ganzell, Susan Goldstine, Alan Jamieson, Lindsay Jamieson, David Kung (department chair), Alex Meadows, Simon Read, Katherine Socha, Ivan Sterling.

MATHEMATICS COURSES (MATH)

MATH 111. Precalculus (4F)
Functions and graphs. Transformations, compositions, inverses, and combinations of functions. Exponentials and logarithms. Trigonometric functions and their inverses. Polynomial and Rational functions. This course is designed to prepare students for further studies in mathematics and the sciences; in particular, for an in-depth study of calculus. The course does not satisfy the Core Curriculum requirement in Mathematics.

MATH 131. Survey of Mathematics (4E)
This course will include study of both theoretical and applied aspects of mathematics. Topics will vary from section to section and may include the following: number systems, mathematical modeling, Euclidean and non-Euclidean geometry, projective geometry, group theory, graph theory, mathematical logic, sets and infinity, topology, the concepts of calculus, and the history of mathematics. The course is recommended for students of the liberal arts who wish to obtain a general view of contemporary mathematics. MATH 131 satisfies the Core Curriculum requirement in Mathematics.

MATH 151, 152. Calculus I, II (4E)
The differential and integral calculus of functions of one variable: limits and continuity, the derivative, curve sketching, applications of the derivative, indefinite integrals and differential equations, definite integrals and the fundamental theorem, integration methods, applications of the integral, the convergence of sequences and series, power series, Taylor's theorem and analytic functions, polar coordinates and parametric equations. MATH 151 satisfies the Core Curriculum requirement in Mathematics. *Prerequisite: Familiarity with high school trigonometry is expected. MATH 151 is a prerequisite for MATH 152.*

MATH 161. Math for Teachers I (4F)
The foundations of arithmetical reasoning including general problem-solving skills; sets and operations; the use of manipulatives to model arithmetic; arithmetic in other bases; standard, alternative and invented algorithms; fractions and proportional reasoning; basic

number theory. Student-centered pedagogies will be modeled and discussed.

MATH 162. Math for Teachers II (4S)
Geometry (including constructions and proofs), tessellations and tilings of the plane, polyhedra, measurement, basic probability and statistics. Student-centered pedagogies will be modeled and discussed. *(MATH 161 is not a prerequisite for this course.)*

MATH 181. Emerging Scholars Program (1E)
Supplemental problem-solving workshop for calculus (MATH 151, 152) students in the Emerging Scholars Program. Enrollment by permission of instructor.

MATH 200. Discrete Mathematics (4S)
Set theory, elementary logic, sequences and mathematical induction, functions and relations, counting techniques, matrix theory, graphs and trees. MATH 200 satisfies the Core Curriculum requirement in Mathematics. MATH 200 assumes more mathematical preparation than MATH 131.

MATH 201. Psychological Statistics (4E)
The analysis of experimental data, including data from both laboratory and natural settings. Parametric analysis through two-way analysis of variance and nonparametric statistics. This course is cross-listed as PSYC 201.

MATH 221. Introduction to Statistics (4S)
Introduction to the concepts and methods of statistics, including descriptive statistics (measures of central tendency, dispersion and shape, as well as data organization), probability theory, probability distributions, confidence intervals, hypothesis testing, types of error, correlation and regression, and analysis of variance. Computer software which provides statistical capabilities is used to apply the concepts covered to realistic data sets from the biological and/or social sciences.

MATH 255. Vector Calculus (4E)
The differential and integral calculus of scalar and vector-valued functions in one and several variables. *Prerequisite: MATH 152.*

MATH 256. Linear Algebra (4E)
Vectors in the plane and in space, vector spaces, linear transformations, matrices and determinants, systems of linear equations, characteristic values and vectors, inner product spaces and orthogonality. *Prerequisites: MATH 255; or MATH 152 and permission of the instructor.*

MATH 281. Foundations of Mathematics (4E)
Mathematical logic; proof techniques and proof writing; set theory (including Cantor's theory of the infinite); relations and functions; theoretical foundations of number systems including the natural numbers, integers, rationals, reals, and complex numbers. *Prerequisite: MATH 152.*

MATH 293. Field Studies in Mathematics Education (1-4,E)
This course provides experience in a school setting for students seeking teacher certification and for others interested in learning more about the nature of the school, the nature of children, the nature of mathematics education, and about teaching/learning processes within school settings. Students may take at most two of the following courses for a total of up to four credit-hours: ILCC 293, ILCS 293, IlLCF 293, ILCG 293, EDUC 293, MATH 293. *Prerequisite: MATH 256; or MATH 152 and permission of the instructor.*

MATH 312. Differential Equations (4S)
Solution methods for first-order differential equations; existence and uniqueness theorems; solutions of second-order linear differential equations; power series methods; Laplace transformations; applications. *Prerequisite: MATH 256; or MATH 152 and permission of instructor.*

MATH 321, 322. Algebra I, II (4F, 4S)
A study of abstract algebraical systems and the mappings which preserve their structure: groups, rings, fields, and vector spaces; homomorphisms and isomorphisms. Credit is allowed for MATH 321 without registration for MATH 322. *Prerequisite for MATH 321: MATH 281. Prerequisite for MATH 322: MATH 321.*

MATH 351, 352. Analysis I, II (4F, 4S)
The real number system, metric spaces, compactness and connectedness, convergence and summability, limits and continuity, measure and integration. Credit is allowed for MATH 351 without registration for MATH 352. *Prerequisite for MATH 351: MATH 281. Prerequisite for MATH 352: MATH 351.*

MATH 391. Putnam Seminar (1F)
Preparation for the Putnam Exam, an annual math competition held in December. Topics include general problem-solving strategies and previous exam problems which typically inte-

grate knowledge from different areas of mathematics. May be repeated for credit.

MATH 392. General Problem Solving (1S)
Problem-solving methods in higher mathematics, with an emphasis on how different strategies are used across different areas of math. May be repeated for credit.

MATH 411. Partial Differential Equations (4AF)
Solution methods for basic partial differential equations, with a detailed study of the heat and wave equations. Topics include Fourier series solutions, integral transform methods, numerical methods for elliptic, parabolic, and hyperbolic equations. *Prerequisite: MATH 312; or MATH 152 and permission of the instructor.*

MATH 421. Combinatorics (4AF)
Topics may include the following: permutations, combinations, partitions, counting principles, generating functions, partially ordered sets, designs and codes, graphs and trees, planarity, networks, Hamiltonian cycles, Eulerian tours, combinatorial designs, games of complete information, asymptotic methods, combinatorial existence theorems, and Ramsey theory. *Prerequisites: MATH 281 or permission of the instructor.*

MATH 451. Complex Analysis (4AS)
Complex numbers and functions, differentiability, integration, Cauchy theory, power series, and analytic continuation. *Prerequisite: MATH 281.*

MATH 461. Topology (4AS)
Topological spaces, separation axioms, compactness and connectedness, continuity, metrizability, an introduction to algebraic topology. *Prerequisite: MATH 281.*

MATH 481. Topics in Applied Mathematics (4S)
An in-depth study of an important field in applied mathematics. A detailed course description will be available in the online "Schedule of Classes" before registration. May be repeated for credit if the topic is not repetitive. *Prerequisite: Consent of the instructor.*

MATH 482. Topics in Theoretical Mathematics (4F)
A rigorous study of an important field of theoretical mathematics. A detailed course description will be available in the online "Schedule of Classes" before registration. May be repeated for credit if the topic is not repetitive. *Prerequisite: Consent of the instructor.*

MATH 493, 494. St. Mary's Project in Mathematics (1 - 8E)
The St. Mary's Project in mathematics is one of the culminating experiences in the mathematics major. It usually is completed in the two semesters of the student's senior year. The project draws on and extends knowledge, analytical skills, and creative thought developed through previous work in an area or areas of mathematics or mathematics education. Usually, it is initiated by the student; however, the student may peruse lists of project ideas developed by the mathematics faculty or draw on other sources. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of mathematics beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor, and the department chair. *Prerequisite: Consent of mentor and department chair.*

MATH 495. Senior Project in Mathematics (4E)
Together with a 400-level mathematics course, the Senior Project in mathematics can be a component of the capstone experience in the major. Normally, a student will complete the project during the senior year. It draws on previous course work and study and should expand the student's horizon in mathematics and develop his or her thinking skills. The idea should come from the student, but lists of project ideas developed by the mathematics faculty are available, and other sources may be used. The student shall select a faculty mentor and a topic with the advice of the department chair. A project proposal must be submitted, identifying the area to be explored and the methods of inquiry to be used. While working on the project, the student should learn a significant amount of mathematics beyond that learned in previous course work. Upon completion, the project shall be presented to the public in a way agreed upon by the student, the mentor, and the department chair. *Prerequisite: Consent of mentor and department chair.*

MATH 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus learning opportunities can be arranged through the director of intern-

ships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

MATH 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a mathematics faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

MUSEUM STUDIES

The museum studies program is designed to help students explore the theory and practice of museums in the contemporary world, with emphasis on the stewardship of collections and the creation of exhibits, interpretive programs, and educational outreach services. Museology is inherently multi-disciplinary and cross-disciplinary, benefiting from knowledge and experience in the fine arts, sciences, history, anthropology, education, computer science, design, marketing, finance, and other fields. The museum world is richly varied: in addition to the familiar museum categories of art, history, natural history, technology and science museums, there are many similar institutions including national and state parks, zoos, botanical gardens, aquariums, and children's museums. The program's offerings will help prepare students for their future understanding of and contribution to the realm of museums.

The program is a cross-disciplinary study area with course offerings across several disciplines. The required core course, "Introduction to Museum Studies" (MUST 200), is offered each fall. Formal declaration of intent to complete the program's requirements must be preceded by completion of the core course or by consent of the program coordinator. Students are advised to declare their participation and plan their program's make-up in consultation with the program coordinator as early as possible but no later than by the beginning of the first semester of the senior year.

Degree Requirements for the Minor

To complete a minor in the museum studies program, students must satisfy the following requirements designed to acquire the depth and breadth of knowledge and experience intended for the program.

1. General College Requirements (see "Curriculum" section).
2. All requirements of the chosen major field.
3. One required four-credit, 200-level course, "Introduction to Museum Studies" (MUST 200), offered annually.
4. At least 12 hours of appropriate electives, eight of which need to be upper-division, selected from at least two of three primary fields of art history, anthropology, history, or museum studies.
5. Completion of a single eight-credit internship in a museum-related area of study; upon approval of the program coordinator, two four-credit internships may be substituted.

Primary Fields: (at least eight hours upper-division electives from this partial list; a complete list of approved current offerings will appear in the online "Schedule of Classes").

ANTH 302: Food and Culture (4AF)
ANTH 303: The Gambia, West Africa Field Study Program (8ASu)
ANTH 304: Anthropology of Media (4AF)
ANTH 306: Practicing Anthropology: Principles of Applied Anthropology (4AF)
ANTH/HIST 311: Native American Culture and History (4AS)
ANTH 313: African-American Colonial Culture (4AF)
ANTH 346: Analysis of Material Culture (4AS)
ANTH 348: African-American Culture (4AS)
ANTH 353: Egyptian Archaeology (4AS)
ANTH 357: Archaeological Analysis and Curation (4F)
ANTH/HIST 410: Historical Archaeology Field School (8Su)
ANTH 412: Archaeological Curation, Conservation, and Collections Management (4Su)
ANTH 450: Historical Archaeology (4AS)
ARTH 306: American Art (4AF)
ARTH 310: Art in Europe, 1500-1850 (4AS)

ARTH 314: African-American Art (4A)
ARTH 321: Art and Architecture of the Ancient Maya (4AS)
ARTH 322: Native North American Art and Architecture (4AS)
HIST/ANTH 311: Native American Culture and History (4AS)
HIST 360: Early African Civilization (4AF)
HIST 361: African Civilization, 1800-1900 (4AF)
HIST 381: History of Ancient Greece and the Hellenistic World (4AS)
HIST 382: History of the Roman Republic and Empire (4F)
HIST 383: History of the Byzantine Empire (4AS)
HIST/ANTH 410: Historical Archaeology Field School (8Su)
MUST 301. Interpreting History to the Public (4F)
MUST 390. Topics in Museum Studies
ANTH, ARTH, ART, HIST Independent studies and Internships, with the approval of the coordinator of the museum studies program.

Secondary Fields: none specified, but a wide variety of disciplines furnish appropriate courses for individual programs, depending on the goals of the participant.

Additional appropriate courses at all levels in such disciplines as history, anthropology, art history, art, computer science, biology, chemistry, education, geology, geography, religious studies, etc., which support an individual's program goals will be selected in consultation with the program coordinator. Each year the participating program faculty will designate any new or experimental courses, topical courses, field trip sequences, or special offerings that will satisfy elective requirements. A complete list of these will appear in the online "Schedule of Classes."

As part of their participation in museum studies, students undertake an eight-credit internship. Possible internship locations include the Boyden Gallery and Teaching Collection, Historic St. Mary's City, Jefferson Patterson Park and Museum, Sotterley Plantation, Calvert Marine Museum, St. Mary's County museums, and other nearby cultural institutions.

Students may pursue their St. Mary's Project in museum studies with the permission of their major department and with a museum studies faculty member serving as mentor or co-mentor. St. Mary's Project credit (eight hours) does not apply toward fulfillment of the curriculum requirements of the program.

MUSEUM STUDIES COURSES (MUST)

MUST 200. Introduction to Museum Studies (4F)
This course considers museums—their history, social context, and their challenges—in the 21st century. The format is seminar-style, based on case studies, field trips, readings, and a class project. Using an interdisciplinary approach, the course examines the roles that a broad range of museum types play in society: the diversity of collections, exhibitions, and interpretation techniques; management and marketing challenges; visitor behavior and learning; virtual museums; and museum ethics, law, and controversies.This course fulfills the Core Curriculum requirement in Arts.

MUST 301. Interpreting History to the Public (4F)
This course explores the theory and method of public history, museum education and interpretation in general with Historic St. Mary's City (HSMC) as a model where appropriate. The course combines discussion, presentations, and readings with a practicum at the HSMC living history sites. Through the practicum, students develop practical skills used to design, implement, and evaluation programs in history museums.

MUST 390. Topics in Museum Studies
This course provides analysis of substantive issues in museum studies. Topics will vary each semester the course is offered and reflect current interests of students and the instructor. May be repeated for credit if the topic is not duplicated. For a description of each course, see the current online "Schedule of Classes."

MUST 398, 498, Museum Studies Internship (8E)
The internship provides direct hands-on and academic experience in a museum environment selected by the student, approved by the program coordinator, mentored by a member of the museum studies steering committee, and formalized in a learning contract. The internship may be undertaken in a nearby institution, but further afield and abroad as well.

MUSIC

We provide students, majors and non-majors, with a full range of musical opportunities, academic and performance, guided with a high level of personal attention. We offer instrumental and vocal instruction (private and class), the opportunity to participate in a variety of excellent ensembles, and course work that supports an understanding of music in its wider historical, social, cultural, and geographical contexts. Our numerous college-level and professional-level performance activities provide a substantial educational foundation and serve as an important cultural resource for our region. The unique summer international and orchestral programs offer students the opportunity to expand horizons and deepen understanding of worlds beyond their own by engaging in conservatory-like, pre-professional training here and abroad. Taken together, these endeavors prepare our students for advanced training and careers in a variety of fields such as performance, composition, music scholarship, education, and arts administration.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in music, a student must satisfy the following minimum requirements with an overall minimum GPA of 2.0 in required MUSA/MUSC courses.

NOTE: Some music requirements may be waived (by the department chair in consultation with the music faculty) for transfer students or for students with experience or knowledge equivalent to the material of a particular course.

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major.
2. Core Music Courses. A grade of C- or better must be received in each course under 2. Courses taken for Credit/No credit may not be used to satisfy requirements under 2.
   a. Music Theory:
      MUSC 203 & 201: Music Theory I & Sight Singing and Dictation I
      MUSC 204 & 202: Music Theory II & Sight Singing and Dictation II
      MUSC 303 & 309: Music Theory III & Sight Singing and Dictation III
      MUSC 311: Sight Singing and Dictation IV
      One course chosen from:
      MUSC 304: Music Theory IV
      MUSC 332: Form and Analysis
   b. Music History
      MUSC 210: Music History Survey I
      MUSC 211: Music History Survey II
      MUSC 320: Music History Survey III
   c. Ethnomusicology:
      MUSC 216 Introduction to the World's Music or
      MUSC 323 Topics in Ethnomusicology
3. Performance Requirements. A grade of C or better must be received in each course under this requirement. Courses taken for Credit/No credit may not be used to satisfy the performance requirement.
   a Private Instruction: at least seven semesters chosen from MUSA 280, 281, 284,285, 286, 287, 288, 289, 380, 381, 384, 385, 386, 387, 388, 389.
   b. Ensemble Participation: at least seven semesters of large ensemble (MUSA 180/480 Choir, MUSA 186/486 Jazz Ensemble, or MUSA 189/489 Orchestra).

      NOTE: A student will not be permitted to take more than four credit-hours of applied music (MUSA) courses during one semester without consent of the music faculty. Acceptance into the Alba program provides faculty consent for exceeding four MUSA credit-hours in that semester. For purposes of fulfilling the total credit-hour requirement under this section, only four of the MUSA credit-hour credits earned in Alba will be counted. Nevertheless, all credits earned in Alba will be counted in the student's transcript.
4. Elective Courses (10 credit-hours): Ten credit-hours of music courses chosen by the student subject to approval by a full-time music faculty member. Courses in fields other than music can satisfy this requirement with the approval the department chair in music. Electives can be used to pursue areas of special music ability or interest, or to explore the relations between music and other areas.
5. Performance proficiency in vocal or instrumental music, to be demonstrated by public recital or audition before the music faculty,

with the acceptable option for each student to be determined by the music faculty.

6. Proficiency in piano as a basic tool, to be determined by examination. The student should complete this examination by the end of the junior year.
7. Completion of MUSC 493/494 St. Mary's Project in Music (eight credit-hours). This requirement is waived if the student completes either a senior seminar or a St. Mary's Project outside the Music Department. Students exercising this option must obtain prior approval of the music faculty.

Degree Requirements for the Minor

To earn a minor in music, a student must not be a music major and must satisfy either the performance option or the academic option. A grade of C or better must be received in each course. Courses taken for Credit/No credit may not be used to satisfy requirements in the minor. Restrictions noted in "Degree Requirements for the Major," section 3.b., will apply.

Performance Option (18 credit-hours)

1. Performance requirements: At least 14 credit-hours chosen from a combination of private instruction and ensemble participation as approved by the music faculty:
   a. Private Instruction: between 4 and 10 credit-hours chosen from MUSA 280, 281, 284, 285, 286, 287, 288, 289, 380, 381, 384, 385, 386, 387, 388, 389.
   b. Ensemble Participation: between 4 and 10 credit-hours of large ensemble (MUSA 180/480 Choir, MUSA 186/486 Jazz Ensemble, or MUSA 189/489 Orchestra).
2. Academic requirements: At least four credit-hours chosen from MUSC 201, 202, 203, 204, 210, 211, 216, 217, 310, 320, 321, 323, 360.

Academic Option (19 credit-hours)

1. Performance Requirements: At least three credit-hours chosen chosen from MUSA 180/480, 196/486/ 189/489, 280/380, 281/381, 284/384, 285/385, 286/386, 287/387, 288/388, 289/389.

   Academic requirements: At least 16 credit-hours chosen from MUSC 201, 202, 203, 204, 210, 211, 216, 217, 303, 304, 309, 310, 311, 320, 321, 323, 332, 340, 342, 360.

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

Alba, Italy Program

The courses listed as MUSA 473, 474, 475, 476, 477, and 479 are special courses offered only through the College's program in Alba, Italy. MUSA 473 provides a way for students to earn credit for participating in a two-week international music festival in the summer. The other five courses are part of a one-semester total-immersion musical experience that will also include academic music classes. Students in Alba for an entire semester will also study Italian language. Please consult with the music faculty for further details.

Faculty

David Froom (department chair), Sterling Lambert, Deborah Lawrence, Jeffrey B. Silberschlag, Larry E. Vote

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MUSIC COURSES (MUSC) AND APPLIED MUSIC (MUSA)

MUSC 112. Music as Communication (4)
Designed for the general student, this course will explore the way that music functions as a form of communication. While the specific content of the course will vary, depending on instructor, it will include an introduction to Western music notation, some exposure to music from non-Western cultures, and some component of original music composition. This course fulfills the Core Curriculum requirement in Arts. Students interested in the major should take MUSC 201 and MUSC 203 instead of this course.

MUSA 118. Jazz Improvisation (1E)
Students will be engaged in activities to foster instrumental jazz improvisation fluency, including listening to jazz performances, practicing assigned exercises, and instrumental improvising in a jazz workshop mode. The class welcomes students beginning through advanced, playing all instruments, including non-jazz instruments. While focusing on jazz, skills acquired are applicable to all musical styles that include improvisation. Basic music reading ability is required. This course can be repeated for credit.

MUSA 170-176. Beginning Class Instruction (1E)
170 Guitar; 173, 174 Piano; 176 Voice.
Basic skills, including music reading, positions, and techniques. Opportunity for individual advancement through use of solo and duet literature. Open to beginning students only. Music 170 (Guitar Class) and Music 176 (Voice Class) satisfy the teacher education methods requirements in the areas of guitar and voice respectively. An additional fee must be paid for these classes. (See "Expenses" and "Financial Aid" sections.)

MUSA 180-490. Ensembles (1E)
180/480 Choir; 182/482 Chamber Singers; 185/485 Wind Ensemble; 186/486 Jazz Ensemble; 187/487 Chamber Ensembles; 189/489 Orchestra; 190/490 Piano Accompanist. Experience in performing groups with repertoire selected from a wide spectrum of literature. Limited outside engagements. May be repeated for credit. Junior and senior students will receive upper-division credit. Enrollment by audition.

MUSA 200. Concert Attendance (0E)
A co-requisite course with any private music instruction. Music majors will be required to attend eight concerts per semester. Non-music majors will be required to attend four concerts per semester. Each concert designated as acceptable towards satisfying the requirement will have an attendance sheet at the door for the students to sign as they arrive and leave. Acceptable concerts include student recitals in which one performs. Exceptions are the ensemble concerts, for which the performers do not receive attendance credit.

MUSC 201, 202. Sight Singing and Dictation I, II (1F, 1S)
Elements of pitch and rhythmic training from the recognition and performance standpoint. Includes rhythmic and melodic sight singing and dictation (one- and two-part) with keyboard harmony. These courses must be taken in sequence. *Prerequisite for MUSC 202: MUSC 201.*

MUSC 203, 204. Music Theory I, II (3F, 3S)
Review of such fundamentals as notation, intervals, scales, key signatures, chord construction, and study of Western common practice harmony. MUSC 203 (with co-requisite MUSC 201) fulfills the Core Curriculum requirement in Arts. *Co-requisite for MUSC 203: MUSC 201; Prerequisite for MUSC 204: MUSC 203; Co-requisite for MUSC 204: MUSC 202.*

MUSC 205. Music in History (4)
Designed for the general student, this course serves as an introduction to music and composers with a focus on historical periods. Listening to music is emphasized. This course fulfills the Core Curriculum requirement in Arts.

MUSA 206-209. Class Methods (1E)
206 Class Wind Methods; 207 Class Brass Methods; 208 Class String Methods; 209 Class Percussion Methods.

Designed primarily for music education students; includes group study, performance, and the teaching of voice and various instruments.

MUSC 210. Music History Survey I (4F) (4S)
A study of the development of music in the Western world from classical antiquity to the early Baroque. *Prerequisites: Ability to read music plus completion of MUSC 203 (or its equivalent) are required.*

MUSC 211. Music History Survey II (4S) (4F)
A continuation of MUSC 210 encompassing music of the late Baroque through early Romanticism. *Prerequisites: Ability to read music plus completion of MUSC 204 (or its equivalent) are required.*

MUSC 216. Introduction to the World's Music (4)
Designed for the general student, this course serves as an introduction to the music and musical practices around the world. This course addresses the challenge of listening to unfamiliar sounds as "music" and explores the relationship between music and society. This course fulfills the Core Curriculum requirement in Cultural Persectives.

MUSC 217. The Jazz Makers (4)
This course, designed for the general student, traces jazz from its historical roots, and then

follows its development to present day practices. The focus is on the artists and social issues that shape the idiom, using recordings, videos, films, and transcribed solos. The ability to read music is helpful but not essential for successful participation. The format is lecture/discussion. This course fulfills the Core Curriculum requirement in Arts.

MUSA 273. Intermediate Class Piano (1S)
Continuation of MUSA 174, designed particularly to help music majors pass the piano proficiency requirement, or to provide further instruction in piano to any student not advanced enough to enroll in MUSA 284/384. Instructor may, at his or her discretion, meet students individually, in groups, or as a class. An additional fee must be paid for this class. (See "Expenses" and "Financial Aid" sections.) This course is repeatable for credit.

MUSA 280-288/380-388. Private Instruction (1E)
280/380 Guitar; 281/381 Piano; 284/384 Brass; 285/385 Strings; 286/386 Voice; 287/387 Percussion; 288/388 Woodwinds. Intensive study of techniques and repertory. Juniors and seniors will receive upper-division credit. May be repeated for credit. Enrollment by audition. An additional fee must be paid for private instruction. (See "Expenses" and "Financial Aid" sections.) *Co-requisite for all: MUSA 200.*

MUSA 289/389. Private Instruction: Composition (1E)
Study of basic compositional techniques leading to the creation of original works for various performing media. Juniors and seniors will receive upper-division credit. May be repeated for credit. *Prerequisite: Consent of the instructor.*

MUSC 303. Music Theory III (3F)
Study of the theory of 19th-century music, with exercises in writing and analysis. *Prerequisites: Successful completion of MUSC 202 and 204 or consent of the instructor; Co-requisite: MUSC 309.*

MUSC 304. Music Theory IV (3S)
Study of the theory of 20th-century music, with exercises in writing and analysis. *Prerequisites: Successful completion of MUSC 303, MUSC 309, and the Core Curriculum requirement in mathematics or consent of the instructor; Co-requisite: MUSC 311.*

MUSC 309, 311. Sight Singing and Dictation III, IV (1F, 1S)
Continuation of study of materials begun in MUSC 201 and 202. Drills in sight singing, melodic and harmonic dictation (diatonic, chromatic, atonal), reading music in all clefs. *Prerequisites: Successful completion of MUSC 202 and 204 or consent of the instructor.*

MUSC 310. Electronic Music (4AS)
An overview of the possibilities opened to musicians through digital technology. The course will include an introduction to music sequencing, the use of sampled sounds, digital sound editing, and computer music notation. *Prerequisite: MUSC 203 or consent of the instructor.*

MUSC 320. Music History Survey III (4S)
A continuation of MUSC 211 encompassing music of late Romanticism through the present day. *Prerequisites: Ability to read music plus completion of MUSC 303 (or its equivalent) are required.*

MUSC 321. Topics in Music History (4)
Specialized studies in music history. May be repeated for credit if the topic is different. Check the online "Schedule of Classes" for topics and prerequisites.

MUSC 323. Topics in Ethnomusicology (4)
Ethnomusicology may be defined as the anthropology of music; it thus encompasses all of the world's music and emphasizes the relation between music and other aspects of culture. The topics covered may include a specific regional tradition, a musical genre viewed cross-culturally, the methodologies of ethnomusicology, or a musical topic viewed from an ethnomusicological perspective. May be repeated for credit if the topic is different.

MUSC 332. Form and Analysis (4AS)
A detailed study of musical forms (sonata, concerto, and rondo), and an introduction to advanced analytic techniques and the writing of formal musical analysis. *Prerequisite: MUSC 303 or consent of the instructor.*

MUSC 340. Orchestration and Arranging (4AF)
Study of the problems encountered when writing for orchestral instruments alone or in combination. The course will focus on writing and arranging for orchestra, both to provide practical experience in writing and arranging, and to enhance score-reading abilities. *Prerequisite: MUSC 203 or consent of the instructor.*

MUSC 342. Counterpoint (4AS)
A study of species and tonal counterpoint, with written exercises and analytical projects. *Prerequisite: MUSC 303 or consent of the instructor.*

MUSC 360. Choral and Instrumental Conducting (4S)
Study of beat patterns, baton techniques, and rehearsal techniques using critical score analysis of choral and instrumental literature. Class functions as its own performing laboratory.

MUSC 365. Diction for Singers (2F)
Designed for singers, this survey course introduces singers to the International Phonetic Alphabet and its use; the rules of correct pronunciation in English, Italian, German, French, and Spanish lyric (sung) diction; and the use of diction as an interpretive tool. *Prerequisite: Music major status, or permission of the instructor.*

MUSA 473. Alba International Music Festival (2 SU)
Participation at the Alba International Music Festival, a two-week intensive musical experience involving the study of European music in a European environment. Singers will rehearse and perform with the St. Mary's College Chamber Singers. Instrumentalists will rehearse and perform chamber music and sit in with various professional ensembles. All students attend daily concerts and numerous master classes. Students in composition will have private lessons and daily composition master classes. This course may be repeated for credit.

MUSA 474. Brass and Woodwind Studies (4S)
Intensive, advanced study of techniques and repertory. Private lessons. Sections for flute, oboe, clarinet, bassoon, horn, trumpet, trombone, and tuba. This course is offered only in Alba. See the note under Degree Requirements for the Major, section 3.b.

MUSA 475. Strings, Voice, and Keyboard Studies (4S)
Intensive, advanced study of techniques and repertory. Private lessons. Sections for violin, viola, cello, bass, voice, and piano. This course is offered only in Alba. See the note under Degree Requirements for the Major, section 3.b.

MUSA 476. Recital (4S)
Design, preparation, and presentation of a full-length, professional-level recital to take place in one of the Alba city concert venues during the semester. Mentorship provided, but initiative and execution is the responsibility of the student. This course is offered only in Alba. See the note under Degree Requirements for the Major, section 3.b.

MUSA 477. Ensemble Studies (3-4S)
Guided, advanced, intensive ensemble work, under the guidance of coaches and conductors. Sections for chamber music (three credits), orchestra (three credits), and opera workshop (four credits). This course is offered only in Alba. See the note under Degree Requirements for the Major, section 3.b.

MUSA 479. Alba Seminar (1S)
Once weekly group meeting of all Alba participants. Guest lectures, special presentations, master classes. This course is offered only in Alba. See the note under Degree Requirements for the Major, section 3.b.

MUSC 493. St. Mary's Project Seminar (4F)
Guided by a faculty mentor designated by the Music Department chair, this seminar will consist of an examination of the theme "Performance and Scholarship" through a variety of topics. In addition to participating in weekly class meetings, students will present a lecture recital (or acceptable alternative) to the class. The topic of the lecture-recital (or alternative) is to be chosen by the student, but must gain the approval and support of the faculty mentor and the Music Department. The lecture recital (or alternative) should be planned so as to lead to the design, preparation, and execution of a project that contains both a public performance and a research component (see MUSC 494). Students should request guidelines for projects from the music chair at the beginning of the junior year. *Prerequisites: MUSC 211, and MUSC 304 or 332, or consent of the instructor.*

MUSC 494. St. Mary's Project (4S)
Guided by a faculty mentor designated by the Music Department chair, students will design, prepare, and execute a project that features a public performance and a research component. Typically, the performance will be a public, full-length recital, but other options are possible. The research component normally will consist of a paper on a topic related to the public performance and that demonstrates the student's ability in music history or theory. The project must demonstrate methodological competence. It must draw on and extend knowledge, skills of analysis, and creative achievement developed through previous academic work. It must include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. *Prerequisites: MUSC*

493 and approval of the proposed project by the music faculty.

MUSC 195, 295, 395, 495. Guided Reading in Music (1-2E)
Coherently organized readings under the guidance of a music faculty member in an area of special interest to the student. A reading list and means of evaluation must be formalized in a learning contract prior to registration. *Prerequisites: MUSC 303 and MUSC 211, consent of the instructor, and learning contract filed in the Office of the Registrar.*

MUSC 197, 297, 397, 497. Directed Research in Music (1-4E)
Under the direct supervision of a music faculty member, a student undertakes a research project. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit-hours of directed research in music (397 or 497 only) may be applied to major requirements in music. May be repeated for credit. *Prerequisites: Consent of the instructor, and learning contract filed in the Office of the Registrar.*

MUSC 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair. (See "Internships" under "Academic Policies" sections.) Credit/No credit grading.*

MUSC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a music faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

NATURAL SCIENCE

The major in natural science is intended for the science-oriented student who wishes to acquire a broad background in the fundamentals of science and mathematics while concentrating in one of the specific disciplines. The program is particularly well-suited to students who desire preparation for graduate work or careers in interdisciplinary sciences such as biostatistics and biophysics. Examples of other students who might find this program suited to their needs: (1) those preparing for further study in the philosophy of science, (2) those interested in a career as a scientific or technical librarian, (3) students oriented towards a business career in a science-oriented industry, and (4) those with a general interest and ability in science who have not clearly determined in which area or discipline they wish to specialize. Students interested in graduate studies should arrange their programs toward this end with the help of their advisers.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in natural science, a student must satisfy the following requirements:

1. General College Requirements (see "Curriculum" section and the paragraph titled "St. Mary's Projects" below).
2. Core Requirements:
   a. MATH 151, 152: Calculus I and II
   b. Two of the following three sequences:
      * BIOL 105, 106: Principles of Biology I and II
      * CHEM 105, 106: General Chemistry I and II
      * PHYS 131, 132: General Physics I and II
3. Concentration Requirements:
   a. Primary Area: 20 credit-hours in one of the five disciplines of biology, chemistry, computer science, math ematics, physics.
   b. Secondary Area: eight credit-hours in another one of the disciplines above. Note: All concentration courses except COSC 120 and COSC 130 must be at the 200-level or higher.
4. Every natural science major must complete a St. Mary's Project. This project may be in the discipline of primary concentration or in another major discipline or a study area.

The guidelines established in the selected area apply. The project must be proposed to a mentor and to the chairperson of the natural science committee least three weeks before the last day of classes of the second semester of the student's junior year, and it must be approved by the mentor and the natural science committee chairperson.

5. Students must earn a grade of C- or better in all courses listed in items 2-4 above.

Declaring a Major in Natural Science/NS Major Committee

The program is directed by a committee composed of faculty members from the natural science disciplines. A student may either elect one of the eleven approved standard programs listed below or, in cooperation with the adviser, design an individual program. Students electing a standard program must indicate the selected option when the major is declared with the associate provost for academic services. A student who opts for an individual program must develop a detailed proposal and submit it to the natural science committee. All such programs need to be approved by the natural science major committee described above.

Standard Programs

The standard approved programs are the following:

Biology: Computer Science
Biology: Mathematics
Chemistry: Biology
Chemistry: Computer Science
Chemistry: Mathematics
Chemistry: Physics
Computer Science: Physics
Mathematics: Biology
Mathematics: Physics
Physics: Computer Science
Physics: Mathematics

Information containing the course requirements for the standard programs is available in the administrative office of Schaefer Hall.

Double Majors

Due to the interdisciplinary nature of the natural science major, it can be part of a double major only if the concentration in the natural science major does not overlap with the requirements for the other major.

NATURAL SCIENCE COURSES

Discipline Areas

Biology (BIOL) courses and descriptions are listed under the biology major.

Chemistry (CHEM) courses and descriptions are listed under the chemistry major.

Mathematics (MATH) and computer science (COSC) courses and descriptions are listed under the mathematics major.

Physics (PHYS) courses and descriptions are listed under the physics major.

GEOL 130. Introduction to Geology (4)
This course will explore the world of geology, both physical and historical, with emphasis on its relevance to other major disciplines. Basic principles of the geosciences will be examined and used to illustrate some of the important contributions geology has made to our knowledge and understanding of the world today. Lecture and laboratory. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory. *Prerequisite: Successful completion of the Core Curriculum requirement in Mathematics.*

PHSC 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the internship program and approval of the academic adviser and Natural Science Committee. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

PHSC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a physical science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

OTHER SCIENCE COURSES

The science program serves the needs of both science and non-science majors. Many of the courses are interdisciplinary in nature and often designed to address specific current topics of general interest.

SCIE 316. Nutrition (4A)
A general examination of nutritional science which will include the detailed study of carbohydrates, fats, proteins, water, vitamins and minerals, and their importance in human development. Important nutritional problems and methods of assessing nutritional status will be presented. Individual papers will be assigned. *Prerequisites: BIOL 106 and CHEM 106.*

SCIE 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. Credit/No credit grading. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and natural science committee. (See "Internships" under "Academic Policies" section.)*

SCIE 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

THE NEUROSCIENCES

The neurosciences investigate the molecular, cellular, and genetic aspects of nervous system functioning as well as their influences on behavior. The minor in the neurosciences will allow the exploration of the brain from a biological, chemical, and psychological perspective. The understanding of the neurosciences requires knowledge about the function of neurons, the function of various brain regions and their relation to behavior, as well as a grasp of the methodology behind neuroscientific research, including development, analysis, and interpretation of experimental studies.

The goal of the neuroscience study area is to create a cross-disciplinary approach to the neurosciences with each student gaining experience and perspectives from the disciplines of biology, chemistry, and psychology. The minor places a strong emphasis on direct research experience within the neurosciences. In addition, the neuroscience minor creates an environment where faculty and students work collaboratively and discuss issues of neuroscience.

Any student with an interest in pursuing the cross-disciplinary minor in the neurosciences should consult with the coordinator of the minor. Students are encouraged to declare their participation in their sophomore year but no later than the end of the junior year. Students also should seek an adviser, whether formal or informal, from participating faculty.

Degree Requirements for the Minor

To successfully complete the cross-disciplinary minor in the neurosciences, a student must satisfy the following requirements designed to establish breadth and depth of knowledge consistent with the goals of the neuroscience minor.

1. General College requirements (see "Curriculum" section).
   a. Must include either CHEM 101 (formerly CHEM 112) or CHEM 105. CHEM 105 is strongly recommended. (Meets Core Curriculum requirement Natural Sciences with Laboratory.)
   b. Must take PSYC 101 (Meets Core Curriculum requirement in Social Sciences.)
2. All requirements in a major discipline of study.
3. At least 18 credit-hours in courses approved for the neurosciences, with a grade of C or above, including:
   a. Required courses: six credit-hours:

      NEUR 201: Introduction to the Neurosciences (4S)
      NEUR 301: Seminar in the Neurosciences (1E)
      NEUR 303: Advanced Seminar in the Neurosciences(1E)

b. Research Experience: four credit-hours of one of the following neuroscience laboratory research experiences:

NEUR 302: Directed Research in the Neurosciences (4E)

St. Mary's Project. Successful completion of the second semester of a neuroscience SMP (approval from the coordinator is required)

Neuroscience Internship. Successful completion of a neuroscience research internship (approval from the coordinator is required)

c. Elective courses: eight credit-hours of upper-division elective credits selected from the following:

BIOL 305: Animal Behavior
BIOL 419: Neurobiology
BIOL 436: Comparative Animal Physiology
BIOL 438: Cell Physiology
CHEM 420: Biochemistry I
CHEM 422/BIOL 424: Biochemistry II
PSYC 312: Sensation and Perception
PSYC 314: Drugs, Brains, and Behavior
PSYC 422: Biological Psychology or upper-level Special Topics Courses in biology, chemistry, or psychology specifically approved for the neurosciences.

NEUROSCIENCE COURSES (NEUR)

NEUR 201. Introduction to the Neurosciences (4S)
This team-taught interdisciplinary course will introduce students to the study of neuroscience. Students will learn how the anatomy and function of the brain and nervous system underlie thought and behavior. Students will also be exposed to the methods used to study the brain and will gain proficiency in analyzing the scientific literature and communicating scientific ideas. *Pre-requisite or co-requisite(s): CHEM 101 (formally CHEM 112) or CHEM 105 and PSYC 101 or permission of instructor.*

NEUR 301/303. Seminar in the Neurosciences/Advanced Seminar in the Neurosciences (1E)
This seminar, for participants in the neurosciences minor, examines current topics in the neurosciences. Seminars include paper critiques, research proposals, outside speakers, and visits to neuroscience laboratories. Some out-of-class activities required. NEUR 303 is for participants in the neurosciences minor who have already earned credit for NEUR 301. NEUR 303 may be repeated for credit. Credit/No Credit grading. *Pre-requisite or co-requisite: NEUR 201.*

NEUR 302. Directed Research in the Neurosciences (4E).
The design, execution, and presentation of the results from an original laboratory research project in the neurosciences. Small group projects encouraged. Participation in the neurosciences seminar required. This course may be repeated for credit. *Prerequisite(s): NEUR 201 and NEUR 301 or permission of instructor.*

THE NITZE SCHOLARS PROGRAM

The Nitze Scholars Program curriculum is designed as a more flexible, enriching, and challenging means of attaining a quality liberal arts education in depth and breadth. It encourages individuals to be intellectual risk-takers while collectively maintaining the high academic standards expected in a selective program of talented students.

PROGRAM REQUIREMENTS

1. Breadth and Depth of General Study. Successful completion of 128 credit-hours (44 upper-level), the same as for all St. Mary's College students, including specific requirements for graduation in an approved major.
2. GPA. The attainment and maintenance of a 3.50 cumulative GPA, so that the student is eligible for graduation with Latin honors. Furthermore, all of the course requirements listed below must be completed with a grade of C or higher. All courses must be taken for credit.
3. Advanced Proficiency. Demonstration of satisfactory completion of advanced proficiency in at least two of the following three-proficiency areas. (Students not satisfying the advanced proficiency in Mathematics or in Foreign Language must satisfy the Core Curriculum requirement in those areas.)

a. Writing: Either ENGL 201—Advanced Composition, ENGL 270—Creative Writing, or ENGL 395—Topics in Writing

b. Mathematics: MATH 151 – Calculus

c. Foreign Language: One four-credit course in a foreign language at the 200-level or higher. This requirement may be satisfied through intensive foreign language study taken during a study-abroad program that has been previously approved by the Nitze Scholars Program director and foreign language faculty. The latter will evaluate the student's level of competency upon return to St. Mary's College.

4. NITZ 180: Leadership Seminar I. Successful completion of the first-semester seminar on some aspect of leadership. (This satisfies the College's first-year seminar requirement.)

5. NITZ 181: Leadership Tutorial. Successful completion of a two-credit tutorial on leadership.

6. NITZ 280: Leadership Seminar II. Successful completion of a second-year leadership seminar, linked to a study tour abroad sponsored by the Nitze Scholars Program.

7. In addition to NITZ 180, successfulcompletion of four credit-hours in each of the following six areas (NITZ 280 is eligible to satisfy one of these):

   Mathematics
   Natural Sciences (with a laboratory)
   Social Sciences
   Arts
   Cultural Perspectives
   Humanistic Foundations

8. Liberal Studies Breadth. Successful completion of a breadth of liberal studies which follows the spirit of the St. Mary's College Core Curriculum requirements, as well as state regulations for public institutions, but is developed by the individual student. This will include at least 12 credits of coursework, none of which satisfies any other Scholars Program requirements and which, ordinarily, will represent no fewer than three different and distinct disciplines. Moreover, none of the 12 credits can be required for the student's major, unless the student is majoring in more than one discipline.

9. Senior Portfolio. Completion and approval by the Scholars Committee of a portfolio reflecting on the student's educational goals and attainment at St. Mary's, both in the curriculum and in co-curricular activities. Though developing the portfolio is an ongoing process, it must be submitted for approval during the student's final term.

10. St. Mary's Project. Successful completion of an eight-credit St. Mary's Project.

11. Proof of academic dishonesty in any course constitutes a serious breach of Scholars Program ethics, and severe penalties will be levied against any student found guilty of such behavior (as defined in the Student Handbook), including loss of all College-funded merit scholarship support, probable dismissal from the Scholars Program, and possible suspension/expulsion from the College.

NITZE SCHOLARS COURSES (NITZ)

NITZ 180. Leadership Seminar I (4F)
This course examines a theme relating to leadership, a thinker who has written about leaders, or a thinker who has served as a leader. Leadership has many varieties, and the topic of this seminar will be determined by the instructor. Open only to those in the first semester of the Nitze Scholars Program.

NITZ 181. Leadership Tutorial (2S)
This variable topic course focuses on some aspect of leadership both to supplement the Leadership Seminar I and to build on some of the issues raised by the year's Nitze Senior Fellow. Open only to those in the second semester of the Nitze Scholars Program.

NITZ 280. Leadership Seminar II (4F or 4S)
This course examines some aspect of leadership in an international context. Depending on the instructor, this course could focus on a historical period involving another culture or on a contemporary issue with international dimensions. This seminar is offered once each year, and concludes with a one- to two-week study tour to an appropriate international destination. Open only to those in the second year of the Nitze Scholars Program.

PHILOSOPHY

The fundamental educational objective of the philosophy major is to turn students into lovers

of wisdom (the original meaning of the Greek term, philosophos). As a field, philosophy is more than 2,500 years old. In the first instance, philosophy is a body of ideas and doctrines that have been articulated by thinkers who have sought to understand the basic features of what is, what could be and what ought to be. Philosophy students need to know these rationally developed positions in order to avoid repeating past errors and to build upon what is best in our philosophical heritage.

Students who complete the philosophy **major** (a) understand the historical scope of philosophical discourse, especially the main movements of Western thought; (b) gain familiarity with the history and contemporary relevance of select non-Western traditions; (c) demonstrate skills in logical and critical analysis of complex texts and argumentation; and (d) accomplish sustained and systematic investigation of a philosophical subject through the completion of a St. Mary's Project.

Students who complete the philosophy **minor** (a) understand the historical scope of philosophical discourse, especially the main movements of Western thought; (b) gain familiarity with the history and contemporary relevance of at least one non-Western tradition; (c) develop skills in critical and evaluative analysis of philosophical texts; and (d) accomplish some advanced work in composition of well-reasoned philosophical argumentation.

Equally important, philosophers attempt to rationally justify their most basic intuitions about the nature of reality. Philosophy is an activity that students engage in by thinking clearly, carefully, and systematically about fundamental problems of existence. This activity is not a replacement of but a complement to scientific investigation. Philosophy is a reflection upon hypotheses that, because of their fundamental and general character, cannot be verified or falsified by the current methods of modern science. For example, philosophers examine the claim that our consciousness is nothing more than a series of neurological events of the brain. They also consider the grounds of political obligation, or whether certain human actions are wrong beyond our happening to think they are, or whether our knowledge can be valid for all time periods and all cultural circumstances. Members of the department deal with fundamental and grave issues facing all of us in the 21st century, including war and peace, global justice, environmental health, and gender equity. Philosophical approaches include Western European traditions, East Asian and South Asian thought, and critical and feminist theories.

Because of the intensive and extensive training in conceptual analysis of fundamental problems, the philosophy major provides an excellent preparation for virtually any professional career. Philosophy prepares us not only to earn a living, but also to address such questions as why we should live, and how we live, our all-too-human lives.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in philosophy, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major.
2. At least 44 credit-hours in philosophy, as specified in a., b., c. below. A grade of C- or better must be received in each course of the major and the cumulative grade-point average of courses used to satisfy the major must be at least 2.00. Courses taken for Credit/No credit may not be used to satisfy requirements under point 2.
   a. Required Core Courses: 32 credit-hours

      PHIL 101: Introduction to Philosophy
      or
      PHIL 120: Introduction to Ethics
      PHIL 215: Critical Thinking and Philosophical Writing
      PHIL 300: History of Western Philosophy: Ancient and Medieval
      PHIL 301: History of Western Philosophy: The Modern Period
      PHIL 380: Philosophical Topics and Thinkers
      PHIL 430: Ethical Theories
      PHIL 493: St. Mary's Project in Philosophy (note: prerequisite for 493 is PHIL 492)
      PHIL 494: St. Mary's Project in Philosophy

   b. Upper-division electives: eight credit-hours chosen from any 300- or 400-level philosophy courses listed in the College catalog. A student must take at least one course (four credit-hours) in a non-

Western philosophical/religious tradition. Additional courses that satisfy this requirement may be approved by the department faculty. Note: courses used to satisfy requirements in section a. (above) may not be used to satisfy upper-division elective credit. Credits earned from internships, field experiences, and honors or senior projects cannot be used to meet this requirement.

c. Additional elective courses: four credit-hours chosen from any 300- or 400-level philosophy or religious studies courses listed in the College catalog. Additional courses that satisfy this requirement may be approved by the department faculty. Note: any course not used to satisfy requirements in section a. or b. (above) may be used to satisfy additional elective credit, but course choices are to be selected in consultation with the adviser for the major. Credits earned from internships, field experiences, or senior projects cannot be used to meet this requirement.

d. Students who complete an interdisciplinary SMP of which only four credit-hours consist of PHIL 493/494 must complete four credit-hours chosen from any 300- or 400-level philosophy courses listed in the College catalog, in addition to the standard courses that satisfy the requirements of the philosophy major. Students who complete an SMP entirely outside of PHIL 493/494 must complete eight additional credit-hours chosen from any 300- or 400-level philosophy courses listed in the College catalog, in addition to the standard courses that satisfy the requirements of the philosophy major. After consultation with the department chair, these requirements may be waived for SMPs with substantial philosophical content.

The following model is suggested as a sequence of study that satisfies the specific requirements for a major in philosophy.

First year:
Core Curriculum requirements and either PHIL 101 or PHIL 120 in the fall, and PHIL 215 in the spring.

Sophomore year:
Core Curriculum requirements, PHIL 300 and PHIL 301, and one non-Western elective philosophy course.

Junior year:
Completion of Core Curriculum requirements, PHIL 430 in the fall, PHIL 380, and one elective course in philosophy or religious studies, and PHIL 492 in the spring

Senior year:
PHIL 493/494 and one elective philosophy course.

Degree Requirements for the Minor

To earn a minor in philosophy, a student must satisfy the following requirements:

1 General College Requirements (see "Curriculum" section).

2. At least 20 credit-hours in philosophy as specified under the required and elective courses. A grade of C- or better must be received in each course of the minor and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.00.

a. Required core courses (eight semester-hours):At least one course from each of the following:

   1) Either PHIL 101: Introduction to Philosophy or PHIL 120: Introduction to Ethics

   2) Either PHIL 300: History of Ancient and Medieval Philosophy, or PHIL 301: History of Modern Philosophy

b. Elective courses:

   Students minoring in philosophy must take an additional 12 credit-hours, of which at least eight credit-hours must be upper-level, and of which at least four credit-hours must be non-Western philosophy. With approval from the depart ment chair, other upper-level philosophical courses from outside the philosophy offering can be counted as electives where appro priate.

Faculty

Sybol Cook Anderson, Kathryn J. Norlock, Brad Park, John Schroeder, Michael Taber. Department chair: Björn Krondorfer (RELG)

PHILOSOPHY COURSES (PHIL)

PHIL 101. Introduction to Philosophy (4E)
This course provides students with the opportunity to think critically and systematically about fundamental problems of life and the nature of the universe, with materials drawn from a wide variety of intellectual traditions, ancient and modern, Western and non-Western. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

PHIL 120. Introduction to Ethics (4E)
A study of basic views on how we ought to live our lives. The following kinds of questions are examined: What is goodness? Can we, and if so how can we, justify our basic ethical principles? Can ethical statements be true (or false), or are they solely a matter of preference? This course satisfies the Core Curriculum requirement in Humanistic Foundations.

PHIL 215. Critical Thinking and Philosophical Writing (4E)
Development of philosophical writing and reasoning skills, including knowledge of logical concepts, their relations, and their expression in formal notation and informal argumentation. Systems to be studied include the propositional calculus and natural deduction. The relations of these systems to the syntax and semantics of natural language will be examined, with an emphasis on application of logical reasoning to arguments in philosophical and non-philosophical writing. Students will construct their own logical arguments in a term paper that incorporates library research and demonstrates appropriate use of secondary sources.

PHIL 300. History of Western Philosophy: Ancient & Medieval (4F)

The development of philosophical thought from the pre-Socratics to the Neo-Platonists and religious philosophers of the Middle Ages. Emphasis is placed on selected works of the pre-Socratics, Plato, and Aristotle, but critics of the presuppositions of this tradition taken as a whole will be studied as well. *Prerequisite: one course in philosophy.*

PHIL 301. History of Western Philosophy: The Modern Period (4S)
The main movements of Western thought from the late Renaissance through the mid-19th century. Major ideas in the Rationalist tradition (for example, Descartes, Spinoza, Conway, Leibniz), the Empiricist tradition (Hobbes, Locke, Berkeley, Hume, Wollstonecraft), and Kant and Hegel will be examined. Also, selected critics of the presuppositions of this tradition taken as a whole will be studied. *Prerequisite: one course in philosophy.*

PHIL 321. Environmental Ethics (4S)
A survey of major approaches to thinking about the ethical issues arising in the relations among humans, other species, and the earth. This will include ecocentric ethics, ecofeminism, animal rights, development ethics, and some examples of a religious approach to environmental ethics. *Prerequisite: one course in philosophy or religious studies, or consent of the instructor.*

PHIL 325. Feminism and Philosophy (4F)
An introduction to issues in feminist philosophy, including its critique of Western philosophy and its contributions to major areas of philosophy such as ethics, social philosophy, theories of human nature, and theories of knowledge. *Prerequisite: PHIL 101 or PHIL 120, or RELG 318, or consent of the instructor.*

PHIL 330. Modern Religious Thought (4A)
Introduces students to major 20th-century theological and religious thinkers as they wrestle with some of the following questions: Who or what is God? Why do good people suffer? How do we envision salvation, redemption, liberation? What constitutes a religious community? How should religion, politics, science and nature be interrelated? Cross-listed as RELG 330. *Prerequisite: one course in religious studies or philosophy, or consent of the instructor.*

PHIL 335. History of Western Philosophy: The Continental Tradition (4A)
A study of the works of 19th- and 20th-century continental thinkers and their impact on contemporary philosophy. Some of the following will be studied: Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir, Gadamer, and selected contemporary thinkers. *Prerequisite: one course in philosophy.*

PHIL 351. East Asian Philosophies and Religions (4S)
A systematic study of the major schools of thought in China and Japan, including Confucianism, Daoism, Buddhism, and Shinto, as well as works by contemporary Japanese philosophers. Particular attention will be paid to the historical development of East Asian thought and its contemporary relevance. Cross-listed as RELG 351. Students may receive credit for either course, but not both. *Prerequisite: one course in religious studies or philosophy.*

PHIL 352. South Asian Philosophies and Religions (4F)
An intensive and extensive study of the history, beliefs, and practices of Hinduism, Indian Buddhism, and Jainism as reflected in their canonical texts, with special reference to the Vedic scriptures, Upanishads, Bhagavad-Gita, early Buddhist sutras, and philosophical writings. The interplay between philosophical and theological concerns will be studied, and the contemporary relevance of the tradition will be examined. Cross-listed as RELG 352. Students may receive credit for either course, but not both. *Prerequisite: one course in religious studies or philosophy.*

PHIL 380. Philosophical Topics and Thinkers (4E)
A systematic analysis of either a specific topic in philosophy or the writings of one philosopher. The topic chosen (for example, universalism and multi-culturalism) or thinker (for example, Plato) will vary from semester to semester. May be repeated for credit. *Prerequisites: two courses in philosophy.*

PHIL 402. Philosophy of Religion (4A)
A descriptive analysis of religious experience past and present, and an assessment of its validity. Topics include the spiritual dimension of humanity (including human/earth relations, human/divine relations), reasons for believing in God, miracles, and the role of religion in different cultures. This course is cross-listed as RELG 402. Students may receive credit for either course but not both. *Prerequisites: two courses in philosophy.*

PHIL 403. Philosophy of Art and Literature (4A)
The objectives of this course are to better understand the nature of an art work, the degree to which it mirrors reality, how it affects us, how it is to be interpreted, and how it is to be evaluated. Various aesthetic media are considered. Several weeks are devoted to the foundations and specific applications of contemporary literary theory. *Prerequisites: two courses in philosophy.*

PHIL 410. Social and Political Philosophy (4A)
An analysis of the theories and concepts used to explain and justify social and political thinking and action. Topics include the state, society, the common good, justice, global justice, rights and responsibilities, punishment, as well as the psychological and ethical bases of social and political obligation. Cross-listed as POSC 469. Students may receive credit for either course, but not both. May be repeated for credit with permission of the instructor. *Prerequisites: two courses in philosophy.*

PHIL 430. Ethical Theories (4S)
A systematic investigation of theories of the grounds for moral obligation, with special reference to virtue ethics as well as deontological, consequentialist, and feminist positions. Special emphasis is given to Aristotle and Kant and their contemporary defenders and critics. *Prerequisites: two courses in philosophy.*

PHIL 492. SMP Proseminar (1S)
Meeting approximately five times during the semester preceding the initiation of the St. Mary's Project (SMP), the SMP Proseminar is designed to aid the student in producing an informed proposal for an SMP that meets the requirements of the College and the Department of Philosophy and Religious Studies. The SMP proposals are then circulated to the faculty in the department for the purpose of assigning students to mentors to begin the SMPs. Successful completion of the proseminar is measured by the student developing a SMP proposal acceptable to the departmental faculty. This is a one-credit prerequisite for registering for PHIL 493. (Note: Students who expect to be away from the College during the spring of their junior year have two options: either (a) complete the work for the SMP Proseminar in the fall prior to departure; or (b) be in regular contact during the spring with the faculty of the department, in order to complete and submit an acceptable SMP proposal by the same due date governing those on campus.) Credit/No Credit grading.

PHIL 493/494. St. Mary's Project in Philosophy (1-8E)
The student-initiated project will draw on and develop the understanding, analytic skills, and creativity of the student's previous academic work. The project may assume many forms, including cooperative efforts. The student will identify an area to be explored and articulate a method of inquiry or style of presentation appropriate to the subject matter. The project will also exhibit a student's reflection on the social context, body of pertinent literature, or the conceptual framework to which it is a contribution. It will be presented to the College community in a form agreed upon by both the student and his or her mentor. The subject of the project may be within philosophy or involve

philosophy in cross-disciplinary study areas. The work is to be supervised by a faculty mentor. . *Prerequisite: Completion of PHIL 492; approval of the faculty mentor and the department chair.*

PHIL 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a philosophy faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

PHIL 385 Classroom Assistantship in Philosophy (1-4E)
Supervised experience in the understanding and explanation of philosophical concepts and reasoning. Meeting regularly with the instructor, classroom assistants help an instructor in duties that may include convening meetings with students outside of regular class time, reading drafts of students' papers, correcting (but not grading) short homework assignments and drafting examination questions. This course will follow the general college guidelines. Students eligible for classroom assistantships must have a minimum GPA of 2.5, be of junior or senior standing or must have completed 2 courses of 200-level or above work in Philosophy. May be repeated for a total of 8 credits.

Physical Fitness and Recreational Sport

Course offerings not resulting in a major or a study area but designed to supplement the academic experience with fitness and sport.

This component of the curriculum is designed to provide basic instruction in methods of maintaining personal fitness and playing recreational sports. The range of benefits to be gained is broad and fits well into one of the major objectives of a liberal education: the development of the whole person. The satisfaction of physical development and self-understanding as well as the enjoyment of recreational activities are important complements to the intellectual demands of a college education.

Instructional Staff

Andre Barbins, Barb Bausch, Jim Cranmer, Scott Devine, Herb Gainey, Jim Hardin, Chris Harney, Chris Hasbrouck, Lew Jenkins, John Kiser, Katie Lange, Rick Loheed, Shawne McCoy, Kara Reber, Cindy Robinson, Irvin Smoot, Mary Ellen Steveling, Sarah Tipsword, April Tucker, Darlene Gentry, Bill Ward, Brianne Weaver, Adam Werblow

PHYSICAL FITNESS AND RECREATIONAL SPORT COURSES (PHEC)

PHEC 101. General Conditioning (1E)
An introduction to physical conditioning through study of and participation in a variety of physical exercises. Muscle tone, firmness, flexibility, and general strength are covered through isometric, isotonic, aerobic, and relaxation exercises, aquatic conditioning, weight control, and Hatha yoga. May be taken twice for credit. Credit/No credit grading.

PHEC 103. Walking Fitness (0.5)
Development of good walking style for physical fitness with the refining and perfecting of the walk step through stride, pace, and rhythm. Includes strolling, aerobic walking, and speed walking. May be taken twice for credit. This course meets for only half the semester. Credit/No credit grading.

PHEC 104. Running and Exercise Fitness (0.5)
A combination of extensive exercises for flexibility and muscle tone with a variety of aerobic running activities to build greater heart-lung efficiency and stamina. May be taken twice for credit. *Prerequisite: Minimum running ability.* This course meets for only half the semester. Credit/No credit grading.

PHEC 105. Strength Training (0.5E)
Basic principles of physical conditioning through the use of weights. The training is designed to develop muscle tone. May be taken twice for credit. This course meets for only half the semester. Credit/No credit grading.

PHEC 111. Beginning Swimming (1)
Development of basic water safety skills, including rhythmic breathing techniques, elementary backstroke, and the American crawl stroke. Emphasis placed on increasing confidence to participate in activities in and around the water. Credit/No credit grading. May be taken twice for credit.

PHEC 112. Tennis I (1E)
Instruction in the playing form for the forehand stroke, backhand stroke, and serve. Playing rules, court etiquette, and practice sets of singles are emphasized. This course meets for only half the semester. Credit/No credit grading.

PHEC 113. Volleyball (0.5)
Introduction to the basic skills and strategies of the game, including the forearm pass, set, serve, spike, and block. Game play is emphasized using co-ed rules. May be taken twice for credit. This course meets for only half the semester. Credit/No credit grading.

PHEC 115. Badminton (0.5)
Introduction and review of the basic skills and strategies of the game. Singles and doubles are emphasized. This course meets for only half the semester. Credit/No credit grading.

PHEC 116. Cycling (0.5)
Emphasis is placed on the skills and conditioning necessary to pursue recreational bicycling with a 10-speed bike. Following an introduction to bicycle maintenance and safety rules, the course consists of bicycling trips of varying duration. Each student must have access to a multi-speed bicycle. May be taken twice for credit. This course meets for only half the semester. Credit/No credit grading.

PHEC 118. Swimming Fitness (1)
This course is designed to develop intermediate- and advanced-level water safety skills. Objectives include increased swimming efficiency through stroke improvement and rhythmic breathing techniques, with special emphasis on aerobic and cross-training conditioning. May be taken twice for credit. *Prerequisite: Beginner-level swimming skills. Credit/No credit grading.*

PHEC 119. Martial Arts (1F)
Introduction to martial arts philosophy, using karate training in a traditional setting. May be taken twice for credit. Credit/No credit grading.

PHEC 120. Lawn Sports (0.5)
Students learn and play classic lawn games, including bocce and croquet. This course meets for only half the semester. Credit/No credit grading.

PHEC 122. Hatha Yoga I (1E)
A beginning course to introduce the student to asanas (postures), pranayama (breathing techniques), relaxation techniques, and meditation. Credit/No credit grading.

PHEC 123. Basketball (0.5)
This course will focus on developing basic fundamentals in the game of basketball using the latest technique, training, and equipment. A major portion of the course will be spent teaching the rules and executing the fundamentals of basketball play. Most sessions will take place indoor with complementary classroom sessions as needed.

PHEC 124. Softball (0.5)
This course is for men and women and is primarily recreational in nature. Participants will learn the basic rules of the game of softball and engage in organized softball games. Students should be able to throw a softball, swing a bat and run or jog short distances.

PHEC 125. Open-Water Scuba (2E)
This half-semester, 2-credit course provides students with the basic safety and training skills to qualify for scuba certification. This program follows the standards and guidelines of the Professional Association of Diving Instructors (PADI), a nationally recognized training agency. The course involves classroom and pool components and requires a final open-water assessment. Students successfully completing the course will receive Open-Water Diver scuba certification. Lab fee: $175, and students will be required to purchase some equipment and cover costs relating to the open-water assessment such as travel, accommodation, food, etc. *Prerequisites: Students must be able to swim 200 yards and tread water for 10 minutes. Certain medical conditions may be contraindicated for diving.*

PHEC 131. Basic Sailing (1E)
Fundamentals of handling and navigating the small sailboat. Emphasis is on recreational use and water safety. This course meets for only half the semester. Credit/No credit grading.

PHEC 133. Basic Windsurfing (1F)
Fundamentals of windsurfing for the novice. Emphasis is given to recreational use and water safety. This course meets for only half the semester. Credit/No credit grading.

PHEC 136. Recess (0.5)
This course allows students to play timeless and well-loved games that are typically enjoyed by students at recess in the grade school years. Games include kickball, tag, four square, dodgeball, wiffleball, and other games from around the world. This course meets for only half the semester. Credit/No credit grading.

PHEC 151. Frisbee Golf (0.5)
Basic frisbee golf skills are taught, along with a major emphasis on playing the game on a campus course. This course meets for only half the semester. Credit/No credit grading.

PHEC 158. Core Strength Training (0.5E)
This class is designed to increase strength, endurance, balance and flexibility. This is a moderate to high intensity class that will help to increase the quality and duration of your life. Build confidence and improve your overall sense of wellness as you learn how to decrease the potential for long-term health problems. Class meets two times per week with the instructor with a mandatory third workout per week to be completed outside of class.

PHEC 161. Standard First Aid and CPR (1E)
An introduction to the fundamentals of administering first aid and up-to-date cardiopulmonary resuscitation (CPR) in emergency, accident, or athletic injury situations. This course is designed to help students become certified in Standard First Aid and CPR, to renew current certifications, and to introduce the field of sports medicine. May be taken twice for credit.

PHEC 163. Care and Prevention of Athletic Injuries (1E)
Discusses the growing area of sports medicine with a focus on both injury prevention and immediate care of the most common sports injuries. This course is ideal for students considering the fields of coaching, athletic training, and physical therapy.

PHEC 164. Introduction to Athletic Training (2E)
This course discusses the growing area of sports medicine, with a focus on injury prevention, assessment of athletic injuries, and immediate care for the injured athlete. This course is ideal for students considering the fields of coaching, athletic training and physical therapy.

PHEC 166. Speed and Agility (0.5)
This course will focus on developing speed and agility using the latest technique training and equipment. A major portion of the course will be spent isolating technical breakdowns in form, and using exercises to increase agility, balance and coordination, which in turn will help increase speed. Most sessions will take place indoors with complementary classroom sessions as needed. Video-taping of individuals will be used as a teaching aid.

PHEC 167. Self-Defense Against Sexual Assault (2E)
This course is designed to instruct people (primarily women) in their choices for preventing and defending against sexual assault, both on and off campus. A combination of lecture and physical training sessions provides instruction in situational awareness, the psychology of self-protection, and basic self-defense skills and strategies. Credit/No credit grading.

PHEC 168. Spinning (1)
Students will learn a variety of techniques necessary to have a productive workout on weighted-wheel cycling bikes. They will be introduced to sprinting, standing climb, seated climb, running and recovery tactics. The class will introduce students to calculating calories burned as well as cycling cadence.

PHEC 169. Cross Country (0.5S)
This course will consist of two cross-country/trail runs each week. The distance of the runs will vary from two to four miles depending on the course and weather conditions. Each class meeting will involve a warm-up, the run itself, a cool-down, and stretching. Class participants should have some running experience and should also be in good physical condition. Most runs will take between 30 – 45 minutes.

PHEC 172. Fencing (1F)
Introduction to foil fencing. Instruction in basic foil fencing actions, including stance, footwork, lunge, parry, and riposte. Offensive and defensive techniques effective in a fencing bout are introduced. History of the sport, rules, and etiquette are emphasized. Credit/no grading.

PHEC 203. Beginning Golf (1S)
This course explores the basic skills that are required to become proficient at the game of golf. Class takes place on campus during the first half of the semester, and trips to the driving range and a golf course occur during the second half of the semester.

PHEC 212. Tennis II (1E)
Emphasis is given to ground stroking consistency and depth, court coverage, the volley, introduction of the lob, and game tactics of singles and doubles play. This course meets for only half the semester. Credit/No credit grading.

PHEC 214. Hatha Yoga II (1E)
This course will provide an opportunity for students with previous yoga study to deepen their practice and understanding of hatha

yoga. There will be continued study of asanas (postures), pranayama (breathing techniques), relaxation techniques, and meditation. More standing poses will be introduced to build strength, balance, and confidence. Additional aspects of yoga will be explored, including diet and the use of affirmations, visualization, and positive thinking. Readings from the Yoga Sutras of Patanjali will be discussed. Credit/No credit grading.

PHEC 227. Keelboat Sailing (1E)
This course concentrates on the fundamentals of handling and navigating medium-size sailboats equipped with keels. Emphasis is on recreational use and water safety. A knowledge of the basics of sailing is assumed. *Prerequisite: Consent of the instructor.*

PHEC 243. Lifeguarding (2E)
The knowledge and skills designed to save one's own life or the life of another. Major emphasis is on self-rescue skills and extension rescue. This course may be repeated for credit. Credit/No credit grading.

PHEC 277. Sports, Culture, and Personality (2E)
An overview of sports in the United States and their impact on the individual and society. Emphasizes changes that are occurring in the world of sports today, with special attention to personal and societal implications. Not open to students who have received credit for PHEC 300.

PHEC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

PHYSICS

Physics is the most fundamental of all of the sciences; its goal is nothing less than to figure out the most basic laws which govern the universe. Because of this, the study of physics offers deep insights into many disciplines: a knowledge of physics is a foundation for understanding the fundamentals of chemistry, biology and geology. It also offers insight into other aspects of our modern world. For example, two allied problems of today are the energy crisis and the issue of global climate change. It is impossible to understand either of these issues without some knowledge of physics.

The goals of the department are to a) teach our students a basic understanding of the laws of physics and their applications; b) teach them to understand the structure of the Universe around us as generated by those laws; and c) provide our majors with an introduction to research methods in physics (both experimental and theoretical.)

To this end, we offer a rigorous major program in physics, a physics minor designed for students majoring in mathematics, chemistry or biology, and several undergraduate courses designed for the general student, including two courses in astronomy. Undergraduates can also take part in research with faculty members, both as part of the St. Mary's Project and also in a summer research program at the nearby Patuxent River Naval Air Station. Our students have also participated in research programs at NIST, the NASA-Goddard Spaceflight Center and the SuperKamiokande Neutrino detector in Japan.

For those students interested in a career in engineering, the College has established an agreement with the University of Maryland to offer a dual-degree program. This program is described below.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in physics, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. Required Courses:
   a. Physics Core Courses (32 credit-hours)

      PHYS 131: General Physics I
      PHYS 132: General Physics II
      PHYS 231: General Physics III
      PHYS 312: Advanced Physics Laboratory
      PHYS 342: Mechanics
      PHYS 351: Electricity & Magnetism
      PHYS 462: Quantum Mechanics
      PHYS 473: Statistical Mechanics

   b. Cognate Courses (16 credit-hours)

MATH 151: Calculus I
MATH 152: Calculus II
MATH 255: Vector Calculus
MATH 256: Linear Algebra

c. Elective Courses (four credit-hours selected from the following list of courses)

PHYS 281: Mathematical Methods of Physics
PHYS 382: Optics
PHYS 490: Senior Seminar
MATH 312: Differential Equations
CHEM 451: Physical Chemistry
PHYS 399: Independent Study (as approved by the physics faculty) or PHYS 499

3. Every physics major must complete a St. Mary's Project. This project may be in physics or in another major discipline or a study area. The guidelines established in the selected area apply. The project must be proposed to a mentor and to the chair of the Department of Physics at least three weeks before the last day of classes of the second semester of the student's junior year, and it must be approved by the mentor and the department chair.

4. Students must earn a grade of C- or better in all courses listed in items 2-3 above, and maintain an overall GPA of 2.0 or better in these required courses. The following model is suggested as a sequence of study that satisfies the above requirements:

First Year:
Core Curriculum requirements, MATH 151, MATH 152, PHYS 131, PHYS 132

Sophomore Year:
Core Curriculum requirements, MATH 255, MATH 256, PHYS 231, PHYS 342

Junior Year:
Core Curriculum requirements, PHYS 312, PHYS 351, PHYS 462, and elective courses

Senior Year:
St. Mary's Project, Core Curriculum requirements, PHYS 473, and elective courses

Degree requirements for the Minor in Physics

Students must take 20 credits in physics consisting of the following courses:

1. Required courses: All students in the minor must take the 12-credit introductory General Physics sequence:

   PHYS 131: General Physics 1
   PHYS 132: General Physics 2
   PHYS 231: General Physics 3

2. Elective Courses: Students must take eight credits (two courses) from among any of the courses listed below:

   PHYS 281: Mathematical Methods in Physics
   PHYS 312: Advanced Laboratory
   PHYS 342: Mechanics
   PHYS 351: Electricity and Magnetism
   PHYS 382: Optics
   PHYS 390: Astrophysics and Cosmology
   PHYS 462: Quantum Mechanics
   PHYS 473: Statistical Mechanics

   Students should note that most upper-level physics courses have prerequisite or corequisite mathematics courses which also must be taken. Students should also note that not all of the upper-level courses listed here will be offered every year. Chemistry majors who pursue a physics minor are strongly encouraged to take PHYS 462 (Quantum Mechanics) or PHYS 473 (Statistical Mechanics) as elective courses.

3. GPA requirements: Students must maintain a minimum 2.0 GPA within the minor.

4. Physics majors may not enroll in the physics minor program.

Dual-Degree Program Between St. Mary's College of Maryland and the A. James Clark School of Engineering, University of Maryland

A student in this program will attend St. Mary's College of Maryland (SMCM) for approximately three (3) academic years (minimum of 96 hours), completing requirements for a major in physics, and then will attend the A. James Clark School of Engineering, University of Maryland (UM) for approximately two (2) academic years (minimum of approximately 60 hours, to be determined individually).

After completing the requirements in the Clark School of Engineering in one of the programs listed below, the student will be awarded a bachelor's degree with a major in physics by St. Mary's and a baccalaureate degree by the University of Maryland (UM). Dual-degree candidates from St. Mary's may major in any of the following areas at the University of Maryland:

Aerospace Engineering
Biological Resources Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Fire Protection Engineering
Materials Engineering
Mechanical Engineering
Nuclear Engineering

1. Requirements for dual-degree students while at St. Mary's:

   a. Completion of the required courses in the Dual-Degree Study Program, as approved by designated official (see 3 below).

   b. Completion of a minimum of 96 credit-hours

   c. Completion of the Core Curriculum requirements as amended.

   d. Completion of the requirements for a major in physics, as approved by the department chair. Completion of the program at the University of Maryland will satisfy the requirement for the completion of a St. Mary's Project for the physics major.

   e. A minimum cumulative grade-point average of 2.0.

   f. Recommendation from designated official at St. Mary's.

2. Requirements for dual-degree students at University of Maryland:

   a. Admission to the Clark School of Engineering, University of Maryland is guaranteed to the St. Mary's College of Maryland dual-degree student, provided the requirements under 1.a., above, have been satisfied.

   b. Completion of 128 credit-hours, including credits earned at St. Mary's College of Maryland (usually by the end of the first year at UM).

   c. Completion of 45 upper-division credits, including credits earned at St. Mary's College of Maryland.

   d. Completion of approximately 60 credit-hours, to be determined individually, at the Clark School of Engineering, University of Maryland.

3. Required St. Mary's Courses in Dual-Degree Study Program (60 credit-hours):

   CHEM 105: General Chemistry I
   CHEM 106: General Chemistry II
   MATH 151: Calculus I
   MATH 152: Calculus II
   MATH 255: Vector Calculus
   MATH 256: Linear Algebra
   MATH 312: Differential Equations
   PHYS 131: General Physics I
   PHYS 132: General Physics I
   PHYS 231: General Physics III
   PHYS 312: Advanced Physics Lab
   PHYS 342: Mechanics
   PHYS 351: Electricity & Magnetism
   PHYS 462: Quantum Mechanics
   PHYS 473: Statistical Mechanics

   *Required St. Mary's courses that may count as technical electives, depending upon engineering discipline.

   Students who wish to major in chemical engineering should also take the following:

   CHEM 311: Organic Chemistry I
   CHEM 312: Organic Chemistry II

   Students who wish to major in biological engineering should also take the following:

   BIOL 105: Principles of Biology

Faculty

Charles Adler (department chair), Erin DePree, Joshua Grossman, Katsunori Mita

PHYSICS COURSES (PHYS)

PHYS 103. Basic Physics (4E)
An elementary presentation of concepts and principles of physics. Topics include mechanics, heat, sound, electricity and magnetism, light, relativity, and astronomy. Intended for the non-science major.

PHYS 104. Basic Physics with Laboratory (4S)
An elementary presentation of concepts and principles of physics. Topics include mechanics, heat, sound, electricity and magnetism, light, relativity, and astronomy. Intended for the non-science major. Lecture and laboratory. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory.

PHYS 105. Topics in Physics (4F)
An elementary presentation of a topic in physics. Possible topics include light and color, sound, quantum world (molecules, atoms, atomic nuclei, and elementary particles), relativity, and cosmology.

PHYS 121. College Physics I (4F)
Introduction to the principles of physics not requiring calculus. Particle motion, Newton's laws, momentum, work and energy, gases and liquids, harmonic motion, and waves. Lecture and laboratory. This course satisfies the Core Curriculum Natural Sciences with Laboratory requirement, but it does not satisfy the degree requirements for majors in physics, natural science, and chemistry.

PHYS 122. College Physics II (4S)
Harmonic motion, traveling wave, standing waves and sound, light and optics, electricity and magnetism. Lecture and laboratory. This course does not satisfy the degree requirements for majors in physics, natural science, and chemistry. *Prerequisite: PHYS 121.*

PHYS 131. General Physics I (4F)
Mechanics of particle motion, rotational motion of a rigid body, simple harmonic motion, and thermodynamics. Lecture and laboratory. This course satisfies the Core Curriculum requirement in Natural Sciences with Laboratory. Formerly PHYS 221. Not open to students who have received credit for PHYS 221. *Co-requisite: MATH 151.*

PHYS 132. General Physics II (4S)
Electrostatics, magnetostatics, DC circuits, geometrical and physical optics. Lecture and laboratory. Formerly PHYS 222. Not open to students who have received credit for PHYS 222. *Prerequisite: PHYS 131. Co-requisite: MATH 152.*

PHYS 231. General Physics III (4F)
Waves, quantum mechanics, and relativity. Topics include transverse and longitudinal waves, interference, wave/particle duality, the Bohr atom, the Schrodinger equation, time dilation/length contraction, and relativistic energy/momentum. Lecture and laboratory. *Prerequisite: PHYS 132.*

PHYS 281. Mathematical Methods of Physics (4F)
Presentation of mathematical fundamentals necessary for theoretical physics. Topics include tensor analysis, matrices and determinants, infinite series, complex analysis, partial differential equations, special functions, Fourier series, and Fourier transforms. Formerly PHYS 371. Not open to students who have received credit for PHYS 371. *Prerequisite: MATH 152.*

PHYS 312. Advanced Physics Laboratory (4S)
Set-piece experiments as well as directed experimental projects to study selected phenomena in modern physics. These experiments and projects serve as an introduction to the contemporary instrumentation and the precise measurement techniques used in physics research laboratories. One lecture and four hours of laboratory a week. Formerly PHYS 451. Not open to students who have received credit for PHYS 451. *Prerequisite: PHYS 231.*

PHYS 342. Mechanics (4S)
Fundamental concepts of mechanics, kinematics, dynamics of a particle, oscillators, planetary motion, systems of many particles, statics, rotation of rigid bodies. Formerly PHYS 301. Not open to students who have received credit for PHYS 301. *Prerequisite: PHYS 231.*

PHYS 351. Electricity and Magnetism (4F)
Electrostatics, magnetism, direct currents and associated networks, oscillations, alternating current theory, Maxwell's equations. Formerly PHYS 302. Not open to students who have received credit for PHYS 302. *Prerequisite: PHYS 231.*

PHYS 382. Optics (4AS)
Analytical treatment of geometrical and physical optics. Topics include light wave propagation, reflection, refraction, mirrors, thin lenses, interference, coherence, diffraction, and polarization. Formerly PHYS 321. Not open to students who have received credit for PHYS 321. *Prerequisite: PHYS 231.*

PHYS 390. Introduction to Astrophysics and Cosmology (4)
An introduction to the physics of the stars, including stellar structure, the theory of the main sequence and the Hertzprung-Russell diagram, stellar birth, and the endstages of stellar life (white dwarfs, neutron stars and black holes.) We will also examine galaxy forma-

tion, the inflationary Big Bang theory, and the influence of dark matter and dark energy on the structure and ultimate fate of the universe. *Prerequisites: PHYS131, PHYS132*

PHYS 462. Quantum Mechanics (4S)
Postulates of quantum mechanics and operator formalism, Fourier techniques, correspondence principle, angular momentum theory, matrix representations, central force problems. Formerly PHYS 471. Not open to students who have received credit for PHYS 471. *Prerequisites: PHYS 231, MATH 256, and consent of the instructor.*

PHYS 473. Statistical Mechanics (4F)
Statistical and microscopic treatment of thermodynamical systems. Topics include probability concepts, heat and temperature, thermal interaction, work, internal energy, entropy, and canonical distribution. Formerly PHYS 421. Not open to students who have received credit for PHYS 421. *Prerequisite: PHYS 231.*

PHYS 490. Senior Seminar in Physics (4AS)
An in-depth exploration of a topic in physics. The topic is broad enough to integrate several areas of physics. Lectures, discussion, readings of appropriate papers and texts. Student presentations and papers will be required. *Prerequisites: 20 credit-hours in physics and consent of the instructor.*

PHYS 494. St. Mary's Project (1-8E)
The project, which may take many forms, draws on and extends knowledge, analytical skills, and creative achievement developed through previous academic work in physics. The student initiates the project, identifies an area of physics to be explored, and proposes a method of inquiry appropriate to the topic. It must be shared with the College community through posters, presentations, or other means. The project may be within physics, across disciplines, or in a cross-disciplinary studies area. The project is supervised by a physics faculty mentor. PHYS 494 may be repeated for up to a total of eight credit-hours. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines.*

PHYS 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the academic adviser and department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

PHYS 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a physics faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

POLITICAL SCIENCE

The program for the political science major has two dimensions. First, it seeks to have students gain knowledge about the political world on a comprehensive basis: that is, to see the political world as one extending from human relations in small groups all the way to the stage of international politics.

Second, the political science program assists students in coming to understand the relevance of politics and their place in the fully human life. The student majoring in political science must gain some knowledge of the facts of politics, but, more important, the major must come to grips with the theoretical issues involved in knowing about politics as well as those involved in shaping political life itself. Within the major program, students progress from fact to theory to application of theory. Courses are offered in the four principal subfields of political science: namely, American politics, comparative politics, international politics, and political theory.

Students graduating with a political science major are prepared to continue with graduate study in political science or to pursue professional training in law, journalism, or public administration. Alternatively, a student is prepared to pursue a career in journalism, business, government, education, or public interest groups. A student who chooses to major in political science should select an adviser from the political science faculty and, in conjunction with the adviser, plan a program that is appropriate to the needs and objectives of the

student. The adviser should be selected no later than the beginning of the junior year.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in political science, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. POSC 100: Introduction to Politics
3. Twenty-four credit-hours in political science with at least one course in each of the four subfields of the discipline (listed below), two of which must be at the 200-level and the remaining courses at the level of the student's choice:
   a. American Politics
   b. Comparative Politics
   c. Political Theory
   d. International Politics
4. POSC 300: Political Analysis I
5. One 400-level seminar course in any one of the four subfields of political science (or POSC 408: Studies in Public Policy).
6. Capstone experience in political science: Students must satisfy either option (a) or (b) below:
   a. In conjunction with the seminar requirement in 5. above, the student must complete a senior-level paper and complete eight additional credit-hours of coursework in political science. A student selecting option (a) must: (1) file a declaration of that intent with the course instructor and the department chair by the end of the sixth week of the semester in which she or he is enrolled in the seminar for which the paper is written; and (2) submit a copy of the seminar paper to the department chair no later than the last day of exam week for that semester.
   b. Complete an eight-credit St. Mary's Project in political science. With the permission of the chair of the Political Science Department, students may do a St. Mary's Project in another department, provided the project topic is related in content and methodology to the discipline of political science.
7. The cumulative grade- point average of courses used to satisfy the major must be at least 2.00.
8. The 44 credit-hours of major requirements may include field experience and independent study approved by the department chair. While each student who majors in political science should construct, with the advice of a member of the political science faculty, a program suitable for his or her particular objectives, the following model is suggested as a possible basic program that will satisfy the above requirements.

   First Year:
   One 100-level course

   Sophomore Year:
   Two 200-level courses in political science

   Junior Year:
   POSC 300, and two or three 300-level political science courses

   Senior Year:
   One or two 300-level course(s), 400-level seminar in political science, and senior experience requirement.

Degree Requirements for the Minor

To earn a minor in political science, a student must satisfy the following requirements:

1. General College requirements (see "Curriculum" sections).
2. At least 24 credit-hours in political science as specified under the required and elective courses. The cumulative grade- point average of courses used to satisfy the minor must be at least 2.00.
   a. Required core course (four credit-hours): POSC 100: Introduction to Politics
   b. Elective courses (20 credit-hours) consisting of eight credit-hours in political science courses at the 200-level and 12 credit-hours in political science courses at the 300 or 400-level.

Requirements for Teacher Certification

A Master of Arts in Teaching program is available at St. Mary's College of Maryland

after completion of the baccalaureate degree. Students who are interested in becoming teachers should contact the chair of the Department of Educational Studies or an education adviser in their major field of study for suggested coursework in Human Studies, Educational Studies, and their specific major. These consultations should take place during the first semester of the sophomore year.

Faculty

Michael J. G. Cain (department chair), Mehmet Fevzi Bilgin, Todd Eberly, Susan E. Grogan, Walter W. Hill, Sahar Shafqat.

POLITICAL SCIENCE COURSES (POSC)

POSC 100. Introduction to Politics (4E)
Political science is concerned with how power is assembled, how and why political decisions are made, and the conditions of politics and government in different types of regimes. This course introduces students to major theories and themes and concepts in political science. The purpose of the course is to provide students with an introductory overview of important perspectives on political power and its sources, political systems and governance, democratic principles and institutions, as well as the sources of conflict and cooperation in domestic and international affairs. This course satisfies the Core Curriculum requirement in Social Sciences.

AMERICAN POLITICS COURSES

POSC 201. American Politics (4E)
The study of politics in the United States, addressing such topics as interbranch rivalries, public participation in the political process, and intergovernmental relations. The course will emphasize modes of explanation and analysis of contemporary political phenomena. It is recommended that this course be taken before other work in the American politics subfield. Not open to students who have received credit for POSC 101.

POSC 266. Women and the Law (2F)
This course will introduce students to the legal system and to the Constitution as they have traditionally affected women in American political history. There will be a close study of current legal issues pertaining to women: divorce, custody, abortion, rape, employment discrimination, discrimination within the educational system, and the proposed Equal Rights Amendment.

POSC 303. Law, Courts, and Judges (4AF)
This course is designed to familiarize the student with central concepts in legal theory; with the structure and operation of trial and appellate courts in the United States, especially in terms of the role of the courts in the larger political process; and with basic legal terminology and research methods.

POSC 311. Public Policy (4S)
An introduction to public policy theory; analysis; comparative public policy; the policy-making process; and selected fields of public policy such as taxation, environmental protection, and employment. This course is cross-listed as SOCS 311. Formerly POSC 211 and SOCS 211. Not open to students who have received credit for POSC 211 or SOCS 211. Students may receive credit for either course but not both.

POSC 312. State and Community Politics (4AS)
The study of politics at the subnational levels in the United States. Various types of state and community political systems are examined. Research in the area of community power structures and the factors that explain such structures will be emphasized. Formerly POSC 268. Not open to students who have received credit for POSC 268.

POSC 315. Policy Evaluation (4S)
An introduction to the issues and techniques used in policy evaluation and in analysis: the fit between policy statements and program strategies, evaluation designs and the use of evaluation results. Specific case studies such as health, welfare, and employment will be evaluated. This course is cross-listed as SOCS 315. Students may receive credit for either course but not both.

POSC 316. Religion and the U.S. Constitution(2S)
The course focuses on the "free exercise" and "establishment" clauses of the First Amendment. It will involve discussions of significant Supreme Court decisions and, to some degree, other cases moving through state and federal courts involving the religion clauses. Various approaches to Constitutional interpretation will be evaluated and discussed.

POSC 325. Politics and the U.S. Defense Establishment (4S)
This course is designed not only to educate students about military basics but also to broaden student understanding of the political environment in which the defense establishment exists and the politics within the defense department. The course begins with introductory sessions on each military service to include basic organizational principles, services norms, organizational cultures, and chain of command. Subsequent class discussions cover a variety of contemporary issues such as current military actions, outsourcing, bureaucratic politics, the draft, base closures, women in combat, congressional oversight, "jointness," and the constitutional principle of civilian leadership over the U.S. military.

POSC 330. The United States Congress (4AF)
A study of the U.S. Congress, including major actors, congressional structure, process, and interactions with other branches, levels, and outside groups, etc. The course will focus upon the rise of diverse political interests and their role in public policy, campaign finance, and elections through direct and indirect contact with Congress.

POSC 341. The American Presidency (4AS)
A study of the structure, functions, and problems of the executive branch of government. Emphasis will be on the president's formal powers, political roles, personality, and relationships with other institutions of government.

POSC 348. Parties and Elections (4AF)
This course examines political parties, interest groups, and elections (including campaigns and voting behavior) within the broader context of American politics. It represents a part of the traditional political science inquiry into the question: "Who governs?"

POSC 351. Constitutional Law I: Struggles over Power (4AF)
The case method approach to the study of the Constitutional powers of and limitations on government in the United States. Topics addressed include federalism, separation of powers, delegation of power, the commerce clause, and executive power.

POSC 352. Constitutional Law II: Civil Liberties (4AS)
The case method approach to the study of the rights of individuals under the Constitution, including First Amendment rights, equal protection, the rights of the accused, and the nationalization of the Bill of Rights. This course was formerly taught under the title, "Civil Liberties." Not open to students who have received credit for POSC 352, Civil Liberties.

POSC 366. Law and Society (2F)
The American legal system, its dynamics and limits.

POSC 367. Public Administration (4A)
A study of the principles, problems, and theories of public administration, with major emphasis upon American federal practice. Special attention is given to the development of basic concepts of the field.

POSC 375. The American Revolution (4A)
This course examines the events, ideas, and conflicts surrounding the American Revolution. It begins with an overview of British foreign policy during the period of "salutary neglect" and ends with ratification of the Constitution in 1789. Among the themes treated are the political, economic, and religious causes; popular and elite views of the conflict; popular mobilization; changes in social structure; dissent from/alternatives to the Revolution; how the Revolution was both a conservative and a radical movement.

POSC 419. African-American History in America (4AS)
Significant aspects of African-American history in the United States from its colonial origins to the present are dealt with, using a variety of discussion techniques and intensive examination of pertinent historical studies. Related sociological, psychological, economic, and political aspects will be considered. The course seeks to make students aware of the richness of these studies and their impact on American society. This course is cross-listed as HIST 419. *Prerequisite: Consent of the instructor.*

POSC 451. Supreme Court and Public Policy (4AS)
This seminar examines the role of the Supreme Court in shaping public policy in the United States. Individual students will direct their focus to some aspect of the Court's policy-making by looking at, for example, the justices, the decision-making process at the Court, specific policy areas, or the impact of Court decisions. *Prerequisite: POSC 201, American Politics, or permission of the instructor.*

POSC 461. Studies in American Politics (4S)
An intensive study of selected themes, structures, processes, or concepts in the fields of

American government, politics, and political behavior. Seminars in the area of the Congress, the presidency, the judiciary, and public policy will be offered as feasible. Other topics may be chosen as well. Formerly POSC 368. Not open to students who have received credit for POSC 368. May be repeated for credit with consent of the instructor.

COMPARATIVE POLITICS COURSES

POSC 252. Comparative Politics (4E)
An introductory survey of major political systems around the world, and of the theory and methods of the field of comparative politics. The ultimate objective is to develop a theoretical background to understand and explain variations in political culture, political behavior, political institutions, and other aspects of national politics. Topics include democratization, ethnic conflict, and globalization. This course focuses on different political systems and cultures, rather than specific countries or regions. This course fulfills the Core Curriculum requirement in Cultural Perspectives. Formerly POSC 267. Not open to students who have received credit for POSC 267.

POSC 333. Asian Politics (4AF)
This course examines the major trends and developments in Asian politics. An important theme in this course is how Asian countries respond to competing policy needs in their pursuit of growth, political order, and national unity. The course casts a wide net, and examines politics in the three major sub-regions of Asia: East Asia, Southeast Asia, and South Asia. The course pays special attention to issues of political economy and political culture in the region. The course also examines the Western and specifically U.S. relationship with Asia.

POSC 405. Democratization (4AS)
The late 20th century has been a time when democratic government has spread dramatically around the world. From Latin America to Africa, in Europe and Asia, authoritarian regimes have yielded to democratic forces, making their governments more responsive to ordinary citizens and their societies more open. Many states have embarked upon a process of democratization for the first time. Others have moved to restore their democratic roots. However, many new democracies are not yet stable, and there is nothing about these transitions that is pre-destined or irreversible. This course introduces students to different types of transitions to democracy throughout the world and the consequences of these processes. This course will provide an overview of the major theoretical problems associated with the process of democratization as well as an understanding of specific policy issues associated with promoting democratic rule in transitioning countries. Students will gain empirical and theoretical understandings of the major factors associated with democratic transitions. *Prerequisites: POSC 252 or POSC 262 or permission of the instructor.*

POSC 462. Studies in Comparative Politics (4AS)
An intensive study of selected topics and/or areas in comparative politics. Specific topics will vary from semester to semester. Formerly POSC 369. Not open to students who have received credit for POSC 369. May be repeated for credit with consent of the instructor.

INTERNATIONAL POLITICS COURSES

POSC 269. International Politics (4F)
Examination of cross-national conflicts and cooperation. This course fulfills the Core Curriculum requirement in Cultural Perspectives.

POSC 320. International Political Economy (4AS)
This course develops theoretical approaches to the study of the interrelationship between international political and economic factors. It then applies these approaches to analyze the historical development of the international political economy and specific issues and problems.

POSC 364. U.S. Foreign Policy (4S)
The formulation and implementation of foreign policy. America's emergence as a superpower.

POSC 455. Seminar on International Security after the Cold War: Problems and Prospects (4S)
This course is designed as a seminar on the problems of international security during the post-cold war period. Most generally, international security is concerned with how human collectivities - primarily but not exclusively states - relate to each other in terms of threats and vulnerabilities. The seminar examines major concepts and frameworks related to security

at the domestic, regional and global levels, and considers substantive issues such as conflict management and intervention, the proliferation of weapons of mass destruction, and international terrorism. *Prerequisite: POSC 269 or permission of instructor.*

POSC 468. Studies in International Relations (4AF)
An analysis of selected relationships in the international arena. May be repeated for credit with consent of the instructor. *Prerequisite: POSC 269 or consent of the instructor.*

METHODOLOGY COURSES

POSC 300. Political Analysis (4F)
This course presents the basic elements of formal logic in political science. The core section concentrates on descriptive and inferential statistics with applications in political science. Additional topics may include research design and research ethics.

POSC 301. Individual Rationality and Group Politics (4S)
This course introduces students to rational actor theories of politics. These theories consider how people make choices in different political environments and the effect of these choices on interest groups and political parties. Would you expect people to be less selfish or more selfish in politics? Do people join interest groups because of their commitment to social ideals or because of what they get from the group? Why do groups fail to achieve goals even when the achievements of these goals are likely to benefit everyone in the group? The material in this course is useful for students interested in mass politics or grassroots organizing, since we discuss the main variables influencing successful collective actions.

POLITICAL THEORY COURSES

POSC 262. Introduction to Democratic Political Thought (4F)
This course will serve as both an introduction to political theory, in general, and a survey of theories of democracy, in particular. The class will analyze the historical and theoretical underpinnings of democratic forms of political organization, and it will probe many of the key issues faced by any democracy—such as legitimacy, authority, order, and dissent. Students will study a number of the early modern social contract theorists such as Hobbes, Locke, and Rousseau. The course will also investigate the work of democratic theorists and critics such as Marx, before turning to contemporary debates and alternative approaches to understanding democracy.

POSC 362. Classical Political Thought (4AF)
This course will address a number of the most important and vexing questions of political philosophy: what is justice, what is the relationship between knowledge and politics, how is political power created and maintained, and what is the best regime? We will consider the relationship between philosophy and politics, asking what it means to think theoretically about politics. And finally, we will analyze crucial issues concerning class, gender, and subordination that remain inextricably connected to these primary questions. The class will survey the thought of a range of ancient political thinkers, such as Sophocles, Thucydides, Plato, Aristotle, Cicero, Lucretius, Epictetus, and Sextus Empiricus. And we will study Christian political thought and the demise of classical idealism through writers such as Augustine, Aquinas, More, and Machiavelli.

POSC 363. Modern Political Thought (4AS)
This course will survey key issues, themes and concepts associated with modernity, including some of the following: origins, limits, and legitimacy of political authority; rights and equality; freedom and power; individualism, individuality and citizenship; and radicalism and revolution. We will also study the relationship between politics and economics, history, and morality, respectively. The course will explore the fundamental principles of modern political thought as well as key components in the critique of modernity. Readings will be drawn from the work of authors such as Hobbes, Locke, Rousseau, Hume, Kant, Descartes, Mill, Tocqueville, Burke, Paine, Wollstonecraft, Hegel, Marx, Nietzsche, and Freud.

POSC 431. Early American Political Thought (4A)
This course examines, in depth, American political thought from 1630 to 1800. It analyzes the major Anglo-European intellectual traditions that shaped the thought of early Americans—classical liberalism and classical republicanism as they emerged from the thinking of early modern Britain and the Enlightenment; and reformed Protestantism in America. It examines how the American revolutionaries drew on these traditions to justify revolution and then explore how they both used and modified the same

traditions of thought to create the American republic.

POSC 469. Political Theory (4AS)
A seminar in political theory. Various topics, authors, or traditions in empirical or normative theory are selected for systematic examination and critical analysis. The subject areas investigated by members of the seminar may vary with each offering. Cross-listed as PHIL 410. Students may receive credit for either course, but not both. The seminar may be repeated for credit with consent of the instructor. *Prerequisites: POSC 100 and a course in political theory or philosophy.*

GENERAL POLITICAL SCIENCE COURSES

POSC 408. Studies in Public Policy (4S)
This 400-level seminar represents a capstone experience for students majoring or taking courses in political science. Its focus may change depending upon the instructor or students' interests. Topics may include federal, state, or local public policy, comparative public policy, international policy as well as specific areas such as the environment, monetary, food, agricultural, social welfare, or taxation policy. Students majoring in political science may fulfill the senior experience requirement with this course. This course is cross-listed as PPOL 408, "Studies in Public Policy," and may be used to meet the senior experience requirement in public policy.

POSC 493/494. St. Mary's Project in Political Science (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines, or in established cross-disciplinary studies option. The project is supervised by a faculty mentor. *Prerequisite: Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines.*

POSC 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

POSC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a political science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

The Pre-Health Science Programs

A focused direction of study not resulting in a major but designed to supplement a chosen major and enhance a student's opportunities in the health sciences.

Health sciences advisory committee

The Health Sciences Advisory Committee advises all students with an interest in medicine, dentistry, veterinary medicine, osteopathy, optometry, podiatry, or other health sciences. It also provides recommendations to graduate or medical schools for all students who, in the judgment of the committee, are qualified for graduate study in one of the health sciences.

All students interested in health care are strongly encouraged to begin preparing for this goal early in their undergraduate career. To allow sufficient time to complete all courses in the proper sequence and within a four-year period, it is important that students begin their pre-medical studies immediately upon entering college. Normally, students interested in one of the health care professions will select a major

in either biology, chemistry, or natural science; however, they may select any other major provided they complete the minimum curriculum in the sciences required by most medical schools (see below). Students are likely to increase their chances of admission to graduate or medical school if they take more science courses than the recommended minimum. Many graduate programs also require or expect practical experience in the student's specific field, as well as involvement in additional academic projects such as independent study or internship research.

All students interested in a career in a health science should contact the assistant vice president for academic services who is the chair of the Health Sciences Advisory Committee during the first semester of the sophomore year. The chair will establish a file for each student containing academic records and other materials gathered or provided by the student. During the spring semester of the junior year, all students usually take the appropriate entrance examination for their specific field and supply the Health Sciences Advisory Committee with a personal statement explaining their specific interests. The committee will then interview each student and provide a recommendation for each student who, in the judgment of the committee, meets the standards and fulfills the requirements for the chosen field of study. The sequence of courses listed below is intended to serve as a general guide, and each student, in consultation with the adviser, will determine the specific courses that are to be taken in a given semester. Courses marked (*) are minimal requirements for most medical and dental schools.

First Year:
*BIOL 105, 106,*CHEM 105, 106, *ENGL 102, Core Curriculum Courses

Sophomore Year:
*CHEM 105, 106 (if not taken in first year) or *CHEM 311, 312, MATH 151, 152 (if not taken in first year)

Junior Year:
*PHYS 121, 122, *CHEM 311, 312 (if not taken in sophomore year), required courses for the major, remaining Core Curriculum requirements, electives

Senior Year:
Required courses for the major, electives

Note: Students who intend to major in chemistry, mathematics, or natural science should take MATH 151, 152 and CHEM 105, 106 in their first year and BIOL 105, 106 as sophomores. In the list below, the minimum requirements for most schools of medicine and dentistry are summarized. A small number of schools have other requirements. Students may refer to Medical School Admission Requirements, published by the Association of Medical Colleges, to determine the specific requirements for the medical schools in which they are interested. A copy of this book is available for reference at the Career Development Center or from the chair of the Health Sciences Advisory Committee.

Minimum Requirements

Biology: 1 year
General Chemistry: 1 year
Organic Chemistry: 1 year
General Physics: 1 year
English (including a course in English literature)

The following courses may also be recommended by many medical schools:

BIOL 270, BIOL 436 or 438,
BIOL 305, CHEM 305,
BIOL 360, CHEM 420,
BIOL 401, CHEM 451, 452

A small percentage of healthcare graduate programs may require a year of calculus.

Contact the chair of Health Services Advisory Committee for more information.

Nursing Program by Articulation with the Johns Hopkins School of Nursing

Students interested in pursuing a career in nursing may take advantage of SMCM's articulation agreement with the Johns Hopkins School of Nursing. The agreement provides for three academic options:

ACADEMIC OPTIONS

Option One: 3/2 Traditional Second Degree Baccalaureate

The 3/2 option requires three years at St. Mary's College of Maryland and two subsequent years at the Johns Hopkins University School

of Nursing. Upon successful completion of the first year at the Johns Hopkins University School of Nursing, the student will fulfill the requirements of the baccalaureate degree from St. Mary's College of Maryland. The successful completion of the second year at the Johns Hopkins University School of Nursing will fulfill the requirements of the bachelor of science degree with a major in nursing from the Johns Hopkins University School of Nursing.

Option Two: 3/1 – Accelerated Second Degree Baccalaureate

The 3/1 option requires three years at St. Mary's College of Maryland and 13.5 months of accelerated coursework at the Johns Hopkins University School of Nursing. Upon successful completion of the 13.5 month Accelerated option, the student will be awarded a baccalaureate degree from St. Mary's College of Maryland and a Bachelor of Science degree with a major in nursing from the Johns Hopkins University School of Nursing.

Option Three: Direct Entry to Combined Bachelor of Science to Master of Science in Nursing Second Degree Baccalaureate

The Direct Entry to Combined Bachelor of Science to Master of Science in Nursing option combines either the 3/2 or 3/1 option with the added benefit of gaining admission into the master of science program with a major in nursing. Students are required to submit official GRE scores for this option. The length of this option is dependent upon the baccalaureate and master's option selected. The master's options are subject to change. Pre-requisites for admission to JHU's School of Nursing include the following:

BIOL 105 and 106: Principles of Biology I and II(pre-requisites for other biology courses)
BIOL 330: Anatomy and Physiology
CHEM 105 and 106: General Chemistry I and II
SCIE 316: Nutrition
ENGL 102: Composition
ENGL 106: Introduction to Literature
ENGL 230: Literary Topics
ENGL 281: Literature in History I
ENGL 282: Literature in History II
ENGL 283: Literature in History III
PHIL 101: Introduction to Philosophy or
PHIL 120: Introduction to Ethics
PSYC 101: Introduction to Psychology
SOCI 101: Introduction to Sociology
PSYC 230: Lifespan Development
PSYC 201: Psychological Statistics (cross-listed with MATH 201) or
MATH 221: Introduction to Statistics
Electives - eight credits from history, economics, anthropology, psychology, sociology, geography, or political science or

12-16 credits in any discipline

Questions can be directed to the assistant vice president for academic services.

The Pre-Law Program

A focused direction of study, not resulting in a major but designed to supplement a chosen major and enhance a student's opportunities in law.

The pre-law program at St. Mary's has been designed to facilitate the student's planning and decision-making in a way that accords with the recommendations and observations of most law schools, the Law School Admissions Council, and the Association of American Law Schools. These institutions make clear that there is no prescribed course of study that will better prepare students to do well in the Law School Admissions Test (LSAT) or to succeed in law school. Rather, they recommend a rigorous course of study that will enable a student to develop skills in problem-solving, communication (both oral and written), analysis, and synthesis. The courses that are required as part of the College's Core Curriculum requirements and the Senior Experience requirements of the majors emphasize the above skills, with the various areas of study focusing on different approaches to a common set of abilities.

Pre-law students at the College, therefore, may choose any of the 24 majors offered at St. Mary's. While it is true that, both nationwide as well as at the College, more students applying to law school major in political science than in any other major, it is far from a requirement, or even an expectation. St. Mary's students who have applied to and matriculated at law schools across the nation have majored in a number of fields in addition to political science, including biology, economics, English, history, mathematics, philosophy, and psychology. We advise

students to major in fields they enjoy and in which they can excel.

Although law schools do not expect first-year students to arrive on campus with substantive knowledge of the law, many pre-law students find it useful to take some law-related coursework in college. Some students discover that the more they know about the legal system, the more determined they are to become a part of it. After taking an undergraduate course on a legal topic, other students find that reading court cases and thinking about legal concerns is not really to their liking. St. Mary's offers a number of courses on law and legal processes that familiarize students with how law is presented as a field of study. These courses include POSC 266, Women & the Law; POSC 303, Law, Courts & Judges; POSC 351 & 352, Constitutional Law; POSC 366, Law & Society; PSYC 354, Psychology & the Law; and PHIL 215, Critical Thinking & Philosophical Writing. Seminars which emphasize the United States Supreme Court are frequently offered in political science. In addition, students at St. Mary's have the opportunity to participate in credit-bearing internships with government agencies, private law offices, at the local legal services agency, and with Maryland state court judges.

The pre-law program at St. Mary's offers advising and other services. In the underclass years, a student may find it helpful to discuss a possible career in law, and a senior may wish to consult an adviser about which admission offer to accept. Faculty advisers and professional career advisers together with student leaders work to provide a program of pre-law advising activities, in addition to meeting individually with students. The Career Development Center, for example, has established MentorNet — an online directory of alumni who are willing to answer career-related questions and provide "job shadowing" opportunities. A faculty pre-law adviser maintains a list of alumni currently attending law school who have offered to discuss the law school application process and the first year of law school with prospective law students. A student-run organization, PLAN (Pre-Law Advisory Network), sponsors speakers and forums on law schools and the law school admissions process. Copies of past LSATs are available at the Career Development Center, and practice exams are administered under simulated conditions several times per year.

Students who think they may have an interest in attending law school after St. Mary's should consult a pre-law adviser as early as possible to take advantage of the opportunities offered by the College. At the latest, these students should plan to meet with a pre-law adviser in the spring of their junior year to discuss when to take the LSAT, what law schools to consider applying to, whom to ask for letters of recommendation, how to construct a personal statement, and, in general, how to schedule the time-consuming process of law school application. For more information, contact the Career Development Center or the chief faculty pre-law adviser, Susan Grogan, Department of Political Science (in Kent Hall).

PSYCHOLOGY

The general objective of the psychology major is to enhance understanding of behavior and mental processes and to examine their connections to the fields of biology and the social sciences.

This general objective is translated into specific objectives that concern the understanding of (a) scientific methodology, (b) the current state of psychological knowledge, and (c) the application of both methodology and knowledge to real-world problems and events.

The psychology major consists of six components. First, a required core of courses introduces students to the field and to communication skills within the field. This core includes required methodology courses in writing, library research, statistics, and experimental design. Second is a lower-division content-course requirement. Third is a set of upper-division content courses that represent psychology's close alliance with both social science and natural-science approaches to the study of behavior. Fourth, psychology majors select upper-division credit-hours from a group of elective offerings. Fifth, every psychology major must complete a senior capstone experience. Finally, psychology majors must demonstrate, through one of the approved options provided in documents made available by the department, that they have an understanding of the contributions of diversity and multiculturalism to the understanding of psychology.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in psychology, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. At least 44 credit-hours as specified in a., b., c., d., e., and f., below. A grade of C- or better must be received in each course under point 2, and the cumulative grade point average of courses used to satisfy the major must be at least 2.00. Courses taken for Credit/No credit may not be used to satisfy requirements under point 2.

   a. Required Core Courses: 12 credit-hours

      PSYC 101: Introduction to Psychology
      PSYC 201: Psychological Statistics
      PSYC 203: Writing and Research Methods in Psychology

   b. Lower-division Content Course: 4 credit-hours chosen from:

      PSYC 210: Comparative Animal Behavior
      PSYC 220: Critical Thinking: An Introduction to Cognition and Perception
      PSYC 230: Lifespan Development
      PSYC 250: Social Psychology
      PSYC 270: Personality Psychology

   c. Distribution Across Content Areas: 16 upper-division credit-hours, as specified below. Note: At least 8 credit-hours of these 16 credit-hours must be laboratory courses (400-level).

      Content Area A: 8 credit-hours
      PSYC 331: Infant and Child Development
      PSYC 333: Adolescence
      PSYC 335: Adulthood and Aging
      PSYC 362: Focus on Social Psychology
      PSYC 375: Abnormal Psychology
      PSYC 378: Counseling
      PSYC 430: Developmental Psychology with Laboratory
      PSYC 450: Social Psychology with Laboratory
      PSYC 470: Counseling and Psychotherapy with Laboratory

      Content Area B: 8 credit-hours
      PSYC 312: Sensation and Perception
      PSYC 314: Drugs, Brains, and Behavior
      PSYC 420: Psychology of Learning with Laboratory
      PSYC 422: Biological Psychology with Laboratory
      PSYC 424: Cognitive Psychology with Laboratory

   d. Upper-Division Electives: A minimum of eight additional credit-hours in upper-division psychology courses. Credits earned from internships, field experiences, and independent studies cannot be used to meet this requirement. A maximum of either four credit-hours in a St. Mary's Project in psychology (PSYC 493-494) or four credit-hours in Directed Research in Psychology (PSYC 397 or PSYC 497) can be counted toward this requirement.

   e. Diversity Requirement: Satisfaction of diversity requirement from an approved list of courses, experiential hours, or a proposal submitted to the Department Diversity Committee that demonstrates how this requirement has otherwise been met. The official document that describes the details of this requirement is made available to all declared psychology majors each semester.

   f. Every psychology major must complete a senior capstone experience. This requirement may be fulfilled in one of two ways:

      1) St. Mary's Project (eight credits): This project may be in psychology or in another major discipline or study area. The guidelines established in the selected area apply.
      2) Alternative Capstone Experience. (eight credits), distributed as follows:
         a) PSYC 490: Senior Seminar (four credits)
         b) An additional upper-division four-credit course, not used to satisfy any other requirements for the major, chosen from the following options:
            PSYC 305: History and Systems of Psychology; or
            PSYC 402: Advanced Research Methods and Statistics (four credits); or
            PSYC 410: Service Learning; or

PSYC 497: Directed Research (four credits) (all four credits must be taken for graded credit during the same semester); or
An additional laboratory course in psychology

THE FOLLOWING SEQUENCE OF COURSES IS A TYPICAL MODEL FOR FULFILLING THE REQUIREMENTS OF THE PSYCHOLOGY MAJOR:

First Year:
PSYC 101, lower-division content course (PSYC 210, 220, 230, 250 or 270)

Second Year:
PSYC 201, PSYC 203, Area A or Area B courses

Third Year:
Additional Area A or Area B courses, including at least one psychology lab

Fourth Year:
Second lab, if not already completed, senior capstone experience, upper-division elective, diversity requirement

FACULTY

Aileen Bailey, Anne Marie Brady, Renee Peltz Dennison, David Finkelman, Laraine M. Glidden, H. Anna Han, Eric J. Hiris (department chair), Cynthia Koenig, Janet M. Kosarych-Coy, Scott P. Leary, Deborah A. O'Donnell, Richard D. Platt, Roger D. Stanton, Jennifer J. Tickle, Elizabeth Nutt Williams

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PSYCHOLOGY COURSES (PSYC)

PSYC 101. Introduction to Psychology (4E)
A survey of the theoretical and empirical foundations of contemporary psychology. This course satisfies the Core Curriculum requirement in Social Sciences.

PSYC 120. Diversity Requirement (0E)
Satisfaction of diversity requirement by means of experiential hours or a proposal submitted to the Department Diversity Committee that demonstrates how this requirement has otherwise been met. This requirement may also be satisfied by taking one of an approved list of courses. The official document that describes the details of this requirement is made available to all psychology majors each semester.

PSYC 201. Psychological Statistics (4E)
The analysis of experimental data, including data from both laboratory and natural settings. Parametric analysis through two-way analysis of variance and nonparametric statistics. *This course is cross-listed as MATH 201. Prerequisite: PSYC 101.*

PSYC 203. Writing and Research Methods in Psychology (4E)
Examination of methodological, philosophical, and ethical issues in psychological research. Methodological instruction in library research techniques, professional writing in psychology, research design, and data collection and analysis. Writing instruction includes choosing a topic, doing library research, editing, revising, and writing a research proposal. Types of research designs include hypothesis testing, quasi-experimental, correlational, and single-subject. *Prerequisite: PSYC 201 with a grade of C- or better.*

PSYC 210. Comparative Animal Behavior (4AF)
The study of the behavior of humans and other animals in natural and experimental settings. Exploration of how behaviors evolve and how the behaviors of each species adapt for survival. Topics may include territoriality and aggression, sexual behaviors, social structure, foraging, communication, and animal cognition. *Prerequisite: PSYC 101 or consent of instructor.*

PSYC 220. Critical Thinking: An Introduction to Cognition and Perception (4S)
Examination of the mental processes that underlie perceiving, storing, and using information and their application to the improvement of critical thinking. Special attention will be given to sensory limitations, illusions, heuristics, fallacies, and biases and how they affect critical thinking. *Prerequisite: PSYC 101 or consent of instructor.*

PSYC 230. Lifespan Development (4E)
A comprehensive study of developmental processes (physical, social, and psychological) from conception to death, with discussion of theoretical, empirical, and methodological issues. *Prerequisite: PSYC 101.*

PSYC 250. Social Psychology (4E)
A study of social behaviors such as person perception, group behavior, attitude formation, and gender differences in social behavior. Review of methods of research in social psychology and their influence on research findings. *Prerequisite: PSYC 101.*

PSYC 270. Personality Psychology (4E)
An examination of theory and research in the field of personality. The course covers major

theoretical perspectives (psychoanalytic, behavioral, humanistic) and selected research topics. *Prerequisite: PSYC 101.*

UPPER-LEVEL PSYCHOLOGY COURSES

PSYC 305. History and Systems of Psychology (4F)
The philosophical and scientific background of modern psychology. An examination of some of the historical approaches to the fundamental and persisting problems of psychology and their relationship to contemporary approaches. *Prerequisite: PSYC 101.*

PSYC 312. Sensation and Perception (4E)
This course examines the basic methodology used in the study of sensation, perception, and psychophysics. Includes discussion of neurological and psychological theories, processes of sensory systems, and perceptual processes of humans and other animals. *Prerequisite: PSYC 101.*

PSYC 314. Drugs, Brains, and Behavior (4E)
Examination of psychoactive drugs that act on the brain. Some of these drugs have medical uses, some are used recreationally, and others are used in both contexts. Topics include the biology of the drug's effects on the brain; drug effects on behavior; and the use of psychoactive drugs in the treatment of psychopathology. *Prerequisite: PSYC 101 or consent of the instructor.*

PSYC 331. Infant and Child Development (4E)
This course provides an in-depth examination of the forces and interactions that shape the physical, social, cognitive, and emotional development of humans from conception to the beginning of adolescence. *Prerequisite: PSYC 101.*

PSYC 333. Adolescence (4F)
Review of psychological, physical, and social forces that influence the experience of adolescence. Major topics include the physical changes of adolescence, cognitive and moral development, sex-role consolidation, political socialization, adolescent sexuality, and delinquency. *Prerequisite: PSYC 101.*

PSYC 335. Adulthood and Aging (4S)
Examines the psychological, physical, and social forces that influence adult development. Major topics include continuity and change in physical functioning, cognition, personality, marriage and family relationships, and death and dying. *Prerequisite: PSYC 101.*

PSYC 336. Exceptionality: An Introduction to Special Education (4E)
An examination of individuals with special needs such as mental retardation, giftedness, physical disabilities, and behavior disorders. The emphasis is on causation, psychological and biological aspects of the exceptionality, and current educational and therapeutic approaches. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. Cross-listed as EDSP 336. Students may receive credit for either course, but not both. *Prerequisite: PSYC 101.*

PSYC 338. Intellectual and Developmental Disabilities (4AF)
An examination of the physical and psychological causes of intellectual and other developmental disabilities, such as autism and cerebral palsy. Discusses diagnosis, treatment, education, research, and theory with an end toward understanding intellectual and developmental disabilities as both biological and social phenomena. Cross-listed as EDSP 338. Students may receive credit for either course, but not both. (This course was formerly named Mental Retardation.) Prerequisite: PSYC 101.

PSYC 339. Learning Disabilities (4S)
This course is concerned with defining, diagnosing, and remediating learning disabilities. Major emphasis is on the basic psychological processes of understanding and using written or spoken language: sensory-motor, auditory, and visual processing and language development. In addition, a variety of curriculum materials in special education is examined. A field placement with exceptional children provides a realistic application of theory. This course is cross-listed as EDSP 339. Students may receive credit for either course, but not both. *Prerequisites: PSYC 101 and 4 other credit-hours in psychology.*

PSYC 350. Psychological Perspectives of African Americans (4AF)
A survey of social psychological concepts that bear on the unique historical, cultural, political, and social experiences of African Americans in this country. Social psychological topics such as social perception, self-concept and identity, attitude formation, group dynamics, aggression, gender roles, social influence, and interpersonal attraction are reviewed and reevaluated in light of the African-American experience of race prejudice, group stereotyping, and interpersonal discrimination. *Prerequisite: PSYC 101.*

PSYC 353. Human Sexuality (4AS)
An examination of the many facets of human sexuality. The course considers developmental, legal, and social aspects of sexuality, sexual health and illness, sex in the context of human relationships, as well as biological, cultural, religious, and anthropological dimensions of sexuality. *Prerequisite: PSYC 101 or consent of the instructor.*

PSYC 354. Psychology and the Law (4AS)
Exploration of ways in which the fields of psychology and law interact in contemporary society. Topics include the insanity defense, civil commitment, eyewitness testimony, the psychology of the jury, use of the polygraph (lie detector), psychological testing and the law, and legal issues related to confidentiality. *Prerequisites: PSYC 101 and at least one other 4-semester hour course in psychology.*

PSYC 356. Psychology of Women (4AF)
This course provides a general introduction to the psychology of women. Topics covered may include psychological development of women through the lifespan; gender differences and gender-associated personality, abilities, and behaviors; women and language; images of women; women and work; violence against women; women in relationships; women of color; lesbians and bisexuals; women's mental health; and feminist therapy. *Prerequisite: PSYC 101.*

PSYC 362. Topics in Social Psychology (4S)
An in-depth examination of a specific area of social psychology. The course will explore research, theory, and application relevant to the selected area. Course content varies from semester to semester. May be repeated for credit if topics are different. *Prerequisite: PSYC 101.*

PSYC 363. Cross-cultural Psychology (4AF)
Provides a multicultural and global perspective on human development, thought, emotion, and behavior. Topics include cross-cultural theory and research in the domains of development of the self, moral development, aggression, gender, cooperation/conflict resolution, motivation and emotion, psychopathology, and acculturation. *Prerequisite: PSYC 101.*

PSYC 368. Educational Psychology (4E)
This course explores the teaching/learning process. Students analyze various factors that affect the process: developmental and learning theory, motivation, planning, content, methodology, and discipline. Attention is also given to human interaction in educational settings through a study of maturation, individual differences, self-concept, group processes, and socioeconomic stratification. Lecture and field experience. This course is cross-listed as EDUC 368. Students may receive credit for either course but not both. This course is a pre-requisite for the Masters of Arts in Teaching. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. *Prerequisite: PSYC 101.*

PSYC 372. Child Clinical Psychology (4S)
This multi-disciplinary course explores the developmental and contextual components of childhood experience that may lead to problem behavior. Clinical psychology uses varied methods appropriate to children and families for assessment and intervention. The interaction of these methods and the developmental context where the behavior occurs are the primary focus of the course. *Prerequisite: PSYC 101.*

PSYC 373. Psychology of the Family (4AF)
This course discusses family structure and development from psycho-social and cultural perspectives. Systems theory will be used to understand clinical intervention with families. Family development over the lifespan is examined. *Prerequisite: PSYC 101.*

PSYC 374. Psychological Assessment (4AS)
History of psychological assessment; reliability and validity; tests of intelligence, personality, and vocational interests; other methods of assessment; legal and ethical issues in psychological assessment. *Prerequisite: PSYC 201.*

PSYC 375. Abnormal Psychology (4E)
A description of the major forms of mental disorder and their causes and treatments. *Prerequisite: PSYC 101.*

PSYC 378. Counseling (4E)
The major theoretical perspectives and associated techniques in the fields of counseling and psychotherapy. *Prerequisite: PSYC 101.*

PSYC 402. Advanced Research Design and Statistics (1-4AF)
Exploration of advanced topics in statistics and research design, including higher-order analysis of variance (mixed, hierarchical, and blocked designs) and appropriate post-hoc analyses; multiple regression, complex designs with categorical data; nonparametric statistics, partial correlation, multivariate analyses, factor analysis,

and more. Content may vary with each offering. *Prerequisite: PSYC 201 or consent of the instructor.*

LABORATORY COURSES

PSYC 420. Psychology of Learning with Laboratory (4S)
The experimental analysis of learning in humans and other animals. Includes principles of learning theory, analysis of learning in a variety of settings including the home, the laboratory, and the school. Lecture and laboratory. *Prerequisite: PSYC 203 with a grade of C- or better or co-requisite of PSYC 203 only with approval of instructor.*

PSYC 422. Biological Psychology with Laboratory (4F)
The experimental analysis of brain-behavior interactions. Emphasis on physiological mechanisms of homeostasis and neurophysiological models of learning. Examples taken from a variety of animal phyla. Lecture and laboratory. *Pre- or co-requisite: PSYC 203; or consent of the instructor.*

PSYC 424. Cognitive Psychology with Laboratory (4F)
Examination of adult cognitive functioning, including perceptual processes, imagery, attention, memory, learning, problem solving, and language. Emphasis on understanding basic research techniques, interpretation of research findings, and current theory. Lecture and laboratory. *Prerequisite: PSYC 203 with a grade of C- or better or co-requisite of PSYC 203 only with approval of instructor.*

PSYC 430. Developmental Psychology with Laboratory (4F)
Survey of the methodologies and techniques used in the study of human development. Content areas may include perceptual, social, language, cognitive, and moral development. Practical experience using observational, experimental, and interview methods, with participation in all phases of research (design, data collection and analysis, report writing). Lecture and laboratory. *Prerequisite: PSYC 203 with a grade of C- or better or co-requisite of PSYC 203 only with approval of instructor.*

PSYC 450. Social Psychology with Laboratory (4S)
The analysis of human behavior in a social context using the experimental method, with participation in all phases of research. Content areas may include helping behavior, prejudice and discrimination, communication, attraction, aggression, conformity, and obedience. Lecture and laboratory. *Prerequisite: PSYC 203 with a grade of C- or better or co-requisite of PSYC 203 only with approval of instructor.*

PSYC 470. Counseling and Psychotherapy with Laboratory (4S)
Analysis of major theoretical and applied topics in counseling and clinical psychology, as well as the statistical and research methods used in the field. Lab will include demonstrations and the execution of independent research projects. Focus is on the scientist-practitioner model and on the synthesis of the scholarly and applied aspects of psychotherapy and counseling-related topics. Lecture and laboratory. *Prerequisite: PSYC 203 with a grade of C- or better or co-requisite of PSYC 203 only with approval of instructor.*

SEMINARS AND INDIVIDUALLY MENTORED COURSES

PSYC 197, 297, 397, 497. Directed Research in Psychology (1-4E)
Under the direct supervision of a faculty member, a student participates in laboratory or field research. A learning contract that specifies the research goals and methodology must be filed with the Office of the Registrar. A maximum of four credit-hours of directed research in psychology (397 or 497 only) may be applied to major requirements in psychology. May be repeated for credit. *Prerequisite: Learning contract filed in the Office of the Registrar.*

PSYC 398, 498. Off-campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. All interns are required to maintain regular contact with the faculty supervisor. Credit/No credit grading. May not be used to fulfill requirements for the psychology and human studies majors. Consult with the director of internships. *Prerequisite: Admission to the Internship Program. (See "Internships" under "Academic Policies" section.)*

PSYC 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a psychology faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

PSYC 410. Service Learning in Psychology (4AS)
Designed primarily for psychology majors, this course combines formal coursework with practical experience in an approved human-services setting. Knowledge acquired from psychology courses is applied to community-identified needs in order to enhance students' professional skills and sense of civic responsibility. Goals of the course include 1) integrating and applying prior educational experiences to a human-services setting; 2) enhancing skills in working with diverse populations; and 3) expanding knowledge of appropriate methods of applied psychology research. *Prerequisite: PSYC 203 or consent of the instructor.* Not open to students who have received credit for PSYC 393. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World.

PSYC 490. Senior Seminar (4S)
An investigation of selected current topics and problems in psychology. Each student is responsible for the preparation of one major project, which includes both written and oral-presentation components. *Prerequisite: PSYC 203 or consent of the instructor.*

PSYC 491. Special Topics Seminar in Psychology (1-4)
Intensive study of a theme, process, or problem in psychology or human development. A maximum of four credit-hours of special topics seminar credit may be applied to major requirements in psychology. May be repeated for credit if topics are different. *Prerequisite: Consent of the instructor.*

PSYC 493/494. St. Mary's Project (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. With the approval of the department, this requirement may be satisfied by completing eight credit-hours of the St. Mary's Project in any discipline or cross-disciplinary study area. The project is supervised by a faculty mentor, appointed by the department chair. This course is repeatable for up to a total of eight credit-hours. *Prerequisite: PSYC 203; Approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines.*

PUBLIC POLICY STUDIES

Public policy decisions touch nearly every aspect of daily life, although we often fail to recognize or understand their impact. Daily, we are exposed to the policy proposals and preferences of those in or seeking office and they are in turn influenced by the preferences of the public and the pressures of organized interest groups. Given the impact that policy choices can have on our lives, it is essential that we have an understanding of how policy choices are made and how we might evaluate those choices. Why do we need this knowledge? Policymakers are more responsive to the demands and interests of an active and informed public.

The purpose of the public policy major is to equip students with sufficient competence in analytical skills supported by social science theory to prepare them for graduate or professional study. Majors should be sufficiently prepared to seek positions in organizations which deal with public policy issues: business firms, trade associations, lobbying organizations, and government agencies. The major provides students with the factual, analytical, practical, and theoretical skills necessary for contemporary policy design, implementation, and evaluation.

Public policy is interdisciplinary in nature; it is affected by social and economic conditions; political as well as cultural values; and the structure of government. The study of public policy requires the integration of knowledge from multiple disciplines to understand and critically assess public problems and potential solutions. The public policy major draws upon the knowledge and experience usually available

through separate majors such as anthropology, economics, sociology, and political science. Only through a coordinated exposure to these fields can a student understand how they interact in the world of public policy. The interdisciplinary nature of the major makes it a good choice for students considering a double major in related disciplines such as political science or economics.

Public policy students may choose from two disciplinary tracks within the public policy major – American public policy or International public policy. A student who chooses to major in public policy should select an adviser from the political science or public policy faculty, and in conjunction with the adviser, plan a program that is appropriate to the needs and objectives of the students.

Students who have questions about the public policy major should consult Todd Eberly, coordinator of public policy studies.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in public policy studies, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the fol lowing requirements to satisfy the major:
2. Eight (8) credit-hours of introductory courses in the social sciences. Students must earn a grade of C- or better in each required major course and maintain an overall GPA of 2.0 or better in these required courses:

   POSC 100: Introduction to Political Science

   ECON 101: Introduction to Economics
3. Twenty-eight (28) credit hours in the student's selected disciplinary track. If only one course is listed next to a letter, then that specific course is required. Where a choice of courses is provided, students must select one course from the options provided. Students should note that some core courses are prerequisites for certain elective courses available under this major. Students should consider their elective options when selecting their core courses.

   a. American Public Policy:

      POSC 201: American Politics
      POSC 315: Policy Evaluation
      POSC 311: Public Policy
      ECON 251: Intermediate Macroeconomics, or ECON 252: Intermediate Microeconomics
      POSC 367: Public Administration, or
      SOCI 330: Sociology of Organizations
      ECON 253: Economic Statistics, or
      SOCI 201: Social Statistics, or
      POSC 300: Political Analysis I
      Four (4) semesters hours of approved American Public Policy electives (see list)

   b. International Public Policy:
      POSC 252: Comparative Politics, or
      POSC 269: International Politics
      POSC 315: Policy Evaluation
      POSC 311: Public Policy
      ECON 251:Intermediate Macroeconomics, or ECON 252: Intermediate Microeconomics
      POSC 320: International Political Economy, or ECON 356: International Economics
      ECON 253: Economic Statistics, or
      SOCI 201: Social Statistics, or
      POSC 300: Political Analysis I
      Four (4) credit-hours of approved International Public Policy electives (see list)
4. Senior Experience in Public Policy (eight credit-hours)

a. Eight (8) credit-hours of St. Mary's Project, or

b. Four (4) credit-hours of PPOL 408 (cross-listed as POSC 408) with a senior experi ence paper and four (4) credit-hours of electives in the student's selected concentration (see list).

Senior Experience.

Each student must complete an eight-credit St. Mary's Project in public policy or write a senior experience paper for the course PPOL 408, "Studies in Public Policy" (cross-listed POSC 408). (Please see the course descriptions for PPOL 494 for St. Mary's Projects and PPOL 408. "Studies in Public Policy.") The student who chooses to write a senior experience paper instead of a St. Mary's Project will file a declaration of intent with the course instructor and the public policy coordinator by the end of the sixth week during the semester the student enrolls in "Studies in Public Policy." Guidelines for the senior experience paper will be given to the student by the instructor. Successful completion

of the course shall constitute completion of the senior experience requirement. (This course also meets the senior experience requirement for political science.) Double majors should consult with their adviser for additional information.

5. The 44 credit-hours of major require ments may include field experience and independent study approved by the coordi nator of the public policy major.

LIST OF ELECTIVE COURSES BY CONCENTRATION

1. American Public Policy

   ECON 325: Urban Economics and Urban Issues
   ECON 350: Environmental Economics
   ECON 351: Industrial Organization and Regulation
   ECON 355: Labor Economics
   ECON 357: Money and Banking
   ECON 359: Public Sector Economics
   ENST 450: Studies in Environmental Policy and Law
   POSC 352: Constitutional Law I
   POSC 451: The Supreme Court and Public Policy
   POSC 461: Studies in American Politics*
   PSCYH 337: Social Gerontology
   PSYCH 352: Human Behavior on Institutions
   SOCI 347: Sociology of Race and Ethnicity
   SOCI 365: Social Stratification
2. International Public Policy

   ECON 318: International Finance
   ECON 360: Comparative Economic Systems
   ECON 372: Economics of Developing Countries
   ECON 373: East Asian Economies
   POSC 364: US Foreign Policy
   POSC 333: Asian Politics
   POSC 405: Democratization
   POSC 462: Studies in Comparative Politics*
   POSC 468: Studies in International Relations*
3. Courses Approved for Either Concentration

   ANTH 341: Economic and Ecological Anthropology
   ECON 354: Natural Resources Economics
   ECON 363: Political Economy
   ECON 459: Senior Seminar in Economics*
   SOCY 355: Demography
   SOCI 385: Research Methods
   SOCI 302: Medical Sociology
   SOCI 312: Economic Sociology
   SOCI 490: Senior Seminar*
   * Where the topic of the seminar is appropriate. (Appropriateness of the topic will be determined by the coordinator of the public policy major.

PUBLIC POLICY COURSES

PPOL 408. Studies in Public Policy (4F)
This 400-level seminar represents a capstone experience for students majoring or taking courses in public policy. Its focus may change depending upon the instructor or students' interests. Topics may include federal, state, or local public policy, comparative public policy, or international policy, as well as specific areas such as the environment, health, social welfare, or taxation policy. Students majoring in public policy may fulfill the senior experience requirement with this course. This course is cross-listed as POSC 408. "Studies in Public Policy" and may be used to meet the senior experience requirement in political science as well.

PPOL 493/494. St. Mary's Project in Public Policy (1-8E)
The St. Mary's Project in public policy is a two-semester experience. The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. During the first semester a student initiates his or her project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. A faculty mentor supervises the project research. Students will complete the project in the second semester under the direction of the faculty mentor. The project should demonstrate the student's ability to undertake research in an area of public policy, to analyze the patterns of interaction among the political actors as appropriate, and to present the results of the research to the College community in a cogent and meaningful manner. Eight credit-hours of this course satisfy the requirement for a St. Mary's Project. With the approval of the public policy coordinator, this requirement may be satisfied by completing eight credit-hours of the St. Mary's Project in any discipline or cross-disciplinary study area.

RELIGIOUS STUDIES

The study of religion is essential to a liberal arts education that focuses on diversity, on social, global and environmental responsibility, and on the growth of the intellectual and creative mind. The field of religious studies promotes the academic and multidisciplinary study of religious life. It recognizes that religion has played a profound role throughout human history at the individual and social levels. One cannot claim to have a deep understanding of Western civilizations, past or present, without familiarity with Judaism, Christianity, and Islam; nor can one claim a deep understanding of Asian civilizations without knowledge of Hinduism, Buddhism, Confucianism, and Daoism. Additionally, in studying contemporary societies and individuals, one must recognize and seek to understand the globalizing intersections of religious traditions, and the ways in which these intersections inform human action and experience.

Students majoring in religious studies will have achieved the following goals:

1. Critical appreciation of religious experiences within multiple world traditions;
2. The ability to understand religious life in its historical, cultural and individual contexts;
3. The capacity to compare, critically and constructively, a broad range of religious phenomena;
4. Comprehension of a range of methods and theory in the study of religion, and the ability to apply them;
5. Capacity to construct and support a reflective position pertaining to the religious experience, and to present that position to the public, convincingly and with clarity
6. The ability to integrate these aims into a final project (St. Mary's Project or equivalence).

Students who take religious studies as a minor will have achieved the following goals:

1. Critical appreciation of religious experiences within multiple world traditions;
2. Knowledge of at least two religious world traditions and an understanding of their broader historical and cultural contexts;
3. Sufficient familiarity with religious studies terms and approaches to make coherent arguments pertaining to religion;
4. The demonstrated capacity to integrate their knowledge of religious studies with their other field(s) of academic interests.

Courses in religious studies are designed to achieve the following:

- Provide an accurate representation of religious traditions as they have been and continue to be practiced;
- Foster critical skills in analyzing religious beliefs, symbolic systems, practices, theologies, and philosophies;
- Raise fundamental questions about the nature of human beings and their place in the cosmos;
- Generate discussion on questions of meaning and value and help students take moral dilemmas seriously;
- Delineate the social and psychological dimensions of religious life;
- Introduce the major concepts, theories and methods of religious studies.

Some courses focus on particular themes and issues related to religion, such as the nature and reality of the sacred, the problem of evil, death and dying, ultimate liberation and salvation, religion and science, or gender bias and the problem of patriarchy in the world religions. Other courses cover the fundamentals of particular religious traditions, such as their sacred scriptures and visions of ultimate reality, their doctrines and world views, as well as their communities, institutions, ritual practices, and cultural and historical expressions. Yet other courses focus on different methodological and comparative approaches to religion. In general, religious studies courses foster research and writing skills, and prepare students to do independent learning and thinking.

Because it is multi-disciplinary, comparative and global in focus, the religious studies major fosters insight into not only one's own personal, cultural and historical contexts, but into those of others as well. A major or minor in religious studies encourages the development of skills that will be of tangible benefit to students in their pursuit of any professional career: the skills entailed in close textual reading and analysis; detailed ethnographic observations; critical and

constructive writing and communication; and clear and convincing verbal argumentation. The religious studies major also prepares students for the promises and challenges of living alertly and conscientiously in today's globalized world. These skills help to illuminate which careers may be most meaningful and satisfying to particular students.

Degree Requirements for the Major

To earn a bachelor of arts with a major in religious studies, a student must satisfy the following requirements, designed to establish the breadth and depth of knowledge consistent with the goals of the major:

1. General College Requirements (see "Curriculum" section).

2. At least 44-credit-hours in religious studies, in all of which a grade of C- or higher must be achieved, as follows:

a. Core Courses: 20 credit-hours from the following areas:

1) Introduction (four credit-hours)

RELG 110: Introduction to World Religions

2) Traditions: eight credit-hours, covering two distinct traditions

a) Christianity:

RELG 225: Introduction to Christianity

Or

RELG 210: Biblical Foundations

b) Judaism:

RELG 215: Introduction to Judaism

Or

RELG 216: Jewish Cultures

c) Islam:

RELG 220: Introduction to Islam

Or

RELG 221: Islamic Civilizations

d) Asian Religions:

RELG 230: Introduction to Hinduism

Or

RELG 231: Religions and Cultures of India

(Note: A student taking 12-credit-hours of the above 200-level classes in three distinct religious traditions is exempt from RELG 110)

3) Approaches: eight-credit-hours

RELG 370: Approaches to the Study of Religion

RELG 465: Colloquium in Religious Studies

b. Elective courses: at least 16 semester-hours in Religious Studies courses, of which 12 credit hours must be at the 300-level or above.

c. Senior Experience: eight credit-hours

In their senior year, majors must complete an eight-semester hour St. Mary's Project (RELG 493/494). Students who pursue a St. Mary's Project outside of religious studies must take one additional elective (four credit-hours) in religious studies at the 300-level or higher. Please note: *Prerequisite for RELG 493 is RELG 492)*

With prior approval from the department chair, cross-listed and other upper level courses on religion from outside the religious studies offering can be counted as electives.

The following model is suggested as a sequence of study that satisfies the above requirements:

First Year:

Core Curriculum requirements, and RELG 110.

Second Year:

Core Curriculum requirements, one course in the religious traditions at the 200 level and one upper-level elective course in religious studies.

Junior Year:

Completion of Core Curriculum requirements; completing the 200 level classes; RELG 370; two upper-level elective course in religious studies; 492 (SMP Proseminar).

Senior Year:

Completion of remaining requirements in the elective courses, RELG

465 (Colloquium), and fulfilling the Senior Experience, which usually refers to the completion of an eight (8) credit-hour St. Mary's Project (RELG 493/494).

Degree Requirements for the Minor

To earn a minor in religious studies, a student must satisfy the following requirements:

1. General College requirements (see"Curriculum" section).
2. At least 20 credit-hours in religious studies as specified. A grade of C- or better must be received in each course of the minor and the cumulative grade point average of courses used to satisfy the minor must be at least 2.0.

a. Required core courses: At least two of the following (eight credit-hours) covering two distinct traditions (note: students can combine the RELG 110 with any 200 level class, or take two distinct 200-level classes).

1) Introduction

RELG 110: Introduction to World Religions

2) Traditions

a) Christianity:

RELG 225: Introduction to Christianity

Or

RELG 210: Biblical Foundations

b) Judaism:

RELG 215: Introduction to Judaism

Or

RELG 216: Jewish Cultures

c) Islam:

RELG 220: Introduction to Islam

Or

RELG 221: Islamic Civilizations

d) Asian Religions:

RELG 230: Introduction to Hinduism

Or

RELG 231: Religions and Cultures of India

b. Elective Courses: At least 12-semester hours in RELG courses at the 200-level or above, of which at least eight-semester hours must be at the 300-level or above.

Faculty

Björn Krondorfer (chair), Betül Basaran, Katharina von Kellenbach, Daniel Meckel, Devorah Schoenfeld

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RELIGIOUS STUDIES COURSES (RELG)

RELG 110. Introduction to World Religions (4E)
A comparative study of the history, beliefs, and practices of major religious traditions, such as Christianity, Judaism, Islam, Hinduism, Buddhism, Daoism, or Native American and African religions. Selected aspects of these traditions are examined (for example, conceptions of human nature, ritual, morality, law, cosmology, visions of salvation). This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 210. Biblical Foundations (4AS)
This course introduces students to the academic study of the Bible, both the Hebrew Bible/Old Testament and the Greek Bible/New Testament. It focuses on research skills and methods to interpret Biblical texts in different cultural, religious and political settings. As sacred scripture of Judaism and Christianity, this course also aims to introduce these two religious traditions as seen through their foundational texts. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 215. Introduction to Judaism (4AF)
This course will cover the basic texts and core beliefs and practices of the Jewish religion and explore how Judaism is practiced as a lived religion in America today. The student will obtain basic research skills in Jewish studies, including the ability to find and work with primary sources in translation. The purpose of this course is for students to acquire the skills to study historical and contemporary Judaism(s) in an academic context, using a variety of approaches. This course satisfies the

Core Curriculum requirement in Humanistic Foundations.

RELG 216. Jewish Cultures (4AF)
There is no one Jewish culture. As Jews have lived all over the world in many and varied environments their cultures have differed. Jewish cultures have developed both by adapting to and resisting the cultures around them. In these many Jewish cultures, religious teaching was just one important component. This course will examine the wide variety of Jewish cultures in the modern world and survey the history of Jewish cultures from late antiquity to the modern period. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 220. Introduction to Islam (4AS)
Islam is the second largest religion in the world, and soon will be the second in the United States. This course will familiarize students with the diversity of religious beliefs and practices in Islam, not only as a religion but as a civilization that is part of the contemporary world. Themes to be discussed include the birth and expansion of Islam from the Arabian peninsula to North Africa, Europe, Central Asia, and the U.S., the life and message of the prophet Muhammad, the Quran, Islamic law, Sunni and Shiite branches of Islam, Islamic mysticism (Sufism), and Islam's relationship with other religions. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 221. Islamic Civilization (4AS)
This course is designed to introduce students to the key factors shaping life in the Islamic world and to provide exposure to the rich cultural diversity that marks it. It serves as an introduction to the study of Islamic religion, history, politics, and arts, with emphasis on the contributions of the Islamic world to modern science and learning. Discussions will be based on fiction, poetry, and film in addition to academic materials. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 225. Introduction to Christianity (4AS)
In this course, students are introduced to fundamental theological concepts as they have shaped Christianity in its liturgy, rituals, communal structures, politics and history. Students will study different movements within Christianity, examine internal Christian debates and conflicts, and compare various Christian communities over time. Introducing "theological thinking" as a critical skill, students sample and investigate articulations and expressions of the Christian religion(s) from different epochs, stretching from late antiquity to contemporary times around the globe (Europe, Asia, Africa, the Americas). This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 230. Introduction to Hinduism (4AF)
In this introductory course, students will come to know Hinduism in its diverse and colorful images, sounds, practices, and architectural forms, as well as in its myths, epic tales, and philosophical texts. The Hindu traditions are approached along three traditional "paths." The path of action is about ancient Vedic sacrifice, rituals of the life cycle, sacred pilgrimage, and religious festivals; the "path of knowledge" concerns Hindu philosophical and mystical strivings to understand the nature of reality and illusion, ultimate being, ego and soul, and final liberation; the "path of devotion" looks at major Hindu gods and goddesses, their natures, forms, stories, and their relations to humankind through loving devotion, worship, and ritual possession. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 231. Religions and Cultures of India (4AF)
An historical and thematic introduction to Indian civilization in its major religious forms. Students will study Hinduism, Jainism, Buddhism, Sikhism, and Islam, as these have given shape to distinctive ways of life in India. Students will read historical studies, religious and philosophic texts, examine forms of devotion and ritual, recount the stories of major religious figures (human and divine), and encounter distinctive forms of religious expression through the arts. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

RELG 301. Death and Dying (4A)
The first section of this course examines the morality of death in Western technological cultures, where the dying are hidden and the dying process is shaped by medical technology and legal deliberations. In a second step students look at various conceptions of the continuity of life beyond death, as well as death and mourning rituals in the Western, Eastern and African religious and philosophical traditions. Students in this class will engage in value ques-

tions and critical thinking about fundamental life experiences. This course has no prerequisites but students have to be at least in their second year of college.

RELG 302. Religion, Violence and Reconciliation: From Torture to Genocide (4A)
Violence is the assault on the body as well as the mind; it is inscribed into discourses of power that justify certain types of violence imposed on specific groups. Violence can be enforced and justified by religion, nation states, governments, hate groups, or in smaller social units. Violence can also be resisted through religiously inspired non-violent commitments or a willingness to witness "truth" at the price of life (martyrdom). By reading a wide range of texts from the biblical world to modern accounts of genocide--students will examine how violence affects the physical body, the gendered body, the racialized body, and the religious and collective body. Strategies and philosophies of non-violence and reconciliation are also considered. Students in this class will engage in value questions and critical thinking about fundamental life experiences. This course has no prerequisites but students have to be at least in their second year of college.

RELG 310. Ascetics, Saints and Sinners: Western Religious Thought (4A)
A critical appraisal of selected religious thinkers in the Jewish and Christian traditions. Introduces the student to the conflicts in the formation of the religious, theological, mystical and gendered Christian identity. Primary texts ranging from the ancient to the medieval and contemporary worlds will be studied. *Prerequisite: one course in RELG, or consent of the instructor.*

RELG 314. Islamic Empires in the Medieval and Early Modern Eras (4A)
This class is a general survey that introduces Islamic political thought as manifested by the Islamic states of medieval and early-modern times. It examines Islamic notions of law, state and authority that emerged as a response to current political developments such as the Umayyad and Abbasid caliphates, the extinction of the caliphate by the Mongols in 1258 and the political fragmentation that followed, and finally the rise of the so-called Gunpowder Empires. The survey will focus mainly on the Ottoman Empire, but also explore the interactions between the Ottoman, Safavid, and Mughal Empires. *Prerequisite: One course in HIST or one course in RELG, or consent of the instructor.*

RELG 318. Feminism and Religion (4A)
An introduction to feminist critiques and reclamations of religion. Major feminist thinkers from the Jewish, Christian, and Muslim traditions will be discussed as they revise the central theological concepts of God, revelation, morality, and community. *Prerequisite: One course in RELG, WGSX, or PHIL, or consent of the instructor.*

RELG 325. Topics in Biblical Studies (4A)
The Bible has been one of the most influential books, shaping the religious, philosophical, literary and political imagination of the West, and in modern times, around the globe. This course will explore different topics in the study of the Bible and focus either on different methods of interpretation of the Hebrew Bible and/or New Testament or the history of interpretations in the Jewish and Christian traditions and its reception by medieval and modern, Christian and Jewish, religious, secular, postcolonial, or feminist readers over time. This course may be repeated for credit where the topic is not repetitive. *Prerequisite: RELG 110, or consent of the instructor.*

RELG 327. Psychoanalysis and Religion (4A)
A close and critical examination of the major psychoanalytic approaches to religion. Beginning with Sigmund Freud and developing in radically new directions, these approaches view religious life as deeply embedded in unconscious desires, anxieties, hatreds, love, attachments, and fantasies. Students will explore and evaluate these views. Introductions to a range of psychoanalytic perspectives will be interlaced with studies of ritual and worship, notions of God(s), mystical experience, sacred symbolism, art and mythology. The course is writing-intensive and uses film, fiction, psychiatric case studies, religious biography, and self-exploration. *Prerequisite: At least one course in RELG or in PSYC, or consent of the instructor.*

RELG 328. Topics in Religion and Psychology (4A)
Advanced studies of diverse topics and thinkers at the interface of religion and psychology. Topics to be explored include "Religion, Healing and Mental Illness," "Religion and Neuroscience," "Possession, Ecstasy and Divine Madness," "Religious Life and Family Systems," "Psychology of Mysticism," "Religion and the Imagination" and "Faith, Morality and Human

Development." Thinkers and theories include William James and phenomenology, Carl Jung and archetypal psychology, Ana-Maria Rizzuto and object relations theory, Heinz Kohut and self psychology. This course may be repeated for credit where the topic is not repetitive. *Prerequisite: At least one course in RELG or in PSYC, or consent of the instructor.*

RELG 330. Modern Religious Thought (4A)
Introduces students to major twentieth-century theological and religious thinkers as they wrestle with some or all of the following questions: Who or what is God? Why do good people suffer? How are salvation, redemption, liberation envisioned in the modern world? What constitutes a religious community? How do different religious faiths relate to each other, the secular world and the natural environment? Cross-listed with PHIL 330. *Prerequisite: one course in RELG or PHIL, or consent of the instructor.*

RELG 340. Jewish Ethics (4A)
This course will explore the resources in the Jewish tradition for confronting contemporary ethical problems. It will examine the development of the Jewish legal system through the Talmud, Responsa and legal codes as well as how contemporary Jewish thinkers have used these sources in recent times. *Prerequisite: One course in RELG at the 200 level (recommended: RELG 215), or consent of the instructor.*

RELG 350. Islam in the Modern World (4A)
Introduces students to the diversity of the Muslim world and its early-modern and modern history, focusing especially (but not exclusively) on the Middle East and North Africa. This history is intertwined with the history of Europe and North America, which constitutes an integral part of our survey. Includes brief overview of the origins and development of the Islam, followed by an examination of the relations between Islamic communities and the West since the colonial period. The later sections are organized thematically and focus mainly on issues including political trends, terrorism, fundamentalism, secularism, democracy, women's rights and human rights. Students will be participating in presenting and analyzing the class material regularly. *Prerequisite: RELG 110 (and recommended: RELG 220 or 221), or consent of the instructor.*

RELG 351. East Asian Philosophies and Religions (4F)
A systematic study of the major schools of thought in China and Japan, including Confucianism, Daoism, Buddhism, and Shinto, as well as works by contemporary Japanese philosophers. Particular attention will be paid to the historical development of East Asian thought and its contemporary relevance. Cross-listed as PHIL 351. Students may receive credit for either course, but not both. *Prerequisite: One course in RELG or PHIL.*

RELG 352. South Asian Philosophies and Religions (4S)
An intensive and extensive study of the history, beliefs, and practices of Hinduism, Indian Buddhism, and Jainism as reflected in their canonical texts, with special reference to the Vedic scriptures, Upanishads, Bhagavad-Gita, and early Buddhist sutras. The interplay between philosophical and theological concerns will be studied and the contemporary relevance of the tradition will be examined. Cross-listed as PHIL 352. Students may receive credit for either course, but not both. *Prerequisite: one course in RELG or PHIL.*

RELG 355. Women in Islam (4A)
A survey beginning with the advent of Islam up to modern times that provides a broad sense of the religious, cultural, and political roles played by women in Islamic societies. Topics include theoretical questions about the concept of gender and the validity of focusing on gender in trying to understand Islamic societies, the political implications of the study of women in the Middle East and North Africa, and the development of feminist trends and dilemmas faced by Muslim women in asserting themselves as legitimate voices in the contemporary global world, including Muslim women in the United States and Europe. *Prerequisite: one course in RELG, WGSX, or consent of the instructor.*

RELG 360. Comparative Religious Fundamentalism(s) (4A)
This course aims at understanding and comparing fundamentalist movements in the world religious traditions. Students will examine the term "fundamentalism" as it has evolved from describing an American Protestant form of religiosity to signifying a global phenomenon. How do religious fundamentalists describe themselves, how are they described by others? What are the grievances, ambitions and goals of fundamentalists? Differentiating between

fundamentalist piety and religious extremism, students learn about the intersection of religious with ethnic, national and political identities. Do fundamentalists of different religious backgrounds share common world views? What are the roles of men and women? *Prerequisite: RELG 110, or consent of the instructor.*

RELG 370. Approaches to the Study of Religion (4S)
A rigorous introduction to classical and contemporary theories and methods in the field of religious studies. By taking this course students will expand and enhance critical toolkit for approaching religion. Students will read and critique the works of major intellectual figures that represent different methodological approaches. Content will vary depending on instructor. *Prerequisite: two courses in RELG or consent of the instructor.*

RELG 380. Topics in Religious Studies (4A)
This course is an intensive study of a theme, thinker, topic or problem in religious studies. The topic chosen may vary from semester to semester. This course may be repeated for credit where the topic is not repetitive. *Prerequisite: RELG 110 and one additional course in religious studies, or consent of the instructor.*

RELG 390. Holocaust: History and Meaning (4A)
A critical and systematic study of the Holocaust in historical perspective and the impact of this history on religious and moral thought and behavior. The reading of selected primary sources and the scholarly literature covers a variety of themes relevant to the understanding and interpretation of the Holocaust. Examining the European context and modern ideology is important for probing human behavior under extreme conditions. This course is cross-listed as HIST 390. *Prerequisite: One course in RELG or HIST, or consent of the instructor.*

RELG 402. Philosophy of Religion (4A)
A descriptive analysis of religious experience past and present, and an assessment of its validity. Also to be studied are such topics as the spiritual dimension of humanity (including human/earth relations, human/divine relations), reasons for believing in God, miracles, and the role of religion in different cultures. This course is cross-listed as PHIL 402. Students may receive credit for either course, but not both. *Prerequisites: two courses in RELG or PHIL.*

RELG 460. Religion and Ethics (4A)
Analyzes the intersection between religious and ethical questions. The course will examine religious ethics in relation to such areas as the natural environment, gender, sexuality, race ethnicity, politics, economics, violence and social justice. *Prerequisites: two courses in RELG or PHIL.*

RELG 465. Colloquium in Religious Studies (4F)
This course is designed for majors and minors in religious studies. The theme of this seminar will depend on the instructor, but it will provide an opportunity for students to share their research as it develops. Assignments will be structured around the students' research interests and will give opportunities for students to reflect on and engage with topics that they are researching from different perspectives. Students will select the readings for the second half of the course in consultation with the instructor. Possible themes include Religion and Change, Religion in the Contemporary World, Religion and Ethics, Religion and Society. *Prerequisite: Seniors who are engaged in research in religious studies, or consent of the instructor.*

RELG 492. SMP Proseminar (1S)
Meeting approximately five times during the semester preceding the initiation of the St. Mary's Project (SMP), the SMP Proseminar is designed to aid the student in producing an informed proposal for an SMP that meets the requirements of the College and the Department of Philosophy and Religious Studies. The SMP proposals are then circulated to the faculty in the department for the purpose of assigning students to mentors to begin the SMPs. Successful completion of the proseminar is measured by the student developing a SMP proposal acceptable to the departmental faculty. This is a one-credit prerequisite for registering for RELG 493. (Note: Students who expect to be away from the College during the spring of their junior year have two options: either (a) complete the work for the SMP Proseminar in the fall prior to departure, or (b) be in regular contact during the spring with the faculty of the department, in order to complete and submit an acceptable SMP proposal by the same due date governing those on campus.) Credit/No Credit grading.

RELG 493/494. St. Mary's Project in Religious Studies (1-8E)
The student-initiated project will draw on and develop the understanding, analytic skills, and

creativity of the student's previous academic work. The project may assume many forms, including cooperative efforts. The student will identify an area to be explored and articulate a method of inquiry or style of presentation appropriate to the subject matter. The project will also exhibit a student's reflection on the social context, body of pertinent literature, or the conceptual framework to which it is a contribution. It will be presented to the College community in a form agreed upon by both the student and his or her mentor. The subject of the project may be within religious studies or involve religious studies in cross-disciplinary study areas. The work is to be supervised by a faculty mentor. With the approval of the department chair, this requirement may be satisfied by a St. Mary's Project in another discipline or cross-disciplinary area. *Prerequisite: Completion of RELG 492; approval of the faculty mentor and the department chair.*

RELG 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a religious studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

RELG 385 Classroom Assistantship in Religious Studies (1-4E)
Supervised experience in the understanding and explanation of religious concepts and methods. Meeting regularly with the instructor, classroom assistants help an instructor in duties that may include convening meetings with students outside of regular classtime, reading drafts of students' papers, correcting (but not grading) short homework assignments and drafting examination questions. This course will follow the general college guidelines. Students eligible for classroom assistantships must have a minimum GPA of 2.5, be of junior or senior standing or must have completed 2 courses of 200-level or above work in religious studies. May be repeated for a total of eight credits.

THE SOCIAL SCIENCE MAJORS

The radical transformation of humanity under the impact of the modern world has required the development of new methods of analysis and new modes of intellectual understanding. Among these new modes are those disciplines known as the social sciences. The study of the human condition in its contemporary social dimension involves knowledge of these disciplines as well as an understanding of the interrelationships among them. Therefore, the five social science majors require as a part of the major program that the student acquire some knowledge of the other social sciences or cognate disciplines.

THE FIVE SOCIAL SCIENCE MAJORS:

Anthropology (see page 61)
Economics (see page 98)
Political Science (see page 168)
Public Policy Studies (see page 183)
Sociology (see page 194)

SOCIAL SCIENCE COURSES (SOCS)

General and Interdisciplinary Courses

SOCS 311. Public Policy (4F)
An introduction to public policy theory, analysis, comparative public policy, the policy-making process, and selected fields of public policy, such as taxation, environmental protection, and employment. This course is cross-listed as POSC 311. Credit may be given for either course but not both. Formerly SOCS 211 and POSC 211. Not open to students who have received credit for SOCS 211 or POSC 211.

SOCS 315. Policy Evaluation (4S)
An introduction to the issues and techniques used in policy evaluation and program analysis: the fit between policy statements and program strategies, evaluation designs, and the use of evaluation results. Specific case studies such as health, welfare, and employment will be evaluated. This course is cross-listed as POSC 315. Students may receive credit for either course but not both.

SOCS 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships and study abroad. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of a designated representative of the*

Provost. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.

SOCS 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a social science faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

NON-WEST AND THIRD-WORLD COURSES

SOCS 233. Modern India 1500-1935 (4S)
Mughal India, the British East India Company, the British Empire in India, and the Indian response to foreign rule.

SOCIOLOGY

The sociology major is concerned with culture, social structure, social processes, social interaction, and social change, from the largest to the smallest scale. Many courses focus on important social issues, including gender, race, ethnicity, and inequality. A degree in sociology prepares students for a wide range of careers in educational institutions, private industry, and government, as well as further, postgraduate study in the discipline. For students with more specific career goals in mind, appropriate programs to meet their particular needs may be designed in consultation with the sociology faculty.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in sociology, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. Thirty-six credit-hours of coursework carrying sociology credit and distributed as follows:
   a. Required Courses (16 credit-hours):
      SOCI 101: Introduction to Sociology
      SOCI 201: Social Statistics
      SOCI 350: Sociological Theory
      SOCI 385: Research Methods
   b. Twenty additional credit-hours of coursework designated SOCI.
3. In their senior year, majors may elect to complete eight credit-hours of a St. Mary's Project (SOCI 493 and 494), or complete the Sociology Senior Seminar (SOCI 490) and one additional four credit-hour course in sociology at the 300 or 400 level.
4. The 44 credit-hours of major requirements may include field experience and independent study as approved by the department chair.
5. All courses counting toward a major in sociology must have a grade of at least C-.

All students majoring in sociology shall plan an individual program with their adviser to arrive at a combination of courses that will meet the requirements for the major and as well as satisfying their goals and interests. The sociology faculty strongly recommends that students choose an adviser from among the sociology faculty by the beginning of their junior year.

The following schedule is suggested as a model for satisfying the requirements of the sociology major:

First Year:
SOCI 101; one additional sociology course

Second Year:
SOCI 201; two additional sociology courses

Junior Year:
SOCI 385, SOCI 350; two additional sociology courses

Senior Year:
St. Mary's Project or SOCI 490 Senior Seminar and one sociology course (300 or 400 level)

Degree Requirements For The Minor

To earn a minor in Sociology, a student must satisfy the following requirements.

1. General College requirements (see "Curriculum" sections).
2. At least 20 semester-hours in sociology as specified under the required and elective courses.
   a. Required core course (4 semester-hours):
      SOCI 101: Introduction to Sociology

b. Elective courses (16 semester-hours) in sociology, 12 of which must be taken at the 300-400 level.

3. A grade of C- or better must be received in each course of the minor and the cumulative grade-point average of courses used to satisfy the minor must be at least 2.0.

Requirements for Teacher Certification

Students interested in Maryland state certification in social studies should study the description of the College's Teacher Education Program in the catalog. In addition, they should, by the end of the first semester of their sophomore year, consult with the chair of the Department of Educational Studies, and the education advisers in their major fields.

Faculty

Andrew Cognard-Black (adjunct), Jessica Crowe, Helen Ginn Daugherty, Louis Hicks, Elizabeth Osborn (department chair), and Curt Raney

SOCIOLOGY COURSES (SOCI)

SOCI 101. Introduction to Sociology (4E)
This course examines social order and change using fundamental sociological concepts. It establishes a framework for the systematic and critical interpretation of society and the analysis of social problems, and facilitates an understanding of how and why individuals and groups behave as they do. This course satisfies the Core Curriculum requirement in Social Sciences.

SOCI 201. Social Statistics (4S)
An introduction to descriptive and inferential statistics as employed in sociology. Covers graphical presentation of data, measures of central tendency, measures of variation, correlation and regression, sampling, estimation, and tests of significance. Includes substantial use of a computer statistics package. *Prerequisite: SOCI 101.*

SOCI 230. Sociology of Gender (4AF)
The focus of this course is on the social construction of gender and the interaction of gender in social relationships. Historical and cross-cultural issues of gender equality in social, economic, and political settings will be discussed.

SOCI 240. Social Interaction (4AF)
The sociology of everyday experience. This course covers the cultural ordering of routine social interaction in ordinary social settings. *Prerequisite: SOCI 101.*

SOCI 302. Medical Sociology (4AS)
The primary objectives of medical sociology are to explain how particular societal arrangements affect the types and distribution of health, disease, and medical care. This course will show that the organization of the medical care system and its responses to demands for services are historical, specific, and inseparable from other issues. Medical sociology as a field of study strives to be independent of the medical profession, taking the profession's medical values, assumptions, and perspectives as data for study and analysis.

SOCI 312. Economic Sociology (4AF)
This course explores the relationships between social actors and their economic environments. These relationships include micro-level processes such as rents, credit card purchases, gambling, as well as large-scale processes such as multinational corporations, aid to developing countries, and social welfare systems. *Prerequisite: SOCI 101.*

SOCI 316. Sociology of Children and Childhood (4AS)
The primary objective of this course is to introduce students to the sociological concepts, methods, and theoretical perspectives for understanding relations between children and their environment. We examine socialization processes at the micro-level and structural environments at the macro-level. We assume a global perspective in exploring the diversity of children's experiences in relation to family structure, ethnicity, race, social class, and gender.

SOCI 320. Sociology of the Family (4AS)
The focus of this course is the institution of the family and its relationship to other social institutions. Historical and cross-cultural issues of family composition, marriage and divorce patterns, childbearing, and child rearing will be discussed.

SOCI 329. Sociology of War and Peace (4AF)
This course surveys the social contexts of organized armed conflict: war and peace as social institutions; the origins of the modern war system; military sociology; and modern issues such as women in the military, weapons proliferation, ethnic and religious strife, peace

movements and peacekeeping organizations. *Prerequisite: SOCI 101.*

SOCI 330. Sociology of Organizations (4S)
This course surveys complex organizations as a particular form of social interaction. The course covers classical and contemporary theory of organizations, the nature and growth of bureaucracy, the rhetoric and practice of management and leadership, and significant empirical studies of modern organizational life. *Prerequisite: SOCI 201.*

SOCI 345. Social Change (4AF)
This course surveys social change. It includes developmental trends such as technological advance; aggregate phenomena such as traffic congestion; motivational trends such as intoxication; institutional trends such as unionization; and adversarial trends such as the outcomes of battles and elections. *Prerequisite: SOCI 201.*

SOCI 347. Sociology of Race and Ethnicity (4AF)
Theoretical and empirical approaches to the study of race and ethnicity are studied in this course. Analyses of social and political issues such as racism and discrimination are also covered. *Prerequisite: SOCI 101.*

SOCI 349. Sociology of Religion (4AF)
The study of religion as the genesis of social order and as a force for stability and change, a refuge from embattled existence, and the source of cultural metaphysics. *Prerequisite: SOCI 101.*

SOCI 350. Sociological Theory (4S)
The focus of this course is the history and evolution of classical and contemporary sociological theory. This course addresses several goals: 1) to illustrate the general relationship between theory, research, and practice needed for a solid liberal arts education; 2) to prepare students for St. Mary's Projects; and 3) to prepare students who select sociology careers for the job market or graduate school. The course is conducted in a seminar format in which participants discuss the work of sociological theorists, with special attention to how theory relates to research methodology and social issues. *Prerequisite: SOCI 101.*

SOCI 351. The Sociology of Deviance (4AF)
The history of explanations of nonconformity beginning with criminology, the science of crime control, ending with the sociology of deviance, a major contribution to a general theory of social order. *Prerequisite: SOCI 101.*

SOCI 352. Topics in Sociology (4)
Topics shall vary each semester the course is offered. There will be an analysis of a substantive issue in sociology. The topic will address current interests of students and the instructor. May be repeated for credit.

SOCI 355. Demography (4AS)
This course is a study of the dynamics of population growth and demographic issues. Topics include childbearing, death, migration, and policies of population control.

SOCI 365. Social Stratification (4S)
This course is a study of the structural hierarchy of society, with particular emphasis on concepts such as race, gender, and class. Differential problems are discussed. Attention is given to mobility and factors associated with mobility. *Prerequisite: SOCI 201.*

SOCI 385. Research Methods (4F)
The tools that sociologists use in conducting empirical research are examined. Included are the following topics: research design, theory, variables, sampling, instruments, data collection and analysis, interpretation of data, and research report writing. Students work towards developing the skills needed to carry out original research, gaining experience with each basic step of the research process. A knowledge of introductory statistics is required. *Prerequisite: SOCI 201.*

SOCI 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and practical application of knowledge in everyday work situations. *Prerequisites: Admission to the Internship Program and approval of the department chair. (See "Internships" under "Academic Policies" section.) Credit/No credit grading.*

SOCI 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a sociology faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

SOCI 490. Senior Seminar (4S)
This course analyzes a selected issue from the perspectives of sociology. The seminar is structured to enable the student to integrate the knowledge gained in major coursework and apply it to a specific topic. The goal of the seminar is to produce a professional research paper. Students opting to do a St. Mary's Project may not take the senior seminar for credit. *Prerequisite: ANTH101 or SOCI101.*

SOCI 493/494. St. Mary's Project (1-8E)
The project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. The project may be within this discipline, across disciplines, or in an established cross-disciplinary studies option. The project is supervised by a faculty mentor. This course is repeatable for up to a total of eight credit-hours. *Prerequisite: approval of faculty mentor and department chair of the student's major(s). Consult faculty mentor for project guidelines. Students are strongly urged to complete SOCI 350 (Sociological Theory) and SOCI 385 (Research Methods) before beginning their projects.*

SPANISH

See the International Languages and Cultures major on page 126.

THE STUDENT-DESIGNED MAJOR

An Interdisciplinary Major administered by the coordinator of Student-Designed Majors, Kent Hall 228.

The student-designed major is an interdisciplinary major that exemplifies the mission of a liberal arts education. It is available to students who wish to develop a more individualized program of study than those provided by existing majors. The student-designed major must be a coherent program of study that crosses disciplinary lines by combining courses from two to four disciplines. One of the major disciplines must be chosen as the primary discipline to provide a coherent focus for the major. In order to ensure curricular integrity, students who are interested in declaring a student designed major must declare by the time the student has completed 46 credit-hours. In planning the major, the student selects an advisory committee of two faculty members, one from the primary discipline and one from one of the secondary disciplines. The coordinator of student-designed majors also serves on the advisory committee. Admission is granted to the major through the submission of a proposal to the advisory committee for review and which will recommend the proposal for final approval to the curriculum committee.

If a student wishes to declare a student-designed major after the declaration deadline, the student must submit a petition to override the declaration deadline to the Academic Policy Committee. Transfer students should contact the coordinator of student-designed majors directly to establish a committee and a timeline for review by the advisory committee and curriculum committee of the proposal and admission to the major.

Degree Requirements for the Major

To earn a bachelor of arts degree with a student designed major, a student must satisfy the following minimum requirements:

1. General College Requirements (see "Curriculum" section).
2. Minimum of 44 credit-hours of course work for the major, chosen prior to acceptance to the program with approval from the advisory board and final approval from the curriculum committee.
3. Courses chosen from at least two and not more than four disciplines. One of those "disciplines" can be an interdisciplinary major or minor (for example, Asian Studies).
4. Five classes in the primary discipline, at least three classes at the upper level; and three classes at the upper level in the secondary disciplines are required. One course from

primary discipline must be a methods or theory course, as applicable.

5. To ensure integrity to the course plan for the major, the student must organize at least one meeting per year with the entire advisory board.
6. A St. Mary's Project of eight credit-hours
7. Elective credits to complete the required total of 44 credit-hours.
8. Students with a student-designed major must meet with and gain approval from the coordinator of the program during advising week in order to register for courses.

Internship credit-hours will not be applicable to the 44 required credit-hours.

Note: any students receiving Veterans Administration (VA) education benefits must have their student-designed major and course of study submitted to and approved by the SAA (Maryland Higher Education Commission, as the State Approving Agency) before certification to the VA.

STUDY TOURS

COURSES FOR CREDIT OFFERED BY FACULTY ACROSS THE COLLEGE.

In addition to semester-abroad programs offered through the College (see page 233), St. Mary's offers a number of shorter term study tours for academic credit, led by St. Mary's faculty members. These study tours may last for one week or more than four weeks, and are timed so as not to interfere with regular semester schedules. They are offered during Winter Break, Spring Break, or Summer Break. The level and number of credit-hours earned by a particular INTL listing varies, and some of these study tours are cross-listed as a course in a particular discipline.

In order to find out which study tours are being offered in a given academic year, contact the Office of International Education.

INTL 110, 210, 310, 410. England: Intensive Poetry-Writing Workshop in England (1-8)
Divided between Oxford and the Lake District, home to many of England's historically influential poets, this study tour and workshop emphasizes writing one's own poetry in the context of some notable greats of poetry. Side trips to London and to Stratford-upon-Avon are included.

INTL 115, 215, 315, 415. England: Shakespearean Studies Study Tour (1-8)
This program includes three weeks of on-site instruction in Stratford-upon-Avon and London. Offered as ENGL 230/355: Literary Miscellany/Studies in British Literature, Studies in Authors. Participants, led by a College faculty member, will study the relevance of Shakespeare's work to modern audiences, emphasizing the unique thematic and cultural interpretations. The course includes pre-departure seminars, attendance at eight Royal Shakespeare Theatre (RST) productions, participation at all workshops, lectures, and tours conducted by the Shakespeare Centre staff and RST actors/directors, and visits to all Shakespeare Trust properties. *Prerequisites for all St. Mary's students are ENGL 102 or ENGL 106. English majors should also have completed any 200-level literature course.* Offered every other year during the summer.

INTL 120, 220, 320, 420. The Gambia: West Africa Field Study Program
This program, led by a College faculty member, aims to increase participants' understanding about and appreciation for the contributions of African civilizations to global society and culture. Offered every other year during the summer.

INTL 130, 230, 330, 430. Greece: The Greece Study Tour
This program, led by a College faculty member, will explore the layers of history and culture of Greece through historical, philosophical, literary, and religious readings, through evening seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

INTL 140, 240, 340, 440. India Study Tour (1-8)
Past offerings of this study tour have focused on an intensive immersion experience of culture and society in the Indian Himalayas and the Ganges plain. The tour provides direct experience of the practices, life-styles, worldviews, and philosophies of five major religious traditions in India: Hinduism, Islam, Buddhism, Sikhism, and Jainism. The tour exposes students to the nature and history of inter-religious relations in India, focusing on Hindu-Muslim relations but

including study of the history and circumstances of Tibetan Buddhists in India.

INTL 150, 250, 350, 450. London Theatre Study Tour (1-8)
Usually offered during Winter Break, the focus of this study tour is the performing arts in London, with opportunities included for other museum and site visits. Tickets to a number of performances are included as part of the study tour cost.

INTL 160, 260, 360, 460. Thailand Study Tour (1-8)
Past offerings of this study tour have focused on the impact of globalization on Thai society, ranging from language, to business, education, the environment, gender roles, and religion.

THEATER, FILM, AND MEDIA STUDIES (TFMS)

The field of theater, film, and media combines studies in history, theory, and critical analysis with practical experiences in production techniques and creativity. Its scope includes diverse representations in dynamic time and space, whether on stage or screen. Among its shared subjects are visual culture, performance studies, and techniques for directing, designing, writing, and performing for stage and screen media. Because visual culture plays an ever-increasing role in the production, distribution, and reception of knowledge, studies in theater, film, and media are integral to an undergraduate curriculum in the liberal arts.

Students may focus their studies in theater or in film and media. Both focuses are fundamentally collaborative and multidisciplinary; they thrive in a liberal arts context that promotes breadth and integration of learning. Majors will complete a core of regularly offered courses that exemplifies the diversity of subjects and cultures entailed in this field. The two focuses, theater studies and film and media studies, share some courses that are fundamental to both curricula, but each focus includes opportunities for advanced work in specialized areas of scholarship and artistry. Above all, majors will benefit from an array of course work that emphasizes the reciprocal enrichments of combining scholarship and creative activity. Visiting guests and special topics or experimental courses supplement the regular curriculum.

The curriculum in theater, film, and media studies encourages students to interrogate representations on stage and screen toward an understanding of their historical, cultural, and artistic significance. Additionally, we provide opportunities for students to produce their own works and to collaborate on projects with faculty members and other students. Majors will be prepared to undertake graduate work in related disciplines or careers in related professions.

The department offers minors in theater studies, film and media studies, and dance/movement. Students interested in fulfilling a minor in any of these areas should consult with a faculty member in TFMS. TFMS majors may minor in any of these areas as long as the minor is not in the same focus area as their major.

Degree Requirements for the Major

To earn a bachelor of arts degree with a major in theater, film, and media studies, a student must satisfy the following minimum requirements:

Theater Studies Focus:

1. General College requirements (see "Curriculum" section), including the following requirements to satisfy the major:
2. A minimum of 48 credit-hours of course work, with a grade of C or above.
   a. Required courses:
      TFMS 170: Stagecraft
      TFMS 171: Elements of Design
      TFMS 200: Theater in History
      TFMS 220: Introduction to Film and Media Studies **or** TFMS 221: Film and Media Production Modes
      TFMS 230: Acting I
      TFMS 250: Movement I
      TFMS 300: Modern Theater
      TFMS 371: Production Lab (one credit-hour): Majors must complete a minimum of four credit-hours

   b. One course chosen from:
      TFMS 251: Introduction to Traditional African Dance
      TFMS 255: Modern Dance I
      TFMS 258: Dance in History
      TFMS 260: Topics in Dance/Movement
      TFMS 350: Movement II
      TFMS 355: Modern Dance II
      TFMS 360: Dance Improvisation and Composition

TFMS 460: Advanced Topics in Dance/ Movement

c. One course chosen from:
TFMS 310: Shakespeare
TFMS 315: Japanese Film
TFMS 325: Documentary Practices
TFMS 326: World Cinema
TFMS 420: Mediated Bodies: Gender, Race, and Class on Stage and Screen

Any topics or experimental course numbered 300 or higher and cross-listed in TFMS

d. One course chosen from:
TFMS 340: Directing
TFMS 374: Lighting Design
TFMS 375: Costume Design for Stage and Screen
TFMS 376: Scenic Design for Stage and Screen

e. Senior Experience. This requirement may be satisfied in one of two ways:
1) Four additional credit-hours of course work taken from the 400-level course offerings in theater, film, and media studies, including any approved topics or experimental courses cross-listed in TFMS.

or

2) TFMS 493/494: St. Mary's Project: With the approval of the department chair, this requirement may be satisfied by completing eight credit-hours of the St. Mary's Project in any discipline or cross-disciplinary minor.

3. Theater productions: Satisfactory work on at least three major productions

4. Participation on run crew: Students are required to participate on at least one run crew in order to satisfy the requirements for the theater studies major. Students may elect to satisfy this requirement as part of the required shop hours or as practicum credit.

Film and Media Studies Focus:

1. General College Requirements (see "Curriculum" section), including the following requirements to satisfy the major:

2. A minimum of 48 credit-hours of course work, with a grade of C or above.

a. Required courses:
TFMS 130: Idea into Performance
TFMS 200: Theater in History **or** TFMS 300: Modern Theater
TFMS 220: Introduction to Film and Media Studies
TFMS 221: Film and Media Production Modes
TFMS 320: Film History
TFMS 371: Production Lab (one credit-hour): Majors must complete a minimum of four credit-hours

b. Two courses chosen from:
ANTH 304: Anthropology of Media
HIST 447: History of Russian and Soviet Cinema
ILAS 350: Latin American Cinema
TFMS 315: Japanese Film
TFMS 326: World Cinema
TFMS 420: Mediated Bodies: Gender, Race, and Class on Stage and Screen

Any topics or experimental course numbered 300 or higher and cross-listed in TFMS

c. Two courses chosen from:
ART 214: Introduction to Digital Imaging
TFMS 171: Elements of Design
TFMS 228: Media Production I
TFMS 230: Acting I **or** TFMS 234: Acting for the Camera
TFMS 340: Directing
TFMS 346: Screenwriting
TFMS 374: Lighting Design
TFMS 375: Costume Design for Stage and Screen
TFMS 376: Scenic Design for Stage and Screen

d. One course chosen from:
ARTH 410: After Modern Art, 1945 to the Present
ENGL 390: Topics in Literature: Film Genre
ENGL 390: Topics in Literature: American Film
TFMS 325: Documentary Practices
TFMS 425: Advanced Topics in Film and Media

e. Senior Experience. This requirement may be satisfied in one of two ways:
1) Four additional credit-hours of course work taken from the 400-level course offerings in theater, film, and media studies, including any approved topics

or experimental courses cross-listed in TFMS

or

2) TFMS 493/494: St. Mary's Project: With the approval of the department chair, this requirement may be satisfied by completing eight credit-hours of the St. Mary's Project in any discipline or cross-disciplinary minor.

3. Theater productions: Satisfactory work on at least one major production

Production Opportunities

The Department of Theater, Film, and Media Studies supplies the resources for a diverse range of production work on stage and screen. Live performance opportunities include stage productions and dance concerts directed by faculty members, guest artists, and students, performed in a variety of spaces, including the Bruce Davis Theater (main stage), the dance studio, and the White Room. Performance roles, design, and technical positions are open to all students, regardless of their majors. Theater production seasons are formulated to maximize opportunities for working on or attending productions that represent the diversity of theatrical activities across cultures and history.

TFMS resources in media production provide students with access to a variety of video production and post-production technology. Production classes and St. Mary's Projects have access to Canon GL-2 Mini-DV cameras, Smith-Victor lighting kits, and Audio-Technica microphones, along with supporting production equipment. Post-production equipment in the Montgomery Hall Pro-lab includes ten 22" Intel iMacs w/Mac OS 10.5, Adobe CS3 Suite (Photoshop, Illustrator, Flash, Dreamweaver, Fireworks), Maya 2008 Complete, Quicktime Pro, and Final Cut Studio (Final Cut, Motion, DVD Studio Pro, Soundtrack, Compressor) with dedicated JVC SR-DVM600 3-in-1 MiniDV, 40GB hard disk drive, and DVD player/recorder combo decks. The adjacent Montgomery Hall Learning Lab is equipped with twenty 17" Intel iMacs w/Mac OS 10.5, Adobe CS3 Suite (Photoshop, Illustrator, Flash, Dreamweaver, Fireworks), ProTools LE, and several flatbed scanners. Students also have access to a smaller, two-station TFMS editing room that includes two G-5 editing stations w/Mac OS 10.5 and Final Cut Studio (Final Cut, Motion, DVD Studio Pro, Soundtrack, Compressor). TFMS editing lab work stations also include dedicated Mini-DV decks and NTSC output monitors. Additional training and production opportunities are also available at Media Services on the third floor of the College library. More information is available on the web: www.smcm.edu/mediaservices.

Detailed, regularly updated information about our theater and arts seasons and about production opportunities is available on the department web site: www.smcm.edu/tfms.

Degree Requirements for the Minor

To complete a minor in dance/movement, film and media studies, or theater studies students must satisfy the following requirements, with a grade of C or above:

1. General College requirements.
2. All requirements in a major field of study.
3. At least 20 credit-hours of course work in dance/movement, film and media studies, or theater studies.

Minor in Dance/Movement

Students choosing to minor in dance/movement are responsible for designing a cohesive area of study in consultation with a member of the department faculty. The minor in dance/movement is 20 credit-hours. Each course is four credit-hours, unless otherwise indicated. Students must fulfill the following requirements:

1. Two courses chosen from the following:

   TFMS 250: Movement I
   TFMS 255: Modern Dance I
   TFMS 258: Dance in History

2. An additional 12 credit-hours chosen from course offerings in dance/movement, including any approved topics or experimental courses cross-listed in TFMS. Four credit-hours must be at the 300- or 400-level. Students may include TFMS 290/490: Practicum (1-2 credit-hours)

Minor in Film and Media Studies

Students choosing to minor in film and media studies are responsible for designing a cohesive area of study in consultation with a member of the department faculty. The minor in film and media studies is 20 credit-hours. Each course is

four credit-hours, unless otherwise indicated. Students must fulfill the following requirements:

1. TFMS 220: Introduction to Film and Media Studies **or** TFMS 221: Film and Media Production Modes
2. TFMS 320: Film History **or** TFMS 326: World Cinema
3. An additional 12 credit-hours chosen from course offerings in the film and media studies focus area, including any approved topics or experimental courses cross-listed in TFMS. Four credit-hours must be at the 300- or 400-level. Students may include TFMS 290/490: Practicum (1-2 semester-hours).

Minor in Theater Studies

Students choosing to minor in theater studies are responsible for designing a cohesive area of study in consultation with a member of the department faculty. The minor in theater studies is 20 credit-hours. Each course is four credit-hours, unless otherwise indicated. Students must fulfill the following requirements:

1. TFMS 130: Idea into Performance
2. TFMS 200: Theater in History **or** TFMS 300: Modern Theater
3. An additional 12 credit-hours chosen from course offerings in the theater studies focus area, including any approved topics or experimental courses cross-listed in TFMS. Four credit-hours must be at the 300- or 400-level. Students may include TFMS 290/490: Practicum (1-2 credit-hours).

Faculty

Holly A. Blumner, Michael Ellis-Tolaydo, David Ellsworth, David V. Groupé, Joanne Klein, Mark A. Rhoda, Merideth M. Taylor (department chair), Leon Wiebers

Affiliated Staff

Lane Anderson

THEATER, FILM, AND MEDIA STUDIES (TFMS) COURSES

TFMS 106. Introduction to Dramatic Literature (4F)
Students will study scripts and other related performance materials chosen to exemplify a range of genres, historical periods, and cultures. Readings will assist students toward understanding the social, ideological, and artistic contexts and functions of performance literature. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. This course satisfies the Core Curriculum requirement in Arts. *Prerequisite: ENGL 102.*

TFMS 130. Idea into Performance (4E)
Intended for majors and non-majors in theater, film, and media studies, this course is designed to provide a range of first-hand experiences in the creation of performance-based work. Through a series of workshops and creative projects, students will examine and assume the roles of writers, directors, actors, technicians, and audiences. Course work will engage students in the processes of translating ideas into artistic choices that make performance legible. This course satisfies the Core Curriculum requirement in Arts.

TFMS 170. Stagecraft (4F)
An introduction to technical theater, this course will provide the student with a background in the tools, materials, techniques, and processes used in the execution of theatrical designs. Scenery, lighting, stage electrics, and scene painting will be discussed along with such specialty areas as plastics, woodworking joints, and new materials. This course includes a production/crew component as a means of applying the lecture material in an actual production setting. This course satisfies the Core Curriculum requirement in Arts.

TFMS 171. Elements of Design (4S)
This class will provide an introduction to the language and processes of design for theater and film. Areas covered will include the following: design language and terminology, rendering techniques, script analysis and interpretation, drafting, research techniques, and the designer/director relationship. Students are required to purchase basic art and drafting supplies for this class. Classes will include both lecture and laboratory work. This course includes a production/crew component as a means of applying the lecture material in an actual production setting. A lab fee for the class provides specific supplies. This course satisfies the Core Curriculum requirement in Arts.

TFMS 200. Theater in History (4AF)
This course is designed to provide methods and materials for the study of theater history and historiography. Students will undertake a historical exploration of the cultural, theoretical, literary, and practical components of performance practices in a range of periods and cultures. Using selected works of dramatic literature and theatrical performance as a basis for study, the course will introduce concepts in three areas of historical performance: text, performance conventions, and audience. Students will examine major periods of theatrical activity as specific cultural constructions and will learn how the elements of theater are historically determined and how they combine to make meanings on the stage. Sample topics of study will include Asian, Indonesian, African, Western classical, Iberian, European, and American performance traditions from their origins through the mid-19th century. This course satisfies the Core Curriculum requirement in Arts.

TFMS 210. Japanese Performance Traditions (4F)
Japan's rich theater traditions will be explored by examining early Japanese religious rituals and festivals and their evolution into traditional theater forms. The course will focus principally on traditional theater still performed regularly today: noh, kyôgen, bunraku, and kabuki. Instructional methods will include lectures, discussion, readings, slide presentations, and screenings. Several class meetings will also be devoted to learning basic physical movements of performance styles to gain a physical understanding of traditional performance forms. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies a requirement for a minor in Asian studies and the Core Curriculum requirement in Cultural Perspectives.

TFMS 220. Introduction to Film and Media Studies (4E)
This course will introduce students to concepts, theories, and methods of film and media practices and will provide a basis for further study in the subject. Course materials will encompass film, video, and television studies. Students will examine the production and consumption of screen-based discourses, including image, montage, and sound; apparatus theory and historiography; genres; authorship; issues of gender, race, ethnicity, class, and nation; economics; and looking practices. Assignments will emphasize development of writing, analytical, and research skills. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies a requirement for a minor in women, gender, and sexuality studies. This course satisfies the Core Curriculum requirement in Arts.

TFMS 221. Film and Media Production Modes (4F)
This course introduces students to the critical study of the various modes of film, video, animation, and new media production. The primary modes considered include Classical Hollywood Narrative, Independent film, Art Cinema, International film, Experimental film, Documentary film, Animation, and New Media. The course focuses on the distinctive formal elements of each mode as well as on the historical, cultural, and economic contexts in which each mode is produced and received. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. This course satisfies the Core Curriculum requirement in Arts.

TFMS 225. Topics in Film and Media (4)
Study of a theme, problem, movement, or figure in the theory and practice of film and media will constitute the topics field for this course. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit and may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. This course satisfies the Core Curriculum requirement in Arts.

TFMS 228. Media Production I (4E)
This course teaches the fundamentals of video production and emphasizes hands-on production using small-format video. Students will develop a broad range of skills integral to addressing viewers with moving images and sounds and will also learn to analyze and think critically about the representational strategies central to producing creative work. This course includes a lab fee. This course satisfies the Core Curriculum requirement in Arts.

TFMS 230. Acting I (4F)
An introduction to the fundamentals of acting, this course will introduce acknowledged approaches to the craft and then begin the

process by which students will develop their own system of approaching a role. Improvisation, scene study, voice, and a variety of other acting resources will be explored. This course satisfies the Core Curriculum requirement in Arts.

TFMS 231. Acting II (4AS)
This course will emphasize scene work and continue the actor's development toward a personal, systematic approach to building characters. Exercises in observation, behavior patterns, character psychology, improvisation, voice, and movement will be included. This course satisfies the Core Curriculum requirement in Arts. *Prerequisite: TFMS 230 or consent of the instructor.*

TFMS 234. Acting for the Camera (4AS)
This course will introduce students to the fundamentals of acting for the camera, including methodologies for developing an approach to screen acting for television and film. Instruction will include, but not be limited to, study of practical and artistic techniques in textual analysis, blocking for the camera, hitting marks, and out-of-sequence shooting. This course satisfies the Core Curriculum requirement in Arts.

TFMS 250. Movement I (4E)
This course is designed for students interested in self-growth and/or performance: to heighten students' awareness and understanding of their own bodies and movement habits and the process and importance of non-verbal communication. Corrective work in basic movement mechanics leads to increased flexibility and fitness, better alignment and less stress in performing everyday movements, and to a more relaxed, confident presence on stage. Tools of movement analysis and terminology are presented. Improvisation frees inhibitions, challenges the imagination, and develops students' abilities to work well within a group. This course satisfies the Core Curriculum requirement in Arts.

TFMS 251. Introduction to Traditional African Dance (4F)
This course will provide an introduction to traditional dance and music of selected African cultures. Through learning basic patterns of selected dances, students will develop a technical base serving the specific requirements of performance of African dance. In addition to the learning and performance of dances, course methods and materials include readings, video viewing, and discussion designed to provide students with an understanding and appreciation of the significance of the dance in traditional African society and its relation to the other arts. This course satisfies the Core Curriculum requirement in Cultural Perspectives.

TFMS 255. Modern Dance I (4S)
This course covers technique and fundamental principles of modern dance. Emphasis is on the intelligent, informed use of the body applied to dance as a performance art form. Theory and practice of improvisation will be introduced, and classes are designed to stimulate mind and body. This course satisfies the Core Curriculum requirement in Arts.

TFMS 258. Dance in History (4AS)
Designed for the general student, this course will serve as an introduction to dance as a theatrical art form and an expression of popular culture. The function and significance of dance will be examined in relationship to historical periods and a variety of cultures. Particular emphasis will be placed on the development of 20th-century American dance and its roots in Asian, European, and African traditions. This course satisfies the Core Curriculum requirement in Arts.

TFMS 260. Topics in Dance/Movement (4)
This course involves study of an aspect of dance or movement technique or theory (jazz dance, dance therapy, mask study, international dance, stage combat). Subject matter will be announced prior to each offering of the course. Depending on topic, may be repeated for credit. This course satisfies the Core Curriculum requirement in Arts.

TFMS 275. Costumes and Clothes in History (4AF)
A survey of the evolution of clothing styles through history with an emphasis on Western costume. Study of historical costume as it reflects sociological, psychological, economic, political, artistic, technological, and other factors. Among the topics discussed in the class are the ways in which social rank, ethnicity, and gender manifest themselves through clothing and adornment, and how the historic evolution of clothing reflects changing roles of women and various historically marginalized groups. Satisfies a requirement for a minor in women, gender, and sexuality studies. This course satisfies the Core Curriculum requirement in Arts.

TFMS 280. Topics in Production (4)
A study of several aspects of theatrical or film production at an introductory level will constitute the topic area for this course. Exemplary

areas may include, but are not limited to, makeup, scenic painting, and costume construction. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit and a lab fee may be assessed. This course satisfies the Core Curriculum requirement in Arts.

TFMS 290, 490. Practicum (1-4E)
A student may receive one to two credit-hours for working on a major dramatic production. Practicum can be earned through participation in all facets of production from performing to technical work. A minimum of 50 hours of work is required for one credit-hour. A maximum of two credit-hours may be earned on any one production. A student may earn up to four credit-hours by participating in two major productions during a semester. Rigorous grading standards will apply. Practicum may be repeated for credit. A maximum of 12 credit-hours of practicum credit may be applied toward graduation. *Prerequisite: Permission of TFMS staff required.*

TFMS 300. Modern Theater (4AF)
As the second course in the theater history sequence, the subject for study will be the recent sources and forms of contemporary theater. Course work will begin with the advent of Realism in Western drama and will explore its transformation into other modes of signification as a consequence of political conflicts, technological developments, social movements, intercultural influences, and critical theories. Topics will include Naturalism, Expressionism, Surrealism, Epic Theater, Absurdist Theater, Guerrilla Theater, Performance Art, Cultural Pluralism, and the major innovators of modern theater practices. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies a requirement for a minor in women, gender, and sexuality studies. *Prerequisite: TFMS 200 or consent of the instructor.*

TFMS 310. Shakespeare (4AS)
Through consideration of representative comedies, histories, tragedies, and later romances, this course will develop an understanding of Shakespeare's plays as texts written for and animated by performance. Students will approach the scripts from two viewpoints: a stage-centered perspective that examines the contributions of historical and immediate production, and a comparative study that focuses on common themes, structures, language, and other literary devices in the plays. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. *Prerequisites: At least one literature course and junior or senior standing.*

TFMS 315. Japanese Film (4AF)
This course will introduce students to the political and sociological histories of Japan through the lens of select pre- and post-World War II Japanese films, including animé. Study of major film directors, genres, or historical and cultural events may constitute the focus of the course. Instructional methods will include lectures, discussions, readings, film screenings, presentations, and research papers. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies a requirement for a minor in Asian studies.

TFMS 320. Film History (4S)
This course will focus on noteworthy periods, movements, and genres in film history from the late silent era (for example, Soviet Montage) to the present (for example, Dogme 95), and will examine the transnational aesthetic and ideological influences of their practitioners. Exemplary periods, movements, and genres to be studied might include, but are not limited to: Soviet Montage; German Expressionism; the classical Hollywood narrative cinema; film noir; European and Latin American New Wave and Neorealist movements; Hong Kong cinema; and contemporary political modernism. Instructional methods will include lectures, film screenings, discussions, readings, writing assignments, and examinations. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. *Prerequisite: TFMS 220, 221, or consent of the instructor.*

TFMS 325. Documentary Practices (4S)
This course will interrogate the practices and problems arising from documentary depictions. By interrogating techniques and technologies of production and reception of meanings in a series of films chosen for their specific development of issues arising from documentary depiction, students will learn how to think critically about reciprocities between the real and the represented—the extent to which the two are contingent on each other. Topics will

cover live performance, ethnographic film-making, documentary history, evidentiary and political uses, live coverage, re-enactments, "reality TV," and computer simulation. Materials will include screenings of films as well as readings in film theory, performance studies, cyberculture, and cultural studies. Instructional methods will include lectures, discussions, readings, presentations, writing assignments, and examinations. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies a requirement for a minor in women, gender, and sexuality studies. *Prerequisite: TFMS 220, 221, or consent of the instructor.*

TFMS 326. World Cinema (4S)
This course undertakes a survey and analysis of world film production in an effort to understand the relationship between world cinema and national culture. With reference to the U.S. film industry as a dominant model, the course explores the aesthetic, economic, historical, and ideological contexts for film production and reception in other countries. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies requirements for a minor in African and African Diaspora studies, Asian studies, and women, gender, and sexuality studies.

TFMS 330. Workshop in Acting (4)
This course provides students with an opportunity to pursue advanced work in acting. Area of emphasis will be announced each time the course is offered. Depending on topic, may be repeated for credit. *Prerequisite: Consent of the instructor.*

TFMS 340. Directing (4AF)
This course will introduce the fundamentals of directing through the execution of projects designed to provide a range of experiences in approaching particular problems of directing. Students will develop strategies for analyzing scripts in order to make directorial choices that are responsive, legible, and manageable, and they will learn the processes for communicating these choices to actors and designers. *Prerequisite: TFMS 230 or consent of the instructor.*

TFMS 346. Screenwriting (4AF)
This course introduces students to the art of screenwriting through the study of screenplays, films, and basic techniques and forms of the screenwriter. The main project for this class is writing and revising a major screenwriting project. Students work through the various stages of screenplay writing: researching the subject, pitching the idea to the class, writing a treatment, developing biographies for characters, developing an outline of scenes, and work-shopping multiple drafts of the script with classmates. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog.

TFMS 350. Movement II (4AS)
A continuation of Movement I. The emphasis of this course is on theory and practice of movement characterization and special performance challenges, such as stylized or nonrealistic performance, stage falls, combat, and historical styles. A variety of approaches, including masks, animal movement, and psychological gesture are employed as a means to physicalize dramatic characters. Class work includes ongoing work on fundamental movement skills and principles. *Prerequisite: TFMS 250.*

TFMS 355. Modern Dance II (4AF)
This course covers technique, improvisation, and principles of modern dance at an intermediate level. Emphasis is on the intelligent, informed use of the body applied to dance as a performance art form. Though the focus will be on modern dance technique and improvisation, other contemporary dance styles, including jazz, will be introduced. *Prerequisite: TFMS 255 or consent of the instructor.*

TFMS 360. Dance Improvisation and Composition (4)
This course is designed to provide experiences in synthesizing theory and praxis in the creation of performance studies. Emphasis is on creative expression and the development of specific tools with which to compose, direct, and perform original work. The relationship of improvisation to composition is explored and the current movement towards interdisciplinary performance art is reflected. Students investigate a wide variety of source materials for performance projects. *Prerequisite: TFMS 255 or consent of the instructor.*

TFMS 371. Production Lab (1E)
All declared majors in theater, film, and media studies must complete 30 hours per semester as assigned by the technical director in consultation with the scenic and costume designer in the following areas: technical theater, production crews, house management, maintenance

(facilities and equipment), inventory, or others as specified. The purpose of the course is to provide students with experience in the practices of technical theater as well as lead them to a fuller understanding of the contributions of this work. In addition to completing 30 hours, students must participate fully in all main stage light hang and focus sessions before credit will be awarded. Majors must complete a minimum of 4 credit-hours. May be repeated for credit.

TFMS 374. Lighting Design (4AS)
A study of the theories, principles, and tools of lighting design for theater, film, and video, this course will focus primarily on developing the student's ability to see, understand, and manipulate light in respect to its physical and psychological properties. Topics will include properties and functions of light, color theory, instrumentation and placement, script analysis, drafting, and basic electricity. Projects will include analysis of light in various media (paintings, film, photographs) and a design for a theoretical production. Students will be required to participate on the lighting crew for one production during the semester. *Prerequisites: TFMS 170, 171, or consent of the instructor.*

TFMS 375. Costume Design for Stage and Screen (4AS)
The goal of this course is to introduce students to costuming and costume design for theater and film. Through the study of plays, history, and cultural silhouettes, students will apply sketching, drawing skills, and color techniques in order to interpret clothing styles for the theater. An understanding and visualization of character will be realized through research, clothing analysis, and appropriate textile applications. Students will learn how to design costume plots and charts, how to manage budgets, and how to prepare for portfolio presentations. Students will be required to participate in a design-related production crew during the semester. A lab fee for the class provides specific art supplies. *Prerequisites: TFMS 171, 275, or consent of the instructor.*

TFMS 376. Scenic Design for Stage and Screen (4AS)
A study of the processes and techniques of creating scenic environments for theatrical and film productions, this course will approach scene design from such perspectives as Realism, conceptual or thematic aesthetics, cultural traditions, and/or period styles. An understanding of the visualization of space and place will be realized through research, script analysis and interpretation, drawing, painting, drafting, budget management, and portfolio presentation. Students will be required to participate in a design-related production crew during the semester. A lab fee for the class provides specific art supplies. *Prerequisites: TFMS 170, 171, or consent of the instructor.*

TFMS 390. Theater Seminar: Production Contexts (2-4)
This seminar will be offered in conjunction with particular main stage productions and will examine artistic practices and contextual issues associated with the processes of creating the work. Topics will vary according to specific productions but may explore related problems of dramaturgy, history, culture, or craft. The course may be offered in full- or half-semester formats and will sometimes be taught by guest artists. May be repeated for credit.

TFMS 392. The Teaching of Theater in the Schools K-12 (4AS)
This course provides pre-professional experience in a school setting for students seeking teacher certification in drama K-12. It serves as an introduction to the problems, issues, curriculum, and methods for teaching drama to students of all ages based on what is known about their developmental nature and needs. Topics include instructional objectives, teaching strategies, reading and writing across the curriculum, and evaluation techniques. Class members will practice a variety of effective instructional strategies, participate in field experience, and study generic issues of discipline and management that cross content-specific boundaries. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. *Prerequisite: PSYC 230, EDUC/PSYC 368, or consent of the instructor.*

TFMS 405. Topics in Performance Studies (4)
Consideration of a theme, problem, movement, or major figure(s) in dramatic literature, theory, or criticism will make up the topics field for this course. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit and prerequisites may apply. Check the online "Schedule of Classes" for topics and prerequisites.

TFMS 420. Mediated Bodies: Gender, Race, and Class on Stage and Screen (4AS)
The subject of study will be the marking of bodies by electronic and live performance

media. Students will explore how representations of bodies in these media (principally films) interrelate with social constructions of gender, race, class, sexuality, age, disease, and criminality in postmodern culture. By interrogating techniques and technologies of production and reception of meanings, students will learn how to think critically about the discursive formations of subjects, others, and visual culture. Materials will include screenings as well as readings in film theory, performance studies, cyberculture, and cultural studies. Instructional methods will include lectures, discussions, readings, presentations, writing assignments, and examinations. This course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Satisfies requirements for a minor in African and African Diaspora studies and women, gender, and sexuality studies. *Prerequisites: One previous or concurrent course in AADS or WGSX, or consent of the instructor.*

TFMS 425. Advanced Topics in Film and Media (4)
This course is a specialized study of a theme, problem, movement, or figure in the theory and practice of film and media. Included among potential topics: feminist film theory; television and the construction of race, gender, sexuality, class, and ethnicity; identity formations in cybermedia; narrative production of "home" in daytime soap operas; science fiction films and commodifications of future; or Steven Spielberg and the phenomenon of mall movies. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, this course may be used to satisfy an elective requirement for the English major, under the terms stipulated in the English Department's section of the catalog. Depending on topic, may be repeated for credit and prerequisites may apply. Check the online "Schedule of Classes" for topics and prerequisites.

TFMS 440. Directing II (4AS)
This course will depart from traditional fundamentals of stage directing by familiarizing students with avant-garde and culturally diverse models for performance. Students will undertake a series of projects that will investigate these models through experiment with scripted and non-scripted materials. The course will be conducted primarily as a practicum in experimental directing, and its particular content will depend to some extent on student selections of performance projects. *Prerequisite: TFMS 340 or consent of the instructor.*

TFMS 460. Advanced Topics in Dance/ Movement (4)
This course involves advanced study of an aspect of dance or movement technique or theory (for example, jazz dance, dance therapy, mask study, international dance, stage combat). Subject matter and credit value will be announced prior to each offering of the course. Depending on topic, may be repeated for credit. *Prerequisite: TFMS 255 or consent of the instructor.*

TFMS 480. Advanced Topics in Production (4)
This course is a specialized study of an aspect of theatrical and film production. The subject matter for the semester will be announced prior to each offering of the course. Depending on topic, may be repeated for credit and may include a lab fee. *Prerequisite: TFMS 170, 171, or consent of the instructor.*

TFMS 493/494. St. Mary's Project (8E)
This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. Open to non-majors. *Prerequisites: Senior standing and approval of faculty mentor and department chair(s) of the student's major(s). Consult faculty mentor for project guidelines.*

TFMS 398, 498. Off-Campus Internship (8-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships. The off-campus internship is an individually designed experience that allows the student to explore the relationship between learning in the classroom and the practical application of knowledge in everyday work situations. *Prerequisites: admission to the Internship Program and approval of the TFMS faculty. (See "Internships" under "Academic Policies" section.)* Credit/No credit grading. May be repeated for credit.

TFMS 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a TFMS faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized prior to registration in a learning contract. (See "Independent Study" under "Academic Policies" section.) May be repeated for credit.

Women, Gender, and Sexuality Studies

Women, Gender, and Sexuality (WGSX) is a cross-disciplinary area of inquiry that investigates the social, psychological, biological, and cultural construction of gender, as well as the ways women and men locate themselves within gender systems. Because femininities and masculinities vary as a result of cultural, historical, political, and institutional forces, gender inquiry helps students understand the multiple ways gender and gender relations are socially constructed, and how these understandings of gender in turn shape virtually every aspect of our everyday lives: political institutions, law, the economy, the family, education, work, literature, the arts, media, philosophy, religion, and sexuality.

Courses in the WGSX cross-disciplinary curriculum identify gender as a fundamental category of analysis in theory and practice. The goals for the study area are to analyze the variations in gender systems that have occurred across cultures and over time; to identify the relationship between biological difference and social inequality; to explore constructions of sexuality and sexual identity; and to recognize how gender inequality is related to other social hierarchies such as race, ethnicity, class, and sexuality.

The study area is committed to the centrality of the study of women, while at the same time interrogating gender and sexuality as organizing categories. Courses will allow students to focus their study on materials that illustrate women's condition, history, and achievements; to investigate how women have been portrayed and how those representations are changing; and to examine feminist critiques of academic areas of knowledge, including the contributions of queer theory and new feminist research. In order to provide a new site for knowledge production that engages differences constructively, the WGSX study area not only locates women within traditional disciplinary categories, but also fosters interdisciplinary and cross-disciplinary exploration of the conditions that have shaped women's experiences both as objects and as subjects of knowledge.

Requirements for the minor

To complete the minor in women, gender, and sexuality studies, students must satisfy the following requirements, designed to provide the depth and breadth of knowledge consistent with the goals of the field:

1. General College requirements.
2. All requirements in a major field of study.
3. At least 20 credit-hours in courses approved for the women, gender, and sexuality cross-disciplinary area, with a grade of C or above, including:

   Either WGSX 200, “Introduction to Women Studies” or WGSX 210, “Introduction to Gender Studies,” and 16 hours of elective credits, at least 12 of which must be numbered 300 or above. Electives must be selected from courses originating in (or cross-listed in) at least three disciplines. In recent years, cross-listed classes have included:

   ANTH 302: Food and Culture
   ANTH 304: Anthropology of Media
   ANTH 313: African-American Colonial Culture
   ANTH 348: African-American Culture
   ARTH 382: Sexuality and Modernity
   ENGL 390: Contemporary Multicultural Voices
   ENGL 400: The Female Coming-of-Age Novel
   ENGL 430: American Literature and Music as Social Protest
   ECON 316: Economics of Race and Gender
   HIST 324: Women in Modern Western History
   HIST 461: Gender in Latin American History
   ILCS 363: Cultural Perspectives on Gender
   PHEC 167: Self-Defense Against Sexual Assault

PHIL/RELG 310: Ascetics, Saints, and Sinners
PHIL 325: Feminism and Philosophy
POSC 266: Women and the Law
POSC 462: Studies in Comparative Politics: Women in the Third World
PSYC 353: Human Sexuality
PSYC 356: Psychology of Women
RELG 318: Feminism and Religion
RELG 355: Women in Islam
SOAN 352: Topics in Anthropology/ Sociology: The Cultured Body
SOCI 230: Sociology of Gender
TFMS 220: Introduction to Film and Media Studies
TFMS 258: Dance in History
TFMS 275: Costumes and Clothes in History
TFMS 325: Documentary Practices
TFMS 420: Mediated Bodies: Gender, Race, and Class on Stage and Screen
WGSX 150: Introductory Topics in Women, Gender, and Sexuality
WGSX 250: Topics in Women, Gender, and Sexuality
WGSX 350: Advanced Topics in Women, Gender, and Sexuality
WGSX 450: Seminar in Women, Gender, and Sexuality

The curriculum in WGSX is founded on two core courses: WGSX 200, "Introduction to Women Studies" and WGSX 210, "Introduction to Gender Studies." Each semester the study area coordinator and participating faculty will designate other courses, including new courses, topics courses, and special offerings, that will satisfy elective requirements. A complete list of approved current offerings will appear in the online "Schedule of Classes."

Any student who wishes to minor in the WGSX cross-disciplinary area should consult with the area coordinator or any participating faculty member. Formal declaration of intent to complete the WGSX minor should be preceded by completion of WGSX 200 or WGSX 210. This declaration must be made by the end of the first week of the senior year, but students are encouraged to declare their participation and seek curricular advising as soon as possible.

Students may pursue a St. Mary's Project in WGSX with the permission of their major department and with the agreement of a faculty mentor designated by the women, gender, and sexuality faculty. Project credit (eight hours) does not apply toward fulfillment of the requirements of the minor in women, gender, and sexuality studies.

WOMEN, GENDER, AND SEXUALITY COURSES (WGSX)

WGSX 150. Introductory Topics in Women, Gender, and Sexuality Studies (2-4)
Various topics in women, gender, and sexuality, offered at an introductory level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender and queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes."

WGSX 200. Introduction to Women Studies (4S)
This team-taught interdisciplinary class introduces students to the foundational issues, debates, and methodologies of feminist scholarship. Throughout the semester, students will consider both material and theoretical questions relating to the category of "woman," and to the experiences of women around the world. Through an examination of women's lives both past and present, the course will explore women's relationships to such cultural institutions as state, church, and family. We will address topics including the biological and psychological aspects of womanhood; the gendered dynamics of power and oppression; the links among gender, race, and class; and the representation of women in literature, the arts, and popular culture—as well as the effects these representations have on both women and men. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

WGSX 210. Introduction to Gender Studies(4F)
This team-taught course studies gender theory from interdisciplinary perspectives, involving the participation of faculty from the arts, the humanities, the natural sciences, and the social sciences. Readings, presentations and discussions contribute to students' understanding of competing definitions of gender in different cultures and at different points in history, especially as they shed light on the emergence of gender studies as a contemporary field of study.

Students learn arguments for the importance or irrelevance of gender to issues such as personal identity and political power, and develop their own positions on the meaning, worth and practice of gender, and its intersection with such related concepts as sex and sexuality. The course explores constructions of masculinity and femininity, and recent work in feminist theory, masculinity studies, and queer theory. A group of 10-15 faculty collaborate in the teaching of this course. This course satisfies the Core Curriculum requirement in Humanistic Foundations.

WGSX 250. Topics in Women, Gender, and Sexuality Studies(4)
Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 350. Advanced Topics in Women, Gender, and Sexuality Studies(4)
Various topics in women, gender, and sexuality, offered at an advanced level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 450. Seminar in Women, Gender, and Sexuality Studies(4)
Various topics in women, gender, and sexuality, offered at a seminar level. Topics may include the study of women across a variety of disciplines, the examination of femininities and masculinities, or the application of gender or queer theory. The subject matter of the course will vary each time the course is offered. This course may be repeated for credit, provided the topic or focus changes significantly. For a description of each course, see the current online "Schedule of Classes." *Prerequisite: any prior course in women, gender, and sexuality studies, or permission of the instructor.*

WGSX 493/494. St. Mary's Project in Women, Gender, and Sexuality
This project, which may take many forms, draws on and extends knowledge, skills of analysis, and creative achievement developed through previous academic work. The student initiates the project, identifies an area to be explored, and proposes a method of inquiry appropriate to the topic. The project should include a reflection on the social context, the body of literature, or the conceptual framework to which it is a contribution. It must be shared with the College community through posters, presentations, or other means. This course is repeatable up to eight credit-hours. *Pre- or co-requisite: approval of faculty mentor; women, gender, and sexuality studies coordinator; and department chair(s) of the student's major.*

WGSX 398, 498. Off-Campus Internship (4-16E)
A variety of off-campus experiential learning opportunities can be arranged through the director of internships and study abroad.
The off-campus internship is an individually designed experience that allows the student to explore the relationships between learning in the classroom and the practical application of knowledge in everyday work situations.Credit/No credit grading. *Prerequisites: Admission to the Internship Program and approval of the WGSX coordinator.* (See "Internships" under "Academic Policies" section.)

WGSX 199, 299, 399, 499. Independent Study (1-4E)
This course consists of an independent creative or research project designed by the student and supervised by a women, gender, and sexuality studies faculty member. The nature of the project, the schedule for accomplishment, and the means of evaluation must be formalized in a learning contract prior to registration. (See "Independent Study" under "Academic Policies" section.)

GRADUATE PROGRAM

MASTER OF ARTS IN TEACHING: M.A.T. PROGRAM

The Masterful Teacher: A Reflective Practitioner-Facilitating Achievement in Communities of Diverse Learners

The faculty of St. Mary's College believes that offering a certification program through an accredited Master of Arts in Teaching (M.A.T.) degree will allow its students to take full advantage of the rich undergraduate curriculum available at our college – to spend a semester abroad, to complete a double major, to take elective courses in many diverse areas, to try interdisciplinary courses – and then to be able to synthesize that richly textured content background with graduate courses in education so they can better serve their future students.

The M.A.T. option builds on students' solid grounding in a vigorously defined major and in the breadth of their Core Curriculum requirements while allowing them a seamless transition into the professional coursework. The M.A.T. provides basic instruction in pedagogical strategies, assessment, curriculum development, discipline and management, and other specific elements of the professional educator's knowledge base.

Certification programs exist for grades one through six and middle school, and secondary English, math, social studies, biology, chemistry, physics, and modern languages for grades 7 through 12. Art, music, and theater majors may also certify in their discipline for grades K – 12. It is also possible for an individual to add certification in early childhood education to the elementary certificate.

All of the teacher certification programs available through this M.A.T. degree have full program approval from the Maryland State Department of Education and lead to reciprocity for certification in a majority of other states. Our program completers have a 100% pass rate on the PRAXIS exams, and our hiring rate for those who choose to teach, is 100%.

The M.A.T. is a full-time, year-long program requiring participants to be in county public schools from the beginning of the program. The mentor/cooperating teachers at the school sites provide support and expertise that will prepare the student to meet the challenge of the beginning teacher, translating theory into practice.

Admissions Process

1. An application for the M.A.T. program must be completed, signed, and returned to the Office of Admissions by October 1, along with the required essay,. A $40 nonrefundable fee must accompany the application. Applications may be requested from the Admissions Office or can be downloaded from www.smcm.edu/admissions/mat.
2. Arrange with all institutions of higher education to have official transcripts sent to the Office of Admissions. Current St. Mary's students completing an undergraduate degree will submit a transcript that includes the course work in progress for the fall term.
3. Submit existing SAT, ACT or GRE scores or scores forthe PRAXIS I pre-professional skills tests in reading, writing, and math to the Office of Admissions. Required scores are as follows: SAT composite score of 1100; ACT composite score of 24; and GRE composite score of 1000. A composite score of 527 is required on the PRAXIS I test.
4. Arrange to have two faculty members who have taught you in upper-division courses in your major field send letters of recommendation (use the form enclosed with the M.A.T. application) to the Office of Admissions. Arrange for someone who has supervised you in interactions with children or young adults submit a general letter of recommendation to the Office of Admissions, in addition to the other recommendations.
5. The application and all support documentation are due to the Office of Admissions by mid-October. Admissions decision letters will be mailed by December 1. Final admission approval will depend on the satisfactory completion of the undergraduate degree.

Program Prerequisites
In addition to the documentation listed above, M.A.T. program participants must successfully complete a minor in educational studies at St. Mary's or complete the coursework specified in the minor. The latter option is for students who transfer three or more courses specified within the minor to St. Mary's, and it does not disadvantage them in any way during the application process. It is important to note that there are

some differences in the coursework needed to either complete the minor or the coursework; these differences are related to the applicants' intended area of certification, so it is important that coursework is selected with these constraints in mind. For a complete listing of these courses, please refer to the information about the minor in educational studies.

All applicants must satisfy minimum GPA requirements as well. These are:

- 2.73 cumulative
- 3.0 major
- 3.0 minor in educational studies or equivalent coursework

For each certification grade level/area, the program prerequisites are:

Elementary Candidates (Grades 1-6, EDEL)

- Major in any area of study
- Minor in educational studies that includes coursework in infant and child development

  OR

  Coursework that is equivalent to that specified in minor, as described above
- 12 credits of math
- 12 credits of science
- American history or government
- Course work reflecting non-western perspectives, often taken routinely as part of the major.

Elementary with Early Childhood Candidates (EDEL and EDEC)

All of the elementary prerequisites, in addition to EDEC 362 (Early Childhood Curriculum and Methods), which will be offered either before or during the M.A.T. program. Please consult the Department chair for information about the timing of the course.

Secondary Candidates (Grades 7-12, EDSC)

- Major in the appropriate content field with appropriate breadth and depth. A minimum of 36 credits in the content area is required. Check with an Educational Studies advisor regarding specific content courses necessary for Maryland certification.
- Minor in educational studies that includes coursework in adolescence

  OR

  Coursework equivalent to that specified in minor, as described above
- Course work reflecting non-western perspectives, often taken routinely as part of the major.

K-12 Candidates (Grades PreK-12 in Art, Music, Theater, EDUC)

- Major in the appropriate content field with appropriate breadth and depth
- Minor in educational studies that includes coursework in lifespan development

  OR

  Coursework equivalent to that specified in minor, as described above
- Course work reflecting non-western perspectives, often taken routinely as part of the major.
- Music majors should complete any four one-credit methods courses in strings, brass, percussion, etc.

Program Completion

M.A.T. participants who successfully complete the program course work with a 3.0 average GPA or better, successfully complete all aspects of the internship, submit an acceptable electronic portfolio, present their research projects, and achieve passing scores on the appropriate PRAXIS II tests will be eligible for "approved program" certification in Maryland. Names of program completers will be sent to the Maryland State Department of Education, after which individuals may apply for their teaching certificate. Individuals who meet criteria are eligible for the Maryland's "Meritorious New Teacher Candidate" award, which simplifies certification across state borders. Approved program certification allows for reciprocity with minimal additional requirements in approximately 37 other states.

Other Important Information

1. The M.A.T. program begins in early July and is completed in June the following year.
2. There are no residential on-campus living options for M.A.T. students during the regular academic year. Housing will be available for the mid-May through June traditional summer session.

3. All internship experiences will be fulfilled in St. Mary's County and/or Baltimore City public schools.
4. All program participants are charged full-time in-state tuition for the fall and spring terms.
5. All admitted students will be required to bring a personal laptop computer with them into the program; specifications will be provided in the admissions letter.
6. The program will admit approximately 40 students a year, with approximately 25 elementary candidates and 15 secondary/K-12 candidates enrolled.
7. The program is a full-time cohort program which means that there are no electives and no options for part-time enrollment.
8. Out-of-state students who complete their undergraduate degree at St. Mary's and then enter the M.A.T. program will be charged in-state tuition for their graduate year.

Federal Report - Teacher Education, 2006-2007

- Number of students enrolled in teacher education programs: 21
- Number of regular and alternative students in programs of supervised student teaching: 21
- Total number of full-time faculty in professional education that supervise student teachers: 5
- Total number of part-time faculty, employed full-time by St. Mary's, that supervise student teachers: 1
- Total number of part-time faculty in professional education, not otherwise employed by St. Mary's: 3
- Total number of supervising faculty for the teacher preparation program during 2006-2007: 9
- The student/faculty ratio was 2.5:1.
- The average number of hours per week required of student participation in supervised student teaching in these programs: 40 hours.
- The total number of weeks of supervised student teaching required: 20.
- Total number of hours required: 800.
- This teacher preparation program is currently approved by the state.
- This teacher preparation program is not a low-performing program.

Test score information:
Professional Knowledge/Principles of Learning and Teaching

- Test-passing rate for St. Mary's College of Maryland students: 100.0%
- Passing rate for Md. institutions: 98.0%

Specialty Area Tests

- Passing rate for St. Mary's College of Maryland students: 100.0%
- Passing rate for Md. institutions: 99.0% (approximately the average on all specialty tests)

Faculty

Katy Arnett, Julia Bates, Teresa T. Field, (department chair), Ardith Z. Harle, Angela Johnson, Lin Y. Muilenburg, Alan Sturrock

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EDUCATION COURSES (EDEC, EDEL, EDSC, EDSP, EDUC)

EDSP 180. Introduction to Sign Language (2E)
An introduction to the basic language and culture of the deaf and the problems associated with being deaf in a hearing society. Emphasis is on vocabulary development, techniques of signing, and use of video equipment to improve receptive and expressive skills.

EDUC 204: Reflective Practices in Educational Studies (3E)
This course provides the opportunity to develop the skills of reflection through a series of experiences related to individual learning as well as learning within a community. The ability to develop, apply, and evaluate reflective practices is essential for individuals interested in education-related careers, and this course will enable students to assess how these skills adapt and vary across multiple learning contexts and effectively use them in ways that will further their own development as practitioners.

EDUC 206. The Child in America: Social Foundations of Education (4E)
A foundations course that is multidisciplinary in content and method, this course involves

the examination of childhood and the world of children from the diverse perspectives of school, family, and societal influences, combining a historical overview with an investigation of the world and lived experiences of children from diverse backgrounds today. A required field experience component is built into this course, in addition to time spent in class. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World.

EDSP 280. Intermediate Sign Language (2S)
For students who already have achieved basic proficiency in sign language. This course will provide extensive vocabulary development, increased use of conversational signs, and introduction to American Sign Language (ASL). *Prerequisite: EDSP 180 or consent of the instructor.*

EDUC 296. Language Acquisition and Phonemic Awareness (3E)
This class will provide future teachers and parents with the theory, research, and best practices related to the developmental nature of learning to read and write and to the individual differences that come into play in the learning process. An introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes as applied to both first- and second-language acquisition, typical development, and exceptionalities will be provided, as well an overview of the contributions of neuroscience to our understanding of the phases of literacy development. There is a field experience component required for this class. This course fulfills a Maryland certification requirement in the teaching of reading. A required field experience component is built into this course, in addition to time spent in class This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World.

EDSP 336. Exceptionality: An Introduction to Special Education (4E)
This course fulfills the Maryland certification requirement for a minimum of three credits in special education. A required field experience component is built into this course, in addition to time spent in class. Cross-listed as PSYC 336 under psychology courses. Students may receive credit for either course but not both. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. *Prerequisite: PSYC 101.*

EDSP 338. Intellectual and Developmental Disabilities (4AF)
An examination of the physical and psychological causes of intellectual and other developmental disabilities, such as autism and cerebral palsy. Discusses diagnosis, treatment, education, research and theory with an end toward understanding intellectual and developmental disabilities as both biological and social phenomena. Cross-listed as PSYC 338. Students may receive credit for either course, but not both. (This course was formerly named Mental Retardation.) *Prerequisite: PSYC 101.*

EDSP 339. Learning Disabilities (4AF)
This course is concerned with defining, diagnosing, and remediating learning disabilities. Major emphasis is on the basic psychological processes of understanding and using written or spoken language: sensory-motor, auditory, and visual processing and language development. In addition, a variety of curriculum materials in special education is examined. A field placement with exceptional children provides a realistic application of theory. This course is cross-listed as PSYC 339. Students may receive credit for either course, but not both. *Prerequisites: PSYC 101 and 4 other credit-hours in psychology.*

EDUC 368. Educational Psychology (4E)
This course explores the teaching/learning process. Students analyze various factors that affect the process: developmental and learning theory, motivation, planning, content, methodology, and discipline. Attention is also given to human interaction in educational settings through a study of maturation, individual differences, self-concept, group processes, and socioeconomic stratification. Lecture and field experience. This course is cross-listed with PSYC 368. Students may receive credit for either course but not both. This course is a prerequisite for the M.A.T. Program. This course satisfies the Core Curriculum requirement in Experiencing the Liberal Arts in the World. *Prerequisite: PSYC 101.*

EDUC 394. ESL Across the Curriculum, Part I: Theories and Principles (4S)
This course explores various theoretical considerations in teaching students in K-12 classrooms who speak English as a second language. Students analyze multiple factors shaping the theories within the K-12 classroom context, including: the child's first language and literacy skills, the child's home environment and first culture, timeframes for second language devel-

opment, political considerations, curricular expectations, and compatibility between second language and general education learning theory. Lecture and field experience. *Prerequisites: EDUC 296; EDUC/PSYC 368.*

EDUC 495. ESL Across the Curriculum, Part II: Practices and Approaches (4F)
This course explores various practical considerations in teaching students in K-12 classrooms who speak English as a second language. In order to help future teachers learn how to make content and language accessible to this student population, this course will consider: instructional objectives, subject matter content, teaching strategies (including specific attention to written and oral language literacy), methodological approaches, and effective assessment and evaluation techniques. Class members will practice a variety of effective instructional strategies, participate in a field experience, and also study generic issues of discipline and management that cross content- and grade-specific boundaries. Lecture. *Pre-requisite: EDUC 394.*

EDUC 500. Practicum in Teaching At-Risk Students (3)
Interns will be placed in one of the public school settings made available during the summer for students at-risk for academic difficulty. This placement is used as a site to practice observation and reflection skills that will be explicitly taught and assessed in other co-requisite courses. *Prerequisite: admission to the M.A.T. program.*

EDUC 510. The Teacher as Researcher, Part I (1)
In this course, interns identify and synthesize current research on effective teaching behaviors, practices, and strategies in order to design their own educational research project. Interns are guided in developing a research question, based on their experiences in the practicum, and in developing an action plan for answering that question in conjunction with their mentor cooperating teacher. Interns practice skills including data collection, assessment design, and data analysis. *Prerequisite: admission to the M.A.T. program.*

EDUC 530. Instructional Design: The Curriculum Planning Process, Part I (2)
Interns will develop the ability to articulate "enduring understandings" (what we want students to know or be able to do) and "essential questions." They will be given an overview of the processes required for gathering evidence to assess students' existing knowledge base and skill levels, for then planning strategies to help students develop required knowledge and skills – including the use of national, state, and local outcomes/standards documents. During this first summer session, class sessions will focus on gathering evidence, which dovetails with the practicum and their other classes. *Prerequisite: admission to the M.A.T. program.*

EDUC 540. An Introduction to Classroom Management (1)
The focus in this course will be on the establishment of the classroom environment (rules, routines and procedures which research has shown are crucial to success); how to establish a pattern of consistency in management and disciplinary practices; how to act like the leader in the classroom; and debriefing about what works and what does not as based on experiences in the practicum. *Prerequisite: admission to the M.A.T. program.*

EDUC 600. Seminar and Internship in Public Schools, Part I (2 for Elementary; 3 for Secondary, K-12)
Elementary and secondary certification seekers serve as interns in either an elementary, middle or secondary school; early childhood certification seekers serve as interns in early childhood placements. During their time in the schools, students engage in structured observation activities, work with individual children and small groups of students as directed by their mentor teachers, and develop comfort and skill in working with whole classrooms of students. The interns meet weekly as a group to analyze their school-based experiences and to reflect on themselves, students, schools, teaching and learning, and broader issues of education in society. *Prerequisite: EDUC 500.*

EDUC 610. The Teacher as Researcher, Part I (3)
This course assists students in identifying and synthesizing current research on effective teaching behaviors, practices, and strategies in order to create practical constructs applicable to K-12 classroom instruction. Students are guided in developing a research question, based on their experiences in the practicum, and in developing an action plan for answering that question in conjunction with their mentor cooperating teacher.

EDUC 620. Technology in the Classroom, Part I (3)
This course focuses on integrating technology into the Pre-K-12 classroom. Learners will follow a best-practices approach to digital asset management, the creation of a multi-media lesson, and the appropriate and ethical use of software, web sites, and other technologies in the Pre-K-12 classroom. Interns will establish their electronic portfolios organized around program goals, Maryland Teacher Technology Standards, and principles developed by the New Teacher Assessment and Support Consortium (INTASC). *Prerequisite: admission to the M.A.T. program.*

EDEL 660. Literacy Methods and Materials for Teaching Reading (6)
This six-credit block of courses combines the former EDEL 402 and EDEL 260 courses, integrating concepts of children's literature, literacy development, and materials for teaching reading with concepts of literacy instruction more broadly. Students examine the developmental nature of literacy, exploring issues surrounding the development of phonemic awareness, issues of phonics, comprehension, fluency, and vocabulary, while exploring appropriate methods and materials used for teaching students in the elementary classroom to become literate as readers and writers of diverse kinds of texts, as speakers, as listeners and thinkers. Other issues include attention to using textbooks and tradebooks, research on motivation, family literacy, and effect of gender and culture on literacy development. Opportunity is provided to engage in, and analyze, actual and simulated classroom instruction. This course fulfills a Maryland certification requirement in the teaching of reading. *Prerequisites: EDUC 530 and EDUC 540.*

EDEL 670. Teaching Content Grades PreK-8 (4)
This course, required for ELEM and ECE certification seekers, begins the examination of the instructional methods used for teaching science, math, and social studies in elementary schools. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. The course also introduces concept of interdisciplinary planning, strategies for building literacy fluency throughout the curriculum, issues of assessment, and uses of instructional resources within the school and community as part of the teaching/learning process.

Secondary Methods Courses Part I
EDSC 660. Teaching English in Middle and Secondary Schools (3F)
EDSC 661. Teaching Foreign Languages in Middle and Secondary Schools (3F)
EDSC 662. Teaching Math in Middle and Secondary Schools (3F)
EDSC 663. Teaching Science in Middle and Secondary Schools (3F)
EDSC 664. Teaching Social Studies in Middle and Secondary Schools (3F)
Each of the above courses (EDSC 660-664) focuses on the study and application of methods and materials for effectively teaching the designated subject in middle and high school classrooms. Instructional objectives, subject matter content, teaching strategies, assessment and evaluation techniques unique to each discipline are emphasized. Class members will practice a variety of effective instructional techniques in simulations and in their field placements, and will also continue the study of generic issues of planning, teaching, management, and differentiation of instruction that cross content-specific boundaries. *Prerequisites: EDUC 500, EDUC 530, EDUC 540.*

EDUC 660. Teaching Vocal Music to Children and Adolescents (3)
Participants examine instructional methods and materials used for teaching and conducting vocal music with young children and adolescents, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies for making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. *Prerequisites: EDUC 500, EDUC 530, EDUC 540.*

EDUC 661. Teaching Art to Children (3)
Participants examine instructional methods and materials used for teaching art to children, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and artistic products. *Prerequisites: EDUC 500, EDUC 530, EDUC 540.*

EDUC 662. Teaching Theater to Children (3)
Participants examine instructional methods and materials used for teaching theater arts to children, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to

engage in, and analyze, actual instruction and performances. *Prerequisites: EDUC 530, 540, 500.*

EDUC 670. Content Investigations for Secondary and K-12 Teachers (3)
Interns will research content standards available for both teachers and students in their disciplines. They will assess their existing knowledge base using these standards to determine gaps, and they will create an action plan for developing stronger content knowledge in those areas of perceived weakness. Individuals will fulfill their action plans, developing annotated bibliographies, writing book reviews, conducing interviews with content area experts, and generating lesson plans that reflect their deepening content understanding. *Prerequisites: EDUC 530, 540, 500.*

EDUC 680. Teaching Reading in Secondary and K-12 Content Areas (3)
This course is designed to introduce and analyze strategies for developing the ability of secondary school students to learn from print sources and text materials. The focus of these strategies is on reading comprehension and vocabulary development. This course fulfills a Maryland certification requirement in the teaching of reading. Formerly EDSC 360. Not open to students who have taken EDSC 360. *Prerequisites: EDUC 500, EDUC 530, EDUC 540.*

EDUC 700. Seminar and Internship in Public Schools, Part II (7 for Elementary/6 for Secondary/K-12)
All interns complete a full-time internship from January through May in Professional Development Schools. During this time they gradually assume full responsibility for assessing student needs, planning for instruction, implementing lessons, and evaluating student learning. They engage in structured observation tasks, in self-reflection, and in peer-coaching. They meet once a week to collaborate with their peers, under faculty supervision, in reflection upon what they are learning about themselves, schools, students, teaching, learning, and the politics of education. Additionally, they collect documentation of their movement towards program goals, including INTASC and technology standards, for their electronic portfolios. *Prerequisite: EDUC 600.*

EDUC 710. The Teacher as Researcher, Part II (1)
The focus on Part II of the teacher-as-researcher sequence is on collection of data according to the research design developed in part I. Interns will meet once a week to reflect on the value of the data collection process and obstacles they may find themselves facing in the process, and to revise and redirect their project goals and procedures as necessary based on the realities of their classroom experiences. In addition, interns will explore historical, philosophical, sociological, and anthropological explanations for why certain children - and certain kinds of children – are or are not achieving in American public schools. *Prerequisite: EDUC 610.*

EDUC 711. The Teacher as Researcher, Part III (3)
In this final component of the "Teacher as Researcher" sequence, students focus on analyzing data from their field experience, putting the data into context at the classroom, school, local, state and national levels, reflecting on the research process and its importance to their professional development, and communicating the results of their research projects to the larger professional community. *Prerequisite: EDUC 710.*

EDUC 720. Technology in the Classroom, Part II (3)
This course focuses on developing an electronic portfolio as a tool for reflection on the internship in public schools. Multiple work samples from the internship are placed in the ePortfolio for each of the principles developed by the New Teacher Assessment and Support Consortium (INTASC), along with lesson reflections and discussions of the participant's educational philosophy. Proficiency in using various technologies for purposes of administration, planning, teaching, assessment, and reflection will also be documented through the ePortfolio. *Prerequisite: EDUC 620.*

EDUC 730. Instructional Design: The Curriculum Planning Process, Part II (1)
Interns reflect on the implementation of instruction in terms of the curricular planning process as they assume full-time responsibility for their assigned classrooms, completing units of instruction that are designed to meet student needs as determined by data-driving determinations, national/state/local standards, and technology mandates. *Prerequisites: EDUC 530, 600.*

EDEL 760. Literacy Assessment (3)
This course is designed to provide participants with an overview of the range of assessment strategies available to professional educators concerned with determining how well an

individual student is developing in the area of literacy, including reading, writing, speaking, and listening. Participants will be introduced to a variety of techniques, both formal and informal, both standardized and teacher-made, and will be asked to apply them in their public school settings in an effort to better plan literacy instruction for all their students, regardless of ability and experience levels. This course fills a Maryland State Department requirement in the area of reading.

EDUC 762. Teaching Theater to Adolescents (3)
Participants examine instructional methods and materials used for teaching theater arts to middle and high school students, the realities of directing theatrical productions at the middle and high school level, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. *Prerequisite: EDUC 662 or consent of the instructor and the chair of the Department of Educational Studies.*

EDEL 770. Teaching Content Grades PreK-8 Part II (4)
This course, required for ELEM and ECE certification seekers, extends and deepens the examination of instructional methods used for teaching science, math, and social studies in elementary schools. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. The course also develops further the concept of interdisciplinary planning, strategies for building literacy fluency throughout the curriculum, issues of assessment, and uses of instructional resources within the school and community as part of the teaching/learning process.

EDEC 770. Using the Integrated Arts in Teaching Young Children (3)
This course, required for ECE certification seekers, extends and deepens the examination of instructional methods appropriate for use with young children by exploring the role of the arts in children's development, and by offering strategies for teaching content through the arts, techniques for expanding the child's expressive repertoire and literacy fluency through the use of art, music, movement, and drama in the classroom. Opportunities are provided to engage in, and analyze, actual and simulated classroom instruction. Note that if we are able to maintain our current practice of offering Elementary with Early Childhood certification, this course will not exist.

Secondary Methods Courses Part II
EDSC 760. Teaching English in Middle and Secondary Schools (3)
EDSC 761. Teaching Foreign Languages in Middle and Secondary Schools (3)
EDSC 762. Teaching Math in Middle and Secondary Schools (3)
EDSC 763. Teaching Science in Middle and Secondary Schools (3)
EDSC 764. Teaching Social Studies in Middle and Secondary Schools (3)
EDUC 760. Teaching Instrumental Music to Children and Adolescents (3)
EDUC 761. Teaching Art to Adolescents (3)
EDUC 762 Teaching Theater to Adolescents (3)
Each of the above courses (EDSC 760-764) focuses on the advanced study of pedagogical strategies, both generic and content-specific, as well as further investigation of instructional materials for effectively teaching the designated subject in middle and high school classrooms. Issues of assessment, equity, and differentiation will be emphasized. Class members will practice a variety of effective instructional techniques in simulations and in their field placements, and will also continue the study of generic issues of classroom management and discipline issues. *Prerequisite: The appropriate course from EDSC 660-664.*

EDUC 760. Teaching Instrumental Music to Children and Adolescents (3)
Participants examine instructional methods and materials used for teaching and conducting instrumental music with young children and adolescents, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies for making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances. *Prerequisite: EDUC 660.*

EDUC 761. Teaching Art to Adolescents (3)
Participants examine instructional methods and materials used for teaching art to middle and high school students, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and artistic products. *Prerequisite: EDUC 661.*

EDUC 762. Teaching Theater to Adolescents (3)
Participants examine instructional methods and materials used for teaching theater arts to middle and high school students, the realities of directing theatrical productions at the middle and high school level, the importance of the arts in the curriculum, issues of assessment and differentiation of instruction, and strategies making interdisciplinary connections. Opportunity is provided to engage in, and analyze, actual instruction and performances.

EDUC 780. Problems and Issues in Teaching Content Area Literacy in Secondary and K-12 Classrooms (3)
This course builds on content and issues explored in EDSC 680. It allows participants to determine strategies for helping middle and high school students who have reading difficulties to develop as readers, and for helping all students become more adept at the literacy tasks demanded of them within specific content areas. Participants will apply strategies, both teaching and assessment techniques, directly within public school settings, and will investigate the research and theory related to current issues in this field. Fulfills Maryland State Department of Education requirements for secondary reading in the content areas, part II. *Prerequisite: EDUC 680.*

Honors and Awards

GENERAL COLLEGE HONORS

Dean's List

Students who earn a minimum semester grade-point average of 3.50 or better on all courses attempted with at least 12 credit-hours taken for a letter grade are named to the Dean's List for that semester. This calculation is made at the end of each semester. Students who receive "Incomplete(s)" do not qualify for the Dean's List.

St. Mary's Scholars

Juniors and seniors with a cumulative grade-point average of 3.50 or better, who have taken at least 32 credit-hours for a letter grade at St. Mary's College, are designated St. Mary's Scholars. St. Mary's Scholars are determined once a year at the end of the spring semester.

Honors for Graduating Seniors

Latin Honors: Any graduating senior who has completed a minimum of 64 credit-hours at St. Mary's College (at least 56 of which were letter-graded) is eligible for Latin honors based on the following cumulative grade-point average: 3.900-4.000 summa cum laude; 3.700-3.899 magna cum laude; 3.500-3.699 cum laude.

Nitze Scholars Program: Graduating seniors enrolled in the Nitze Scholars Program are also eligible to receive one of the following citations, based on the quality of their course work in the Scholars Program curriculum, including the quality of their tutorial and portfolio work, and their performance in the St. Mary's Project. Ranked from highest to lowest, these honors are Scholars Program Distinction, Scholars Program Commendation, Scholars Program Recognition, and Scholars Program Participation.

Class Valedictorian: The class valedictorian(s) shall be the graduating student(s) in good standing at the College with the highest cumulative grade-point average, provided he or she will have completed at least 96 credit-hours at St. Mary's College of Maryland. Any student who has received a grade of F shall not be eligible.

Honor Societies

Each society has its own nominating process and criteria for selection.

Phi Beta Kappa

Founded in 1776, Phi Beta Kappa is the most distinguished honor society in the liberal arts and sciences: It honors excellence in academic achievement, as well as breadth of intellectual study and good character. The St. Mary's College of Maryland chapter, Zeta of Maryland, was approved by the Phi Beta Kappa Society Council in 1997 and installed in 1998, joining 254 other colleges and universities in the country. Zeta chapter elected its first students, or members in course, in the spring of 1998.

Students may be considered for election as juniors if their cumulative GPA is at least 3.9, but most students who are elected are seniors. All graduating seniors with a 3.75 cumulative GPA may be considered. However, because of bylaws limiting the number of students who can be elected, somewhat less than 10% of each graduating class is likely to be initiated.

Alpha Kappa Delta

Alpha Kappa Delta is an international honor society in sociology, established in 1920 for the purposes of stimulating scholarship and promoting the scientific study of society. In addition to supporting scholarship, the Society aims to provide a forum for fellowship among sociologists. The St. Mary's College Chapter of Alpha Kappa Delta is the Mu Chapter of Maryland. St Mary's College received its charter in 2001. Students at St. Mary's College who demonstrate excellence in sociology and who complete a prescribed course of study are invited to seek membership in the Alpha Kappa Delta honor society.

Beta Beta Beta

Beta Beta Beta Biological Society encourages scholarly attainment in biology by reserving its regular membership to those who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences. It aims to cultivate intellectual interest in the natural sciences and to promote a better appreciation of the value of biological study, thus welcoming into associate membership all those students who are interested in biology. Beta Beta Beta also endeavors to extend the boundaries of knowledge of nature by encouraging new discoveries through scientific investigation, and to this end it encourages undergraduate students to begin research work and report their findings in the

journal of the society, BIOS. It emphasizes, therefore, a three-fold program: stimulation of scholarship, dissemination of scientific knowledge, and promotion of biological research.

Nu Rho Psi

Nu Rho Psi is the national honor society in neuroscience, founded in 2006 by the Faculty for Undergraduate Neuroscience. The St. Mary's Chapter is the Beta in Maryland Chapter and received its charter in 2007. The purpose of Nu Rho Psi is to (1) encourage professional interest and excellence in scholarship, particularly in neuroscience; (2) award recognition to students who have achieved such excellence in scholarship; (3) advance the discipline of neuroscience; (4) encourage intellectual and social interaction between students, faculty, and professionals in neuroscience and related fields; (5) promote career development in neuroscience and related fields; (6) increase public awareness of neuroscience and its benefits for the individual and society; and (7) encourage service to the community. Membership requires a major or minor in the neurosciences, completion of nine credit-hours of neuroscience-related courses, a minimum overall GPA of 3.2, and a minimum GPA of 3.5 in neuroscience courses.

Omicron Delta Epsilon

Omicron Delta Epsilon, one of the world's largest academic honor societies, was created through the merger of two honor societies: Omicron Delta Gamma (founded in 1915), and Omicron Chi Epsilon (founded in 1955). Omicron Delta Epsilon has over 560 chapters located in the United States, Canada, Australia, the United Kingdom, Mexico, Puerto Rico, South Africa, Egypt, and France. The St. Mary's College of Maryland local chapter, the Kappa Chapter of Maryland, was founded in 1991. It inducts an average of 20 new members annually. The objectives of Omicron Delta Epsilon are the following: the recognition of scholastic attainment and the honoring of outstanding achievements in economics; the establishment of closer ties between students and faculty in economics within colleges and universities, and among colleges and universities; the publication of its official journal, *The American Economist*; and the sponsoring of panels at professional meetings, as well as the Irving Fisher and Frank W. Taussig competitions.

Omicron Delta Kappa

The Omicron Delta Kappa Society, Inc. the national honor society for student leadership, recognizes and encourages superior scholarship, leadership, and exemplary character. Membership in ODK (founded in 1914) is awarded to undergraduate junior and senior students; to graduate students; to faculty, staff, administration, and alumni; and to persons qualifying for honorary membership ("honoris causa"). Student membership candidates must rank in the upper 35 percent in scholarship of their school or college and must show leadership in at least one of five areas: scholarship; athletics; campus or community service, social and religious activities, and campus government; journalism, speech, and the mass media; and creative and performing arts. The circle at St. Mary's College of Maryland was chartered in 1999. The chapter sponsors faculty-student panel discussions, leadership activities, and participates in several community service projects each year.

Phi Alpha Theta

Phi Alpha Theta is a national honor society in history. It was organized at the University of Arkansas in 1921, and since then it has grown to more than 750 chapters. The membership of Phi Alpha Theta is composed of students and faculty who have been elected to membership on the basis of excellence in the study and writing of history. As a professional society, Phi Alpha Theta promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning among historians in a variety of ways. It seeks to bring students and faculty together both intellectually and socially for mutual understanding and encouragement of their common interest in the study of history. St. Mary's College is home to the Alpha-Iota-Kappa chapter of Phi Alpha Theta.

Pi Sigma Alpha

Pi Sigma Alpha, the national political science honor society, was founded in October 1920 at the University of Texas. Today, Pi Sigma Alpha is recognized by its membership in the Association of College Honor Societies as one of the leading honor societies. Chapters are located throughout the United States with membership well over 100,000. Juniors and seniors in the upper one-third of their class are eligible

to join. Initiates must have completed 10 credit-hours of political science coursework, including at least one class at the upper-division level, with a B or higher average in all political science courses. Initiations are held in the fall and spring. The St. Mary's chapter, Sigma Omicron, installed in 1992, holds informal dinners and presentations by outside speakers of interest.

Psi Chi

Psi Chi, the national honor society in psychology, was founded in 1929 to encourage excellence in the study of psychology and the advancement of the science of psychology. The St. Mary's chapter was established in 1987 as the first academic honor society at St. Mary's College. Students majoring in psychology or related fields who have a cumulative GPA of at least 3.00, rank in the upper 35 percent of their class, and demonstrate superior scholarship in psychology are eligible to join Psi Chi. The St. Mary's chapter sponsors guest speakers, career seminars, field trips, and social activities related to the study of psychology; its members also serve as tutors.

Sigma Tau Delta

Sigma Tau Delta is the international English honor society, founded in 1924. The purpose of Sigma Tau Delta is to place "distinction upon undergraduates, graduates and scholars in academia, as well as upon professional writers who have recognized accomplishments in linguistic or literary realms of the English Language." The St. Mary's College chapter of Sigma Tau Delta is the Alpha Eta Delta Chapter.

AWARDS

Awards for students are chosen by faculty, the Office of Student Activities, and the Student Government Association. The St. Mary's College Foundation provides financial support for many of the awards. Most of these awards are presented at the annual Awards Convocation.

In addition, the Office of the Dean of Students coordinates the selection of students named to *Who's Who Among Students in American Colleges and Universities* and presents certificates to students named.

Awards for Students

Academic Athlete Award, established in 1975 to recognize both the male and female junior (or senior) varsity athletes with a cumulative GPA of at least 3.50 or better who have earned at least 32 credit-hours at St. Mary's College and who have played an important role on one or more varsity teams.

Alumni Award, provided by the Alumni Association, to a student for exemplary character and ideals in representing the College.

Alumni Scholarship Endowment Fund, established by the Alumni Association for incoming students who are related to an alumnus/a.

Arts Alliance Awards, for accomplishments in art, music, theater, and creative writing.

Asian Studies Award, established in 2005 by the Asian Studies faculty to recognize exceptional contributions to the cross-disciplinary study area of Asian studies.

Baltimore Student Scholarships, established by the France-Merrick Foundation, Landers Foundation, and private donors. For academically talented students from Baltimore City who have financial need.

Justin Bates Memorial Scholarship Fund, established by Robin and Julia Bates in memory of their son, who was a student at SMCM. For the support of a foreign study student.

Biology Service Award to recognize academic achievement and service to the biology program.

Board of Trustees Award, provided by the Board of Trustees for distinguished contributions to the College.

Jim and Linda Bodycomb Endowed Scholarship Fund, established by the Bodycombs for high achievers who have financial need, but whose family or personal financial support precludes receipt of need-based aid.

Boeing M.A.T. Scholarship, established in 2006 by The Boeing Company for students in the M.A.T. program who will teach science or math at the secondary level.

Book Prizes: French Embassy Book Award for outstanding achievement; German Embassy Book Award for outstanding achievement; departmental book awards in Chinese and Spanish for outstanding achievement; Department of International Languages and Cultures Book Award for outstanding

achievement by a student studying two or more languages.

The Geneva Boone Endowed Award Fund, created by trustee emerita Geneva Boone, who was also instrumental in forming the Foundation.

Boone Endowed Scholarship, established by Neale and Maria Boone in memory of his parents, John Revell and Helen Barrett Boone. For an academically qualified student with financial need.

The Betty W. Briscoe Award, provided by the John Hanson Chapter of the Daughters of the American Revolution (Calvert County), to a Calvert County history major.

Jeanne Brocavich Scholarship for outstanding achievement and promise in mathematics or computer science. It was established in memory of a former member of the St. Mary's mathematics faculty and is given to a rising junior.

F. Elliott Burch, Sr. and Elizabeth B. Burch '27 Fund, established by the Burch family for academically talented students from St. Mary's County who have financial need.

Calculus Prize, for excellence in first-year calculus.

Calvert County Scholarships, established by the County Commissioners and matched by funds from other community donors. For county residents who demonstrate financial need.

Cardozo High School Student Scholarships, for academically talented students from this Washington, D.C. high school who have financial need.

Ethel S. Chance Award, for significant contribution to student life through dedication to and participation in student organizations.

Charles County Scholarship, established by the Charles County Commissioners and matched with funds from other community-donors. For county residents who demonstrate financial need.

China Study Program Fund, established in 2007 by Richard C. and Sue K. Hu in honor of Yichun "Lucy" Liu. Supports St. Mary's students who study abroad at Fudan University or those who participate in the Shanghai Internship Program.

Christine C. Cihlar Memorial Music Scholarship, established by Fred Rippy in memory of his wife, who was public affairs director at St. Mary's. Awarded to a music student with financial need.

The Class of 1957 Endowed Scholarship Fund, established in 2007, provides annual scholarship support for a student who has meritorious achievement, financial need, and demonstrated involvement in service to the school, church, or home community.

Club Leader of the Year: Unsung Hero Award given to a student who has worked unselfishly for the betterment of the campus community.

Club of the Year Award is given to the club/organization that has demonstrated excellence in carrying out the mission of its charter.

Pat Collins Calvert County Scholars Fund Established by Ann Collins in memory of her husband, for students from Calvert County who show academic merit and financial need.

The Colonial Dames of America, Chapter 1, of Baltimore Award provides a summer grant for a St. Mary's student to the Summer Archaeology Field School at Historic St. Mary's City.

The Colton History Award, provided by the Major William Thomas Chapter of the Daughters of the American Revolution (St. Mary's County), in memory of Ophelia Biscoe Colton '27, to a deserving history student.

Community Service Award, provided by the Board of Trustees, to a student who has reached out beyond the College to make a difference in the lives of people in the local community.

Coopersmith Leadership Award, provided by Jack and Esther Coopersmith, to a senior for campus political leadership.

Vicky Ann Daniels Memorial Scholarship, established by the Daniels family in memory of their daughter, a student who was killed by a drunk driver on her 20th birthday.

Dallas P. Dean Teacher Education Award, **established by Dallas Plugge Dean '60, to recognize a student enrolled in the Master of Arts in Teaching program.**

Department Award **in anthropology.**

Department Award for distinguished achievement and excellence in biochemistry.

Department Award **in economics.**

Department Award for excellence in biology.

Department Award for excellence in chemistry and biochemistry.

Department Award for excellence in mathematics and computer science.

Department Award for excellence in physics.

Department Award **in political science.**

Department Award in public policy.

Department Award in sociology.

Department Merit Award, given occasionally to a graduating senior to recognize superior academic work and a strong commitment to pursue a career in a specific professional field.

Margaret Eagle Dixon Award in Literature, given by Adele Dixon Tomey '39JC, in memory of her mother, a 1904 St. Mary's graduate.

Economics Faculty Award **for academic excellence and contribution to the discipline.**

English Department Award **for scholarship.**

The William F. Everhart Memorial Scholarship Fund, established in 2007 by his parents, in memory of Bill, who was an art major at St. Mary's. Awarded to a student who will major in studio art and has financial need.

Faculty Scholarship Award, provided by the St. Mary's College faculty, to deserving students of academic promise.

Raymond J. Faulstich, Jr. Scholar, established by the St. Mary's County Commissioners to recognize an outstanding student from the county who has financial need.

First-year Student Award, for outstanding contributions to student life.

Marvin C. Franzen Endowed Scholarship, established by the Franzen family for a student from St. Mary's County who has financial need.

Alexander Fraser Memorial Award, established by the Fraser family for a student who has financial need.

Josette Marie Gandara Memorial Award, established by Raul and Janet Gandara in memory of their daughter who died just prior to graduating from Chopticon High School. Awarded to an incoming student from Chopticon.

Gandhi-King Award, established in honor of Professor Emeritus Henry Rosemont.

The Amanda Leigh Gerek Endowed Scholarship Fund, established by the Gerek family in memory of their daughter, who was a student at Great Mills High School. Awarded to a student from this school who has financial need.

General Scholarship Endowment for academically talented students who show financial need.

Gentlemen's Club Alumni Award, to a graduating senior who exemplifies the ideals of the alumni group.

Carol A.B. Giesen Scholarship Fund for Re-entry Students, established in 2006 to recognize an outstanding student who is 28 years or older with at least 32 credit-hours earned at St. Mary's College of Maryland.

Michael S. Glaser Writing Award, given annually to a gifted and dedicated writer who has worked to hone his or her craft during his or her time at St. Mary's, and shows exceptional promise for future achievement.

The Robert H. Goldsmith Award for Excellence in Chemistry, named in honor of Robert H. Goldsmith, professor emeritus in chemistry, to recognize distinguished academic achievement and excellence in chemistry.

The Gough-Broun Scholarship Fund, established by Joseph Marion Gough, Jr. for academically talented students from St. Mary's Ryken High School who have financial need.

Norman M. and Eleanor H. Gross Scholarship Fund, established by an estate gift for students who have financial need.

Eleanor Digges Harrington Endowed Scholarship, a former chairman of the board of trustees, this award was established in her memory by St. Mary's President Emeritus Edward T. Lewis.

Human Services Award, established in 1993 to recognize a junior or senior psychology or human studies major who demonstrates outstanding potential as a practitioner in human services.

Human Studies Major Award, established in 2003 to recognize a student majoring in human studies who has demonstrated a superior understanding of the themes and methods

of human studies as evidenced by the quality of the student's work in courses in the major and in any experiences such as field studies or internships.

Nannie I'Anson Memorial Scholarship, established by an estate gift from Nannie I'Anson and in memory of her grandmother, Anne I'Anson, a student and teacher at the original St. Mary's Female Seminary in the mid-19th century.

Jonathan Ingersoll Endowed Scholarship Fund for Art Majors, established by family and friends in honor of this former professor, first director of the Boyden Gallery, and driving force behind establishing a permanent art collection at the College.

William James Prize, established in 1986 to recognize a superior understanding and expression of philosophical discourse.

Margaret E. Keen Award, provided by the St. Mary's Chapter, American Association of University Women, to a senior woman who personifies the purpose of the AAUW: commitment to life-long learning, the advancement of women, and responsibility to society.

The Mattie M. Key Award in mathematics, provided by a bequest from Mattie M. Key.

The Arthur E., Jr. and Hilda Combs Landers Endowed Scholarship Fund, established by Arthur and Hilda Combs Landers through an estate gift, to award outstanding all-around students in academics and demeanor.

The Lee Family Fund for the Hampton Davey Award, established by trustee E. Brooke Lee, in memory of long-time faculty member Hampton "Red" Davey, to recognize an outstanding senior majoring in political science.

Edward T. Lewis Poetry Award, in honor of the 10-year anniversary of Edward T. Lewis's presidency at St. Mary's College, was established in 1993 by the Alumni Association to recognize a promising young poet.

The Loats Foundation Scholarship, awarded to a student from Frederick County, Maryland, who has financial need.

Margaret B. Marlay Award for English or History, established by Mike and Maggie Marlay and granted to gifted students for their work on a St. Mary's Project in English or history.

Myron Marlay Award for Science, established by Mike and Maggie Marlay and granted to gifted students for their work on a St. Mary's Project in biology, natural science, chemistry, physics, math, or psychology.

Maryland Bank & Trust Scholarship Fund in Memory of John T. Daugherty, for students from St. Mary's or Charles counties who need financial aid in order to attend full-time.

Maryland National Scholars Endowment Program, established in 1989 to provide scholarship support based on financial need and academic merit.

Maryland State Society Daughter of the American Revolution Scholarship Fund, an endowed fund that provides a one-time scholarship award to a full-time student who has financial need. Selection made by application to the society.

The Ann F. Matukaitis Memorial Award for Human Services, established by Lauren Matukaitis Broyles '95 and her husband, John, in memory of Lauren's mother, who died from complications associated with metastatic breast cancer. Awarded to a junior or senior student with demonstrated community service activities and majoring in psychology, human development, or sociology.

Frank McCutcheon Award, established in 1991 by Janet McCutcheon in memory of her husband, Frank '89, to recognize a junior or senior art student who demonstrates promise as an artist.

Mary Margaret McGrail Scholarship, established by Mary Margaret McGrail through an estate gift for a high school or community college student with financial need.

The Mendel Award in Biology for Outstanding Achievement in the Second year, established in 2003 to recognize a student who has demonstrated academic excellence and achievement in genetics and also ecology and evolution.

Aurine Boyden Morsell Endowment, established in memory of "Reenie" Morsell, a former College trustee, member of the Foundation board of directors, and donor of the Boyden Art Gallery.

Philip J. Mudd, Jr. Archeology Scholarship, established by Phil Mudd '83 to award a grant to a student attending the Summer Field School program at Historic St. Mary's City.

Neuroscience Award, Given to a graduating senior with a minor (or student-designed major) in the neurosciences, who demonstrates superior depth of understanding, critical thinking, and research and communication skills in the field of neuroscience, and participation over and above what is expected in the College's neurosciences program.

Ho Nguyen Scholarship for Study in Asia, established by Professor Don Stabile to honor Professor Nguyen's many years of dedication to the students of St. Mary's. Its purpose is to enable St. Mary's students to continue their education through a study-abroad experience in Asia.

Michael P. O'Brien Endowed Scholarship, established by alumnus Mike O'Brien '68 for a student from St. Mary's County who is academically talented and has financial need.

Thomas F. O'Brien Fund for International Education, established by Maggie O'Brien and Jim Grube to support study-abroad opportunities for students, faculty, and staff.

Outstanding Achievement in "Principles of Biology," established in 2003 to recognize a student who has demonstrated academic excellence and achievement in "Principles of Biology."

Natalie and Ben Parran Award, established in 1980 by Toni Collery Steedly '80 and Benjamin Parran, Jr. in memory of their daughter and their son, to recognize a deserving teacher-education candidate devoted to helping young people.

The Nicholas Talarico Paskowsky Memorial Award in International Education, established in 2005 by the Paskowsky family to assist students with study-abroad expenses in a Spanish-speaking country.

Chester A. and Mary R. Personette Endowed Scholarship Fund, created by the Personette children in memory of their parents. Provides support for a student from Maryland, preferably from Calvert, Charles, or St. Mary's counties, who demonstrates financial need and may major in mathematics or the sciences.

John R. Petruccelli Memorial Award, provided by a special fund established within the College Foundation, to a student for academic attainment, devotion to the College and the cause of education, and responsibility to society.

Post-Graduate Scholarship, for graduating seniors or alumni who plan to enter a post-graduate program in the United States or abroad. Interested students must submit an application to the Alumni Association.

Psychology Major Award, **established in 2003 to recognize a psychology major who demonstrates superior understanding of the themes and methods of the discipline.**

The Alison Quinn Award in history, provided by a gift from David Beers Quinn, to encourage students to maintain an interest in history and to specialize in the subject.

David Beers Quinn Award **in history, in honor of a distinguished former faculty member.**

Religious Studies Award, **established in 1993 to recognize a student who demonstrates a superior understanding of the themes and methods of religious studies.**

Deak Reynolds Scholarship in Economics, established by the Reynolds and awarded to an outstanding junior or senior majoring in economics.

Elizabeth Reynolds Scholarship in Environmental Studies, established in 2006, to recognize an outstanding junior or senior enrolled in the environmental studies cross-disciplinary study area.

The Rhoda-Stark Memorial Award in Gender Studies, established in 2001 to recognize a single student who has demonstrated excellence in any one of the following areas: in the research and writing on gay, lesbian, or gender issues; in activism on or off-campus on behalf of the gay, lesbian, bisexual, or transgendered communities; or in the performing arts, culminating in the public performance of a work that addresses gay, lesbian, or gender issues.

Maxwell B. Roberts Music Scholarship Fund, established by John Roberts and Karen Horton for academically talented students participating in the music program who have financial need.

The Rhoda K. Roberts Memorial Scholarship in the Vocal Arts, established by John Roberts and Karen Horton for a Baltimore City student who exhibits strength and promise in the vocal arts and has financial need.

Joyce Cliff-Romano Award, for the student who has exhibited exceptional leadership on campus.

David and Virginia Rosenbaum Prize for Excellence in Journalism, established by family and friends in memory of two distinguished journalists and awarded for excellence in journalism.

Joseph B. Ross, Jr. Award **for achievement in art history and art studio (named in memory of a former St. Mary's College art professor).**

The William Thomas Rowe Endowed Art Scholarship, **established by Nancie Rowe Lumpkins, Mary Jane Rowe, and Suzanne Rowe Wilson in memory of their father and by friends of this beloved St. Mary's professor and mentor. For a student of junior or senior status majoring in art who demonstrates proficiency in realism.**

May Russell Historical Achievement Award, established in 1978 by the St. Mary's County Historical Society, to foster interest in Maryland history in memory of former College president May Russell.

May Russell Scholarship, established in memory of former College President May Russell, to recognize a student's personal qualities and academic merit.

St. Mary's County Scholarship, established by the St. Mary's County Commissioners and matched with funds from community donors. For St. Mary's County students who have financial need.

St. Mary's County Garden Club Scholarship Fund, established in 2005 by the St. Mary's County Garden Club to recognize a student enrolled in the Environmental Studies Program.

St. Mary's County Health Department Scholarship Fund, established in 2006 by the St. Mary's County Health Department to support juniors or seniors pursuing a career in a health-related field.

William Donald Schaefer Scholars Program, established in the former governor's honor. Internships are awarded to students who wish to pursue a career in government service.

B. Jonathan Sekula Memorial Award in Psychology Fund, to recognize achievement in the major by a graduating senior who intends to pursue an advanced degree in psychology.

Senior Award in Computer Science

Senior Award in Mathematics

SMECO Scholarship, for students from Charles, Calvert, and St. Mary's counties who are academically talented and have financial need.

Joshua L. Siegert Memorial Scholarship for Future Educators Fund, established by Mike and Maryanne Siegert in memory of their son. Awarded to students enrolled in the Master of Arts in Teaching (M.A.T.) program at St. Mary's.

Lucy F. Spedden Scholarship, an estate gift from Lucy Spedden, Class of 1916. For students who show financial need.

Garry Wheeler Stone Award, established to honor a graduating senior who has made distinctive contributions to archaeology research for Historic St. Mary's City.

James D. and Jane S. Stone Fund, established by the Stones for academically talented students with financial need.

Student Government Association Award for Student Service.

Student of Excellence Scholarship Fund, established by the student leadership of the Black Student Union for a first-year student with meritorious achievement in high school, good recommendations, and financial need.

The Martin E. Sullivan Museum Scholars Program. was established in 2009 in honor of Martin E. Sullivan, who previously served as the director of the Historic St. Mary's City Commission from 1999 until 2008. Sullivan is a nationally recognized museum professional and is currently director of the Smithsonian Institution's National Portrait Gallery.

The Sullivan Scholars program recognizes students of exceptional promise by providing opportunities to explore the field of museum studies in a museum setting. Sullivan Scholars are eligible for paid internships and other stipends. In addition, Sullivan Scholars program brings prominent museum professionals to St. Mary's for a variety of special programs serving museum studies minors, the college community, and the larger southern Maryland community.

Rising second-, third-, and fourth-year students are invited on an annual basis to apply to the program. Applicants must have completed "Introduction to Museum Studies" (MUST 200), be a declared Museum Studies minor, and meet certain other academic requirements, including maintenance of a GPA of at least 3.5.

Successful applicants will be placed in museum settings at the local, regional, or global level, including at Historic St. Mary's City and the College's Dwight Frederic Boyden Gallery. The Museum Studies Program will maintain a list of appropriate museums for placement, although the expectation is that, given the College's academic requirements, most students will select HSMC or the Boyden Gallery as their preferred site. On-the-job training and evaluation will occur during the student's time of service, and may include field trips and research assignments. Anthropology, archaeology, art, art history, history, historic preservation, and science are natural areas of emphasis.

For more information on the Sullivan Scholars program, contact the Museum Studies program coordinator.

Steve Szabo Award, established in 2007 in memory of a beloved friend and mentor. Awarded to a junior or senior art/art history major who demonstrates achievement in studio artwork and academic ecellence in art history and theory.

Francis E. and Loretta A. Taylor Endowed Scholarship, established by the Taylors for students from St. Mary's Ryken High School with both a desire to excel and financial need.

William Edward Tull Scholarship, established by an estate gift from William Tull for academically talented students with financial need.

Nick & Maria Vaccaro Scholarship Fund, established by the Vaccaros for a high-achieving student pursing a degree in economics.

The Vasari Prize, **a book prize to recognize accomplishment in art history.**

The Thomas Vollman Memorial Study Abroad Award, established in 1990 by Technical Consulting, Inc., to assist students with study-abroad expenses.

The Charlotte Ledley Wallace Endowed Scholarship Fund, named in honor of a dedicated St. Mary's County teacher. Awarded to an outstanding student who plans to teach following graduation from St. Mary's.

Waring Scholarship Endowment Fund, established by Tom Waring, trustee emeritus, for students with financial need.

The H. Thomas Waring World Fund, established by Tom Waring to support the current student-teacher program in The Republic of The Gambia.

Margaret Floy Washburn Award, established in 1990 to recognize a junior or senior psychology major exemplifying superior understanding of research and experimentation in psychology.

Weitzel Scholars Fund, established by Harry Weitzel, trustee emeritus, to support undergraduate summer research in the sciences.

Women, Gender, and Sexuality Studies Award for Scholarship and Social Responsibility, established in 2006 by the Women, Gender and Sexuality Studies faculty to recognize students who have demonstrated excellence in both scholarly works and socially responsible pursuits.

Wilhelm Wundt Award, established in 2003 to recognize a student's excellence in quantitative and methodological course work in psychology.

Tommy Yeager Scholarship, established by Martha Myers Yeager '41JC in memory of her husband for students from the Baltimore area who are academically talented and show financial need.

Lisa Zsebedics Award, established in 1985 in memory of a former student, to recognize an outstanding first-year student or sophomore committed to studying psychological processes.

Awards for Faculty

The Aldom-Plansoen Distinguished Professorship was established through the generosity of Jarrod Aldom '97 and his family. The professorship is competitively awarded to newly tenured faculty and provides research funds for faculty scholarship to sustain and enrich scholarly contributions.

The Hilda C. Landers Endowed Chair in the Liberal Arts was established through the generous support of the Arthur E. Landers, Jr. and Hilda C. Landers '23 Charitable Trust, the focus of which is the development of broad perspectives on knowledge and the fostering of links among academic fields of study. In perpetuity, the holder of this chair is a distinguished teaching scholar with broad expertise in the arts and letters. This chair honors a faculty member whose accomplishments in the liberal arts have set him or her apart from academic peers, an eminent and gifted teacher who provides leadership for both the students and faculty of St. Mary's College of Maryland. Moreover, as mandated by the Landers Chair agreement, this scholar strives to furnish vital support and enrichment to the College's fundamental courses in the arts and letters as well as in a particular area of specialization.

The Steven Muller Distinguished Professorship in the Arts honors faculty whose accomplishments in the arts distinguish them among their creative peers. The faculty member who holds this chair is a participant in the broader world of art and culture that informs the opportunities for students at St. Mary's College, creating the foundation for their exploration and expression in the creative arts. He or she is a dedicated and talented teacher who calls on practical knowledge and experience in ways that have proven effective among students.

The Steven Muller Distinguished Professorship in the Sciences honors faculty whose accomplishments in the sciences have established their command of a field of research relevant to our understanding of the world we inhabit. The faculty member who holds this chair contributes to vital dialogue among scientists, enhanced by the research contributions of St. Mary's College students. Through laboratory and field exploration, the scientific principles of inquiry and analysis are applied to develop the systematic and technical skills of our students whose lives are enriched by the excitement of discovery.

The George B. and Willma Reeves Endowed Chair in the Liberal Arts, the College's first endowed chair, is awarded to a professor who holds outstanding academic qualifications and a demonstrated capacity to share knowledge through teaching across the curriculum. The chair is endowed by the generous support of the late George Bradford Reeves, a lifelong resident of St. Mary's County, and his wife, Willma Reeves, along with a matching grant from the National Endowment for the Humanities.

The Ike Weiner Professorship of Judaic Studies was established through the generous support of June Weiner Auerbach in honor of her father. The Ike Weiner professor is to be a distinguished researcher with broad expertise in Judaic studies, an eminent scholar and gifted teacher who provides academic leadership, and is an individual capable of providing intellectual and cultural leadership in the region.

The G. Thomas and Martha Myers Yeager Endowed Chair in the Liberal Arts was established through the generosity of G. Thomas Yeager and Martha Myers Yeager '41. The distinguished occupant of this position possesses a broad expertise in the social or behavioral sciences and is an eminent scholar and gifted teacher. This scholar holds outstanding academic qualifications and has a demonstrated capacity to share knowledge through teaching in the unique honors college curriculum at St. Mary's College of Maryland. He or she serves as a resource for the entire College and works to foster links between academic disciplines and to provide broad perspectives on knowledge. As a leader and renowned scholar, this individual serves as a center around which our remarkable academic community coheres.

Dodge Awards for Faculty: Seven awards provided by gifts from Professor Emeritus Norton T. Dodge and Professor Donald R. Stabile:

The Homer L. Dodge Award for Outstanding Service; and

The Homer L Dodge Award for Excellence in Teaching; and

The Homer L. Dodge Awards (2) for Excellence in Teaching by Junior Faculty are named in memory of the donor's father to recognize service to the College and outstanding teaching.

The Norton T. Dodge Award for Scholarly and Creative Achievement; and

The Norton T. Dodge Awards (2) for Scholarly and Creative Achievement by Junior Faculty are named in honor of Norton T. Dodge to recognize professional activity of the faculty.

The seven awards are given over a three-year cycle. Recipients are selected by a special committee headed by the provost of the College.

Two additional faculty awards and one staff award are made possible through campus organizations:

Faculty-Student Life Award, by the Leadership Development Committee, to a faculty member for significant contribution to student life;

Student Government Association Award for Faculty Service;

Student Government Association Award for Administrator or Staff Service.

International Education; National Student Exchange; International Students; and Academic Internships

In addition to regular academic programs, St. Mary's College sponsors special programs that provide opportunities for study and work away from the campus. These programs make available to St. Mary's students experiences of significant educational value that are not available on the College's own campus. Students who take part in these programs receive appropriate academic credit at the College for doing so. The two offices that manage these programs are the Office of International Education and the Career Development Center.

OFFICE OF INTERNATIONAL EDUCATION

The mission of the St. Mary's College Office of International Education is to provide support for students, faculty, administrators, staff, and institutional partners as they collaborate in opportunities for educational and cultural exchange to achieve global awareness and engagement within the framework of the College's commitment to academic excellence. In its daily work, the Office of International Education advises and facilitates St. Mary's College students who wish to study abroad for academic credit. The office also administers the National Student Exchange program and provides programming and services. For each of these programs, see the Office of International Education in Glendening Hall, Suite 230.

Study Abroad

Studying abroad is one way that students may satisfy the Experiencing the Liberal Arts in the World element of the Core Curriculum. Students are also encouraged to integrate their study-abroad experience with a St. Mary's Project. (See page 34 for a description of St. Mary's Projects.)

The values that are the foundation of international education are the following: building knowledge, skills, and attitudes in St. Mary's graduates to deepen their understanding of interconnections among local, international, and global communities; understanding fundamental issues or characteristics of life in the 21st century that require understanding other cultural perspectives on these issues; creating a campus community climate that is inquisitive and dedicated to appreciating global diversity; supporting students, faculty, and staff in study, work, and extracurricular activities beyond the campus in international communities and environments; and fostering self reflection, personally and culturally, through international education experiences.

Students can participate in one of the St. Mary's College-sponsored study-abroad programs described below, or they can apply to attend another program with the approval of the College and apply to have the credits transferred back to St. Mary's. A student who chooses to participate in a non-St. Mary's program has the option to remain a full-time student at St. Mary's and receive applicable benefits for an administrative fee. Students interested in finding a program that is right for them should consult the Office of International Education and their academic adviser at least a year in advance of the time they wish to go abroad.

Regular information meetings are held throughout each semester. Application deadlines are October 15th for spring semester or winter-break study abroad, and March 1st for summer or fall semester study abroad. Students who wish to study abroad also should become familiar with the "Study Abroad" section that appears in the "Academic Policies" section of this catalog. Students receiving financial aid should consult the director of financial aid for details about the possibility of applying their aid toward program fees.

St. Mary's study-abroad programs include the following semester and year-long programs:

Signature Semesters

St. Mary's has designated Signature Semester Programs in England, The Gambia, Italy, and Thailand to offer students long-term opportunities abroad for the same cost as attending St. Mary's. Participants make progress toward their degrees by earning Core Curriculum or upper- division credits for courses taught abroad by St. Mary's faculty or hand-selected, qualified English-speaking international faculty.

China

Faculty/Student Exchange Program with Fudan University
St. Mary's College and Fudan University (Shanghai, China) sponsor a faculty-student exchange program. Fudan University faculty teach and conduct research at St. Mary's College, and students from St. Mary's study Chinese language and culture at Fudan University for a semester or a full academic year.

Costa Rica

Institute for Central American Development Studies (ICADS)
Students who have completed at least ILCS102 have the opportunity to gain a deeper understanding of the Central American region through study with ICADS for a semester or full year. ICADS focuses on women's issues, economic development, environmental studies, public health, education, human rights, and wildlife conservation. ICADS is therefore well suited not just for students of Spanish and Latin American Studies, but also other disciplines. For more information, visit the ICADS Web site: www.icads.org. To apply for the program contact the Office of International Education or a Spanish professor in the Department of International Languages and Cultures.

England

Signature Semester at Centre for Medieval and Renaissance Studies
This program in Oxford provides an opportunity for students to take courses in anthropology, art, art history, economics, history, language, law, literature, music, philosophy, political science, psychology, religious studies, sociology, and women studies at the Centre for Medieval and Renaissance Studies (affiliated with St. Peter's College of Oxford University) for one or two semesters, or a summer term.

France

Exchange Program with Institut D'Etudes Politiques de Paris
This exchange program provides an opportunity for students to study at "Sciences Po," one of Europe's premier institutions for the social sciences. Students may take content courses in French or English or a combination of the two. St. Mary's students take classes alongside Sciences Po peers. Concentrations are offered in economics and business, European studies, French studies, history, international relations, law, political science, and sustainable development. In addition to study in Paris, students may opt to enroll in regional campuses with their own distinct academic themes: Dijon focuses on Eastern European studies; Nancy on French-German; Poitiers on Latin America, Spain, and Portugal; Menton on Middle East and Mediterranean; and Le Havre on Asia. Full-year participants may work toward an international certificate .

Université Michel de Montaigne Bordeaux III.
Students with advanced French language skills may enroll directly in a large variety of courses within the arts and humanities at Bordeaux III. Students with a lesser degree of proficiency may enroll in French as foreign language courses.

The Gambia

Signature Semester (see above) and University of The Gambia (UTG) Exchange Program
Students have the opportunity to participate in St. Mary's College's PEACE (Promoting Educational and Cultural Exchange) program in The Gambia, West Africa. Fall and spring semester programs each have their own focus, but have in common an in-country orientation, language and culture course, elective courses with Gambian students taught by professors from St. Mary's or the University of the Gambia, and opportunities for community work and engagement.

Germany

The University of Heidelberg Exchange Program
Students with an adequate knowledge of German may study in a variety of disciplines for

a semester or an academic year in Heidelberg. Students can attend Heidelberg after graduation if they do so in the semester immediately afterwards.

Hong Kong

Lingnan University Exchange Program
Students of all majors may study in Hong Kong, one of Asia's most dynamic cities, for a semester or year at Lingnan University. Lingnan is Hong Kong's premier liberal arts university on its own residential campus. The university offers a broad selection of classes in the humanities, social sciences, and business. Courses are offered in English and Cantonese.

Italy

Signature Semester in Alba, Italy (see above)
St. Mary's and Italian faculty offer the opportunity for St. Mary's students to complete courses that fulfill Core Curriculum or major requirements while experiencing northern Italy's Piedmonte region – site of the St. Mary's and City of Alba Summer Music Festival. Students take Italian language throughout the semester as well as elective courses in one of two tracks: music or rotating disciplines.

Thailand

Signature Semester (see above) and Payap University Exchange Program
Payap University offers St. Mary's students the opportunity to explore and appreciate the languages, cultures, and peoples of Southeast Asia. Students are required to take Thai language and Thai history and culture courses, and may select remaining courses from offerings in such disciplines as fine arts, history, political science, religious studies, and sociology/anthropology.

Summer Programs and Study Tours

Belize: Marine Biology Study Tour
This course introduces students to the physical, chemical, and biological characteristics and processes of coastal tropical marine environments. The course uses the Caribbean as a primary example to instruct students on the application of the scientific method for ecological/environmental research problems. Students conduct self-designed projects in the field while in the Caribbean. Offered every other year during the spring semester.

England: Shakespeare Studies
This program includes three weeks of on-site instruction in Stratford-upon-Avon and London. Offered as ENGL 230/355: Literary Miscellany/Studies in British Literature, Studies in Authors. Participants will study the relevance of Shakespeare's work to modern audiences, emphasizing the unique thematic and cultural interpretations. The course includes pre-departure seminars, attendance at eight Royal Shakespeare Theatre (RST) productions, participation at all workshops, lectures, and tours conducted by the Shakespeare Centre staff and RST actors/directors, and visits to all Shakespeare Trust properties. Prerequisites for all St. Mary's students are ENGL 102 or ENGL 106. English majors should also have completed any 200-level literature courses. Offered every other year during the summer.

The Gambia: West Africa Field Study Program
This program aims to increase participants' understanding about and appreciation for the contributions of African civilizations to global society and culture. Offered every other year during the summer.

Germany: Study Tour
This program combines a culture and civilization course on 20th-century Germany with a field trip to Germany during spring break. Offered every other year, this program is taught entirely in English and is open to all students. During the eight weeks before spring break, students are initiated into a special aspect of the history of 20th-century Germany. The weeks after spring break are used to process the trip and to elaborate further on certain topics.

Greece: The Greece Study Tour
This program will explore the layers of history and culture of Greece through historical, philosophical, literary, and religious readings, through evening seminars, and through visiting archaeological and cultural sites related to the readings and seminars. Offered every other year during the summer.

India: Religions of India Study Tour
Past offerings of this study tour have focused on an intensive immersion experience of culture and society in the Indian Himalayas and the Ganges plain. The tour provides direct experience of the practices, life-styles, worldviews, and

philosophies of five major religious traditions in India: Hinduism, Islam, Buddhism, Sikhism, and Jainism. The tour exposes students to the nature and history of inter-religious relations in India, focusing on Hindu-Muslim relations but including study of the history and circumstances of Tibetan Buddhists in India.

Italy: Spring Festival Music Tour
Students work side by side with St. Mary's music faculty and Italian musicians to study music performance by attending master classes and performing concerts. The study tour is offered every year, May to June.

Poland and Germany: International Summer Program on the Holocaust
This program is designed for European and American students of Jewish and non-Jewish descent. The scholarship-assisted program examines the contemporary relevance of the Holocaust in a cross-cultural setting. The month-long program begins in residence at St. Mary's College and then participants travel to Germany and Poland. Offered every other year during the summer.

International Internships and Teaching Programs

Student Teaching Internships
M.A.T. students in good standing have the opportunity to complete a portion of their internship abroad in a variety of countries. Please see the chair of the Department of Educational Studies during the first summer of the M.A.T. for details.

International Exchange Students

The Office of International Education provides assistance to international exchange students on campus. St. Mary's College students volunteer to be "international ambassadors" to help visiting students acquaint themselves with St. Mary's College, to help them adjust to college life in the United States, and to introduce them to American culture.

National Student Exchange (NSE)

St. Mary's is a member of National Student Exchange (NSE), a consortium of more than 160 colleges in the U.S., including Puerto Rico, Guam, and the U.S. Virgin Islands. St. Mary's students can attend one of these institutions for a semester or academic year while paying tuition and fees at St. Mary's and room and board at the host school. Students must have a cumulative GPA of at least 2.50 to participate. Applications are due at the beginning of February, and placements are made in early March for the following year.

ACADEMIC INTERNSHIPS

Internships

(Courses numbered 398, 498)

An extensive internship program allows juniors and seniors to meet academic and career goals through a supervised work-learning opportunity during fall, spring, or summer terms. Qualified students may earn up to 16 credit-hours of academic credit at a College-approved work site. During the summer, however, a maximum of eight credit-hours may be earned. Each intern is assigned daily responsibilities, reflection assignments, and a term-long project supervised by a faculty member in the intern's major. The grading system for internships is "credit/no credit;" the hours earned are not included in calculation of a student's GPA.

The staff of the Career Development Center facilitates the screening of prospective interns, assists them in identifying and contacting appropriate work sites, and monitors the progress of each individual internship. To be eligible to register for an internship, a student must meet all the requirements for admission to the Internship Program as stated in this catalog (see "Academic Policies" section), including junior/senior standing (during the internship) and a cumulative grade-point average (GPA) of 2.5 or higher.

Career Development staff will make every effort to support qualifying students in their search for an internship and in the process of application and site approval. However, students must be aware that internships are competitive and that the Internship Program is a cooperative venture with organizations outside the College. Therefore the College cannot guarantee placement for every internship candidate. All placements are subject to approval by the student's faculty sponsor. In past years, sites have included government agencies, biological laboratories, art galleries, human service agencies, and business organizations.

The internship application process requires planning and commitment on the part of a number of individuals. Therefore, students must apply, select sites, and complete their learning agreements in the semester preceding the internship.

Special Study-Away and Internship Programs

In partnership with The George Washington University (GWU) Graduate School of Political Management, a select group of St. Mary's students has the opportunity to enroll in two courses in applied politics at GWU and to intern on Capitol Hill. The program is open for the spring and summer semesters.

In partnership with The Washington Center for Internships and Academic Seminars, qualified St. Mary's students can intern for credit in Washington, D.C. in the summer, fall, or spring semester. Internship placements are available in a wide variety of career fields.

Field Studies

Courses in several departments include field- or service-learning components as required or optional parts of their coursework. Students interested specifically in a field studies course in education should consult with the Educational Studies Department. Courses designated as field experience are available in human studies, psychology, and a few other departments. The Career Development staff is available to help faculty and students with site placement for these courses.

Lifelong Learning, Non-degree Students, and Summer Session

NON-DEGREE CONTINUING EDUCATION

Students come to St. Mary's from diverse backgrounds and, at times, for reasons other than earning a Bachelor of Arts degree. These students may be working professionals who attend classes for professional advancement, adults taking their first steps to return to college, non-St. Mary's students earning college credits to transfer to their home institution, individuals wishing to change careers, or pursue academic work for personal enrichment. The College is committed to meeting their educational goals in a manner consistent with its mission as a small, four-year liberal arts college. The faculty and staff at St. Mary's College have a commitment to help these non-degree continuing education students in their educational pursuits, and they welcome persons of all ages to the St. Mary's classrooms.The Offices of Academic Services and the Registrar provide non-degree students with registration and academic advising services. Prospective non-degree students must meet with the staff of the Office of the Registrar or Academic Services to discuss their plans and needs.The maximum course load for students registering through non-degree continuing education is 11 credit-hours. Non-degree students are expected to maintain a good academic standing. See page 54 for guidelines for good academic standing.

Concurrent Enrollment

St. Mary's College encourages qualified local high school students to enroll in the Concurrent Enrollment Program. Qualified students may enroll in a limited number of courses through non-degree continuing education (not to exceed 11 credit-hours per semester). A concurrent enrollment form that contains the required signature is available from a school guidance counselor, the Glendening Hall Service Desk, or Academic Services in Glendening 230.

Charlotte Hall Fellowship Program

As part of the Concurrent Enrollment Program, the College grants Charlotte Hall Fellowships to a maximum of 13 students attending St. Mary's County high schools. Charlotte Hall Fellows are chosen competitively on the basis of excellent academic performance, teacher recommendations, and promise of success as college students. Once admitted, fellows are eligible to take up to four credit-hours of course work in the Spring semester of their senior year of high school with tuition costs absorbed by the College. For further information, contact Academic Services.

Non-Credit Enrichment Courses

Lifelong Learning provides non-credit enrichment courses to extend the resources and facilities of the College. Classes cover such topics as yoga, dance, local history, and instructional technology; other recreational and special interests are offered periodically. Continuing Education also sponsors co-curricular events that illuminate and support academic themes, like the Annual Community Invitational Women-in-Poetry Reading.

SUMMER SESSION

St. Mary's College offers credit courses and other special programs during a summer session of six weeks. The session provides courses in many disciplines for students and for area residents who attend other colleges and universities. Faculty members occasionally offer special courses during the summer which are not offered during the academic year. First-year students who have been admitted for fall enrollment may begin their studies during the summer rather than wait for the fall term. Many new students have found that attendance during the summer session facilitates the tran-

sition from secondary school to college. The maximum course load for summer session is normally eight semester hours; students may take 12 credits at the summer per-credit tuition rate. Students wishing to take more than 12 credits must a) obtain written permission to take an overload from the associate provost for academic services or the coordinator for advising, and b) pay full-time tuition and fees.

On-campus housing is limited. Information about summer housing is available from the Office of Residence Life. Further information about course offerings and fees is available by contacting the Office of Continuing and Professional Programs.

Historical Archaeological Field School at Historic St. Mary's City

The St. Mary's City Field School in Historical Archaeology enables students from various disciplines to participate in the ongoing research program investigating the development of Maryland's first settlement and 17th-century capital, as well as its early Native American cultures. Undergraduate credits may be earned in the School through St. Mary's College of Maryland. For further information, contact the director of the Archaeology Field School, St. Mary's City Commission, St. Mary's City, Md. 20686, 240-895-4974, or e-mail tbriordan@smcm.edu.

Study-Abroad Summer Tours

The Office of International Education and individual professors offer study tours to various countries including Greece, The Gambia, and England. For information, contact the Office of International Education.

Internships, Independent Study, and Directed Research

Summer opportunities for credit-bearing internships and independent studies are available by individual appointment and contract. See the Career Development Center for internships and department professors for independent study plans.

Affiliations

Historic St. Mary's City

By act of the Maryland General Assembly, the Historic St. Mary's City Commission and St. Mary's College of Maryland work cooperatively to preserve significant historic and archaeological sites; to develop a joint plan for use and development of their respective landholdings; and to jointly sponsor high-quality educational programs and public outreach activities. In light of the leading historical and archaeological research that takes place at St. Mary's City, this affiliation provides excellent educational, research, internship, and volunteer opportunities for the College's students.

The affiliation has produced the Maryland Heritage Project, approved and funded by the Maryland legislature with the full support of then-Governor Parris Glendening in the spring of 2000. The Project intends to provide in perpetuity for the preservation of Maryland's most historic lands, the facilities that will preserve and improve them as heritage sites, and the programs that will allow for multi-layered interpretation. It will involve building on or renovating campus structures and historic sites while establishing and expanding programs for students at St. Mary's College so that the history of early Maryland can rightfully claim its proper historic significance alongside its sister settlements. The prospect for student education and related involvement is wide-ranging, allowing many to participate.

Solomons Environmental and Archaeological Research Consortium (SEARCH)

St. Mary's College and Historic St. Mary's City are also members of SEARCH, a consortium that includes Calvert Marine Museum, Chesapeake Biological Laboratory of the University of Maryland Center for Environmental and Estuarine Studies (CEES), the Estuarine Research Laboratory of the Academy of Natural Sciences; and Jefferson Patterson Park and Museum of the Maryland Historical Trust. The purpose of the consortium is to serve the state by encouraging, coordinating, and carrying out research, education, and public service among the member institutions. Representing a collaboration in history, archaeology, environmental studies, and cultural studies that is virtually unique among educational consortia in the nation, SEARCH provides opportunities for student access to world experts in several areas and excellent educational, research, internship, and volunteer opportunities.

Chesapeake Biological Laboratory (CBL)

Because of their proximity, the Chesapeake Biological Laboratory (of the University of Maryland Center for Environmental and Estuarine Studies) and the College's natural science departments, particularly biology, have developed strong working relationships. A formal bilateral agreement supports mutual academic and research initiatives that enrich the faculty and students of both institutions. The faculty, graduate students, and facilities of CBL enrich the College's science curriculum and provide opportunities for undergraduate research, using the expertise and facilities of a leading environmental and research center, immensely enriching our honors college curriculum.

National and International

The College has international study program agreements with The Centre for Medieval and Renaissance Studies (associated with St. Peter's of Oxford University); Heidelberg University in Germany; Institut d'Etudes Sciences Politiques in Paris; Fudan University in China; Lingnan University in Hong Kong; University of The Gambia in West Africa; and Payap University in Thailand. The College also has a program in Alba, Italy. The College also participates in the UMAP consortium which enables St. Mary's students to study at certain universities in Asia. The College has national study program agreements with Johns Hopkins University and George Washington University for the exchange of faculty and students, and also with the National Student Exchange. These are described elsewhere in the Catalog.

Facilities

At the crossroads of the campus, the Campus Center offers a wide range of activities and services including dining, meeting rooms and lounges, a café, the campus store, student activity offices, and a movie theater. Apartment-style residences opened in 2003, and suite-style student residences opened in 2001, 2003, and 2007 to complement existing townhouse and residence hall student housing. The library, overlooking St. John's Pond, houses state-of-the-art media and computer centers that serve the needs of students as well as faculty and staff. Academic buildings feature computerized classrooms, modern laboratories, and specialized instructional spaces. Our newest academic building, Goodpaster Hall, opened in January 2008. In the fall of 2008, Parris N. Glendening Hall opened, providing student services, as well as the James P. Muldoon River Center, which expands our waterfront offerings and biological research facilities.To ensure that development preserves the natural beauty and Tidewater charm of the St. Mary's campus, the College has adopted a campus master plan calling for courtyards, walkways, and gardens that enrich the landscape. In addition, the environmental fragility of its spectacular waterfront location inspires the College to approach its campus development with special sensitivity to the ecology of the Chesapeake Bay watershed.

Library, Media Center, & Archives. The St. Mary's College library houses a collection of over 200,000 items, including books, periodicals, videos, DVDs, CDs and microforms. The Maryland Collection includes books and documents on the state's history and cultures. The College Archives contains items of interest in the College's and regional history. The library is open 106 hours per week. Study areas include group-study rooms, individual carrels, and audio/video equipped workstations.

The College's library is a member of the USMAI, a state-wide consortium of 16 campuses. Direct borrowing of books through this consortium is supplemented by Interlibrary Loan and document delivery. Networked computer workstations and a pool of laptops provide access to the consortial online catalog (catalogusmai) and over 80 research databases and full-text online resources which are also accessible from off-campus. The library also maintains a small recreational reading collection.

The Media Center features a digital sound/video production and editing studio, multimedia laboratory, and classrooms equipped for media presentations. The lab provides access to multimedia authoring software, scanners, and other equipment. Digital still and video cameras are available for student use.

Information and technology literacy goals are achieved through the skills outcomes of the Core Curriculum and through classroom and individual instruction by the library and media staff. Instruction is provided in research techniques, database use, digital equipment use, and multimedia software applications.

Technology. St. Mary's College of Maryland provides high-speed Internet 1 & 2 access (ResNet) to each residence hall room, with up to four connections per room. Many electronic resources and tools are available through ResNet, including software, databases, and information services. All currently enrolled students are provided with St. Mary's College e-mail accounts and College network access. These services are also available in the library, the computing center, and each academic building. In addition, the College provides 24-hour access to computers in Baltimore Hall and Lewis Quad. Computer classrooms in each academic building support instruction and research with the best available technology tools. St. Mary's College hosts a web site at www.smcm.edu.

The *Schaefer Hall* science center includes general classrooms and teaching laboratories in biology, biochemistry, computer science, geology, and physics. Research space is furnished with sophisticated laboratory instrumentation, including electron microscopes, a liquid scintillation counter, and many other similar instruments. Marine biology studies are enhanced by the specialized aquatic studies laboratory that pumps estuarine water into the building from the St. Mary's River.

Kent Hall, with its dramatic windows and views of the St. Mary's River, houses most of the departments associated with history and the social sciences. There, classrooms are fully computerized, and spacious anthropology laboratories include state-of-the-art equipment. Computers are an important part of each academic building, and computer laboratories throughout the campus feature blocks of computers for the exclusive use of students.

Goodpaster Hall opened in January 2008 as the newest academic facility. It is home to chemistry, psychology, and educational studies. Goodpaster Hall is a LEED-certified environmentally green building, using recycled building materials for more than 75% of its construction, and incorporating energy-conserving features like stormwater runoff systems and dual-flush toilets. Students and faculty enjoy expanded laboratory spaces for both chemistry and psychology. Each academic building, including Montgomery Hall described below, provides faculty office spaces that are readily accessible by students as one means of encouraging intellectual and advisory interaction.

Fine Arts Center. For much of Southern Maryland as well as the College, Montgomery Hall is the focal point for art, theater, and music. This facility houses the Bruce Davis Theater, a dance studio, an auditorium for musical performances, a series of soundproof music practice rooms, and the Boyden Art Gallery where faculty and student curators as well as their colleagues from around the nation thematically exhibit a wide variety of art works. The corridors, lobbies, and lounges of "Monty Hall" also display paintings, drawings, prints, and sculptures from the College's fine arts collection.

Campus Center. A popular gathering place for students, faculty, and staff. The main dining room area, known as the Great Room with its high-vaulted ceiling, fireplace, and servery, offers complete food services to 400 people. A snack bar and café, also provide customers indoor and outdoor seating. Two private dining rooms and three meeting rooms can be reserved for special purposes. Student clubs and organizations share workspace in the Campus Center. A movie theater and two student lounges are also located inside the building. Lockers reserved for commuter students ease their campus lives, while the more than 1600 student mailboxes ensure uncongested postal services. The campus bookstore is also part of the Campus Center as are the Student Government Association Office and the student media space and radio station.

Waterfront. The new James P. Muldoon River Center lcoated at the Teddy Turner Waterfront is home to our national championship sailing team and to recreational watersports. The campus is located on a broad, bay-like bend of the St. Mary's River—an ideal spot for sailing, kayaking, and canoeing. The College fleets include numerous small craft and canoes, several off-shore racing and cruising boats, a collection of racing dinghies, and a brightly colored lineup of rowing shells. Among the St. Mary's alumni are more than 100 all-American sailors, three Olympians, and two Rolex Yachtswomen of the Year. The annual Cardboard Boat Race and the Governor's Cup Yacht Race are just two of the College's popular water activities.

The riverfront is a psychological as well as physical point of reference for the St. Mary's community as it provides a favorite place for walks, picnics, conversations, and relaxed studying. Students and alumni agree that one of the most unforgettable sights at St. Mary's College is the sunset over Horseshoe Bend. And it becomes an academic resource for students studying marine biology, environmental studies, and much more. The College is the home of the St. Mary's River Project, an ongoing program scrutinizing the ecology of the river as the population and economy of Southern Maryland grow. Students are an active part of this Project.

Athletic and Recreational Facilities. St. Mary's College is committed to supporting a strong intercollegiate athletic program while providing a wide range of intramural and recreational opportunities. In 2005, the College's athletic complex was renovated and expanded from 55,000 square feet of space to 110,000 square feet. In addition, new tennis courts and a new baseball park accompany playing and practice fields for soccer, lacrosse, and field hockey, and an outdoor track. The renovation provides an additional arena for basketball, volleyball, and concerts, a 50-meter pool in addition to the 25-yard pool, improved locker rooms, a rock-climbing wall, a larger weight room, a movement room, and new locker rooms and offices.

The *James P. Muldoon River Center at the Teddy Turner Waterfront* includes a main building, a storage facility for crew shells and other water equipment, and a system of piers for docking the fleets of watercraft. Its spectacular scenic location makes this complex one of the most beautiful academic settings in the country.

The varsity athletic teams compete at the NCAA Division III level in the Capital Athletic Conference (CAC). Teams include baseball for men, field hockey and volleyball for women, and basketball, cross-country lacrosse, soccer, swimming, and tennis for both men and women. Sailing is offered as both a women's

and a coed sport, and the sailing team competes under the auspices of the Intercollegiate Sailing Association (ICSA) and has ranked in the top ten nationally since 1991, producing 14 national championships. Students also participate in numerous club and intramural sports, including crew, cross-country and track, flag football, golf, mountain biking, offshore sailing, scuba diving, and rugby, to name a few.

Student Residences: A wide variety of student housing is available on campus.

- Traditional style: Caroline (co-ed), Dorchester (male), Prince George (co-ed), Queen Anne (female)
- Mixed use: Calvert (co-ed; administration building and student housing)
- North Campus: Lewis Quad (suites, co-ed), Townhouses (co-ed and single-sex), Waring Commons (apartments and suites, co-ed)

Directory of Trustees, Faculty, and Staff

(this list is complete as of July 1, 2009)

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BOARD OF TRUSTEES

Although St. Mary's College of Maryland has always been a public institution, it occupies a unique position within the Maryland state college system. Unlike the other state colleges, St. Mary's has an independent board of trustees. By virtue of their interest, experience, and ability, members of the board, who are appointed by the governor of Maryland for six-year terms, represent a source of unusual strength to the College.

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The St. Mary's College of Maryland Foundation, Inc. is a private, non-profit organization. It is dedicated to supporting the College by soliciting contributions and gifts as well as undertaking special projects and managing a growing endowment portfolio. Established in 1972, the Foundation works closely with the president, the Office of Development, and faculty and staff to support critical College needs. It also establishes and manages endowment funds. The gifts received by the Foundation are an important supplement to state appropriations, enabling the College to enhance support for scholarships, faculty initiatives and other professional activities, library and fine arts acquisitions, community outreach, and a wide range of student-related activities. Virtually every facet of life at St. Mary's is enriched by the support the Foundation provides. The members of the Foundation board of directors are listed below.

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Dennis L. Hite, Building Systems/Controls Technician

Cheryl I. Krumke, Assistant Supervisor of Grounds

George H. Lancaster, Groundskeeper I

Richard D. Long, General Trades Mechanic

Chris D. McKay, Groundskeeper I

Joseph I. Milburn, Caretaker I

Mark Mimay, HVAC Mechanic

Gerald E. Moran, Assistant Supervisor/Trades

William P. Nash, HVAC Mechanic

Sylvester L. Parran, Groundskeeper I

Davielle S. Price, Caretaker I

M. Jeannette Price, Caretaker I

Francis J. Raley, Assistant Supervisor/Trades

Dorothy E. Reed, Caretaker I

Eric J. Reed, Groundskeeper I

Richard K. Rest, Groundskeeper I

Tyana S. Reynolds, General Trades Mechanic

Kennie A. Rodgers, Assistant Supervisor of Housekeeping

Margaret R. Slaughter, Caretaker I

Stephanie M. Somerville, Caretaker I

Clara M. Spalding, Caretaker I

Danielle M. Sullivan, General Support Staff/Mail

Jamal A. Swann, General Support Staff/Set-ups

Rick D. Thompson, Groundskeeper I

Timmie I. Wallace, General Support Staff/Inventory

Robert S. Webb, HVAC Mechanic

R. Ray Yarber, Caretaker I

PLANNING AND FACILITIES

Charles C. Jackson, Associate Vice President
B.S.C.E., University of Virginia; M.A., Webster College

Daniel S. Branigan, L.P.P., Director of Design and Construction
B. Arch., Virginia Polytechnic Institute; M.U.P., University of Illinois

Judy L. Johnson, Office Associate II
B.S., Trinity Christian College

Christophe N. Bornand, Facilities Planner
B.S., Institut National des Sciences Appliquées, France

James J. McGuire, Resident Inspector/Assistant Project Manager

Lisa Phelps, Assistant Project Manager/Fiscal Administrator
B.S., University of Maryland-College Park

PUBLIC SAFETY

Derek K. Thornton, Assistant Vice President for Campus Operations

Eric A. Brooks, Public Safety Officer/Commissioned/Supervisor

Nancy L. Raley, Office Associate I

Charli Jo L. Crescenze, Clerk/Dispatcher

Michael A. Colvin, Public Safety Officer, non-commissioned

Christopher Coons, Public Safety Officer, non-commissioned

Bryan J. Doyle, Public Safety Officer, non-commissioned

Keenan E. Enoch, Public Safety Officer, non-commissioned /Shift Supervisor

Mary C. Johnston, Public Safety Officer, non-commissioned

Joshua D. Stevenson, Public Safety Officer, non-commissioned

Sidney R. Thompson, Public Safety Officer, non-commissioned

Joseph L. Wheeler, Public Safety Officer, non-commissioned/Shift Supervisor

Daniel G. Worrell, Public Safety Officer, non-commissioned

Office of the Vice President for Development

Thomas J. Botzman, Interim Vice President for Development and Secretary to the Board of Trustees
B.S., Case Western Reserve University; M.A., Ph.D., Kent State University

Mary Helen L. Norris, Assistant Vice President for Development and Interim Executive Director of the College Foundation
B.A., College of Notre Dame of Maryland

Deborah M. Brooks, Executive Assistant

Nancy L. Abell, Director of Events and Conferences

Barbara L. Bershon, Director of Arts Outreach
B.S., M.A., The Ohio State University; Ph.D., University of Maryland

Elizabeth A. Byrd, Associate Director of Alumni Relations

Melissa K. Farren, Director of Foundation Accounting Services
B.S., Fairmont State College

Liisa E. Franzén, Director of Foundation & Corporate Relations
B.A., University of Virginia

Emily B. Jackson, Director of Development Services
B.A., University of Maryland-College Park

Grace W. Jones, Conferences and Events Coordinator
A.A., College of Southern Maryland

Paula A. Mitchell, Director of Major Gifts
B.A., College of New Rochelle

Karen Clarke Raley, Director of Annual Giving
B.A., St. Mary's College of Maryland

Jennifer L. Sivak, Conferences and Events Coordinator

David M. Sushinsky, Director of Alumni Relations and Planned Giving
B.A., St. Mary's College of Maryland

Brenda S. Thompson, Office Associate II

LIFELONG LEARNING AND PROFESSIONAL DEVELOPMENT PROGRAMS

Kathy J. Grimes, Assistant Vice President
B.S., Iowa State; M.A., University of Washington

Anthony R. D. Guzman, Coordinator
B.A., Georgetown University

MARKETING AND PUBLIC RELATIONS

Marc Apter, Associate Vice President for Marketing and Public Relations
B.A., Lake Forest College; M.Ed., Western Maryland College

PUBLICATIONS AND MEDIA RELATIONS

Lee W. Capristo, Assistant Vice President
B.A., Dickinson College; M.A., George Mason University

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B.A., Wells College; M.A., The George Washington University

Anne T. Grulich, Curator of Interpretive Exhibits and Publications Editor
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Barbara J. Woodel, Publications Production Assistant

Janet B. Haugaard, Executive Editor and Writer Emerita
B.A. Barnard College; M.A., New York University; Ph.D., Cornell University

WATERFRONT

Adam L. Werblow, Director of Waterfront and Head Varsity Sailing Coach
B.A., Connecticut College

William J. Ward, Director of Sailing, Varsity Sailing Coach
B.S., Georgetown University, M.A., Washington College

Richard W. Loheed, Assistant Director of Waterfront Activities

THE FACULTY

This list is complete as of May 20, 2009

FULL-TIME FACULTY

Nayana Abeysinghe, Visiting Instructor of French (2009)
B.A., University of California at Irvine; M.A., M.Phil., Columbia University

Christine Adams, Professor of History (1992)
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Charles L. Adler, Associate Professor of Physics (1997) and Steven Muller Distinguished Professor of Science (2008-), and Aldom-Plansoen Professor (2005-2007)
Sc.B., Sc.M., Ph.D., Brown University

Karen L. Anderson, Assistant Professor of English (2008)
B.A., McGill University; M.F.A. University of Iowa; M.A. Victoria University at Wellington; M.A., Ph.D., Cornell University

Gabriela Bulisova, Visiting Assistant Professor of Art (2009)
B.F.A., M.F.A., Maryland Institute College of Art

Sybol Cook Anderson, Assistant Professor of Philosophy (2006)
B.A., M.L.A., M.A., The Johns Hopkins University; M.A., American University; Ph.D., The Johns Hopkins University

Katy E. Arnett, Assistant Professor of Educational Studies (2005)
B.A., St. Mary's College of Maryland; M.A., Ph.D., The Ontario Institute for Studies in Education of the University of Toronto

Aileen M. Bailey, Associate Professor of Psychology (1999)
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José R. Ballesteros, Associate Professor of Spanish (2002)
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Barbara C. Beliveau, Assistant Professor of Economics (2005)
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Colby Caldwell, Associate Professor of Art (2002)
B.F.A., Corcoran College of Art and Design 1,2

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Jeffrey L. Coleman, Associate Professor of English (1998)
B.A., Winthrop University; M.A., Arizona State University; Ph.D., University of New Mexico

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B.S., Purdue University; S.C.M.S., Medical University of South Carolina; Ph.D., George Washington University

Karen Crawford, Professor of Biology (1991)
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Helen Ginn Daugherty, Professor of Sociology (1982) and G. Thomas and Martha Myers Yeager Endowed Chair in the Liberal Arts (2003)
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Renee Peltz Dennison, Assistant Professor of Psychology (2008)
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Alan E. Dillingham, Professor of Economics (1999)
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Laine E. Doggett, Associate Professor of French (2003)
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Casey Douglas, Assistant Professor of Mathematics (2009)
B.A., Southwestern University; M.A., Ph.D., Rice University

Asif Dowla, Professor of Economics (1991) and Hilda C. Landers Endowed Chair in the Liberal Arts (2009)
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Ardith Z. Harle, Assistant Professor of Educational Studies (2000)
B.A., William Paterson University; M.A., The George Washington University; Ed.D., University of Maryland

Walter I. Hatch, Jr., Professor of Biology (1980)
B.S., M.S., Tufts University; Ph.D., Boston University

Conrad A. Helms, Assistant Librarian (2008)
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Cynthia S. Hess, Assistant Professor of Religious Studies (2005)
A.B., Davidson College; M.Div, Yale Divinity School; M.A., M.Phil, Yale University

Louis Hicks, Professor of Sociology (1993) and Aldom-Plansoen Honors College Professor (2003-2005)
B.A., B.S., University of Maryland; M.A., Ph.D., University of Virginia

Walter W. Hill, Professor of Political Science (1990)
B.S., M.S., Ph.D., Massachusetts Institute of Technology

Eric J. Hiris, Associate Professor of Psychology (2000)
B.A., Oakland University; M.A., Ph.D., Vanderbilt University

Charles J. Holden, Associate Professor of History (1999) and Aldom-Plansoen Honors College Professor (2005-2008)
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Allan K. Hovland, Associate Professor of Chemistry (1982)
B.S., New Mexico Institute of Mining and Technology; Ph.D., Wayne State University

Roberto Ifill, Visiting Assistant Professor of Economics (2008)
A.B., Dartmouth College; M. Phil., M.A, Ph.D., Yale University

Daniel W. Ingersoll, Professor of Anthropology (1975)
A.B., Harvard College; Ph.D., Harvard University

Alan C. Jamieson, Assistant Professor of Computer Science (2007)
B.S., Tulane University; Ph.D., Clemson University

Lindsay H. Jamieson, Assistant Professor of Computer Science (2007)
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Angela C. Johnson, Associate Professor of Educational Studies (2002)
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Joanne R. Klein, Professor of Theater, Film, and Media Studies (1989)
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Andrew S. Koch, Associate Professor of Chemistry (1997)
B.A., Ithaca College; Ph.D., University of California-Berkeley

Cynthia S. Koenig, Associate Professor of Psychology (2002)
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Andrew F. Kozak, Associate Professor of Economics (1984)
B.A., LaSalle College; M.A., Ph.D, University of Notre Dame

Björn Krondorfer, Professor of Religious Studies (1997)
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B.A., M.M., University of Maryland; Ph.D., University of Chicago

Anne Leblans, Associate Professor of German (1987)
Kandidaat, U.F.S.I.A., Antwerp; Licentiaat, U.I.A., Antwerp; M.A., Ph.D., University of Oregon

Theresa A. Leonard, Associate Librarian (1991)
B.S., M.L.S., State University of New York, Albany

Joe Lucchesi, Associate Professor of Art History (2000)
B.S., Clemson University; M.A., Ph.D., University of North Carolina

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B.A., Williams College; M.A., Ph.D., Stanford University

Daniel J. Meckel, Assistant Professor of Religious Studies (2005)
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Pamela S. Mertz, Associate Professor of Chemistry (2000)
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Katsunori Mita, Professor of Physics (1981)
National College of Technology, Japan; B.A., St. Olaf College; Ph.D., Iowa State University

Scott P. Mirabile, Instructor of Psychology (2009)
B.A., Clemson University; M.S. University of New Orleans

Lin Y. Muilenburg, Assistant Professor of Educational Studies (2007)
B.S., The Pennsylvania State University; M.A., University of Maryland-Baltimore County

Charles D. Musgrove, Assistant Professor of History (2007)
B.A., University of Florida; M.A., University of Michigan; Ph.D., University of California

Rachel Myerowitz, Professor of Biology (1993)
B.S., Simmons College; Ph.D., University of Michigan

Colby Nelson, Lecturer in English (2005)
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Shizuka Nishikawa, Assistant Professor of Economics (2009)
B.A., M.A., Keio University; Ph.D. Penn State University

Kathryn J. Norlock, Associate Professor of Philosophy (2001)
B.A., Northern Illinois University; M.A., Ph.D., University of Wisconsin-Madison

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B.A., Adelphi University; M.A., Columbia University; Ph.D., Temple University

Elizabeth Ann Osborn, Professor of Sociology (1998)
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Bradley D. Park, Assistant Professor of Philosophy (2004)
B.A., Trent University; M.A., Ph.D., University of Hawaii

Carrie Patterson, Associate Professor of Art (2004)
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Robert W. Paul, Professor of Biology (1977) and Steven Muller Distinguished Professor of Science (2003-2007)
B.A., Westminster College; M.S., St. Louis University; Ph.D., Virginia Polytechnic Institute and State University

Richard Platt, Associate Professor of Psychology (1993)
B.A., Bethel College; M.S., Ph.D., University of Florida

P. Joan Poor, Associate Professor of Economics (2001)
B.S., M.S., University of Manitoba; Ph.D., University of Nebraska

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B.A., B.Sc., Queen's University; Ph.D., University of North Carolina

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B.A., M.A., Ph.D., University of Virginia

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B.A., Beloit College; M.A.Hebrew University of Jerusalem; M.L.S., Rutgers University; Ph.D., Fordham University

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Curt Raney, Associate Professor of Sociology (1974)
B.A., Kent State University; M.A., Ph.D., Duke University

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B.A., Jadavpur University; M.A., Jawaharlal Nehru University; M.A., The Ohio State University

Simon Read, Associate Professor of Computer Science (2003)
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Russell Rhine, Associate Professor of Economics (2000)
B.A., Bethany College; M.B.A., Hood College; Ph.D., West Virginia University

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B.A., Swarthmore College; M.A., University of Michigan; M.A., Ph.D., Northwestern University

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Katherine H. Ryner, Associate Librarian (2001)
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Michael M. H. Ye, Associate Professor of Economics (1992)
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David Yost, Visiting Instructor of Education (2009)
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Faculty Emeriti

Teymour Darkhosh, Professor Emeritus of Physics
B.S., Columbia University; Ph.D., New York University

Norton T. Dodge, Professor Emeritus of Economics
A.B., Cornell University; M.A., Ph.D., Harvard University

Melvin B. Endy, Jr., Professor Emeritus of Religious Studies
B.A., Princeton University; B.D., M.A., Ph.D., Yale University

Carol A. B. Giesen, Professor Emerita of Human Development
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Michael S. Glaser, Professor Emeritus of English
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2 On leave second semester
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*Part-time

APPENDIX TITLE 13B

MARYLAND HIGHER EDUCATION COMMISSION

SUBTITLE 02
ACADEMIC REGULATIONS

SUBTITLE 06
GENERAL EDUCATION AND TRANSFER

AUTHORITY: EDUCATION ARTICLE, 11-201 - 11-206

ANNOTATED CODE OF MARYLAND

.01 SCOPE AND APPLICABILITY.

This chapter applies only to public institutions of higher education.

.02 DEFINITIONS.

A. In this chapter, the following terms have the meanings indicated.

B. Terms defined.

(1) "A.A. degree" means the Associate of Arts degree.

(2) "A.A.S. degree" means the Associate of Applied Sciences degree.

(3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine arts, performing and studio arts, appreciation of the arts, and history of the arts.

(4) "A.S. degree" means the Associate of Sciences degree.

(5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

(6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.

(7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.

(8)"General education program" means a program that is designed to:

(a) introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;

(b) encourage the pursuit of life-long learning; and

(c) foster the development of educated members of the community and the world.

(9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.

(10) "Mathematics" means courses that provide students with numerical, analytical, statistical and problem-solving skills.

(11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

(12) "Parallel program" means the program of study (or courses) at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a four year institution of higher education.

(13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.

(14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college which is applicable to a baccalaureate program at a receiving institution; ordinarily the first two years of the baccalaureate degree.

(15)"Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

(16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects that focus on:

(a) History and cultural diversity;

(b) Concepts of groups, work and political systems;

(c) Applications of qualitative and quantitative data to social issues; and

(d) Interdependence of individuals, society, and the physical environment.

(17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 credit-hours at another institution which are applicable for credit at the institution the student is entering.

.02-1 Admission of Transfer Students to Public Institutions Admission to Institutions.

(1) A student attending a public institution who has completed an A.A., A.A.S., or A.S. degree or who has completed 56 or more credit-hours of credit, shall not be denied direct transfer to another public institution if the student attained a cumulative grade point average of at least 2.0 on a 4.0 scale or its equivalent in parallel courses, except as provided in subsection (4) below.

(2) A student attending a public institution who has not completed an A.A., A.A.S., or A.S. degree or who has completed fewer than 56 credit-hours of credit, shall be eligible to transfer to a public institution regardless of the number of credit hours earned if the student:

(a) Satisfied the admission criteria of that receiving public institution as a high school senior; and

(b) Attained at least a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in parallel courses.

(3) A student attending a public institution who did not satisfy the admission criteria of a receiving public institution as a high school senior, but who has earned sufficient credits at a public institution to be classified by the receiving public institution as a sophomore, shall meet the stated admission criteria developed and published by the receiving public institution for transfer.

(4) If the number of students seeking admission exceeds the number that can be accommodated at a receiving public institution, admission decisions shall be:

Based on criteria developed and published by the receiving public institution; and made to provide fair and equal treatment for native and transfer students.

Admission to Programs

A receiving public institution may require higher performance standards for admission to some programs if the standards and criteria for admission to the program:

Are developed and published by the receiving public institution; and maintain fair and equal treatment for native and transfer students.

If the number of students seeking admission exceeds the number that can be accommodated in a particular professional or specialized program, admission decisions shall be:

Based on criteria developed and published by the receiving public institution; and made to provide fair and equal treatment for native and transfer students.

.03 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the General Education Requirement by:

(1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and not more than 36 credit-hours and each baccalaureate degree program to include not less than 40 and not more than 46 credit-hours of required core courses, with the core

requiring, at a minimum, coursework in each of the following five areas:

(a) Arts and humanities;

(b) Social and behavioral sciences;

(c) Biological and physical sciences;

(d) Mathematics; and

(e) English composition; or

(2) Conforming with COMAR 13B.02.02.16D (2)(b)-(c)

B. Each core course used to satisfy the distribution requirements of A(1) of this regulation shall carry at least 3 credit-hours.

C. General education programs of public institutions shall require at least:

(1) One course in each of two disciplines in arts and humanities;

(2) One course in each of two disciplines in social and behavioral sciences;

(3) Two science courses, at least one of which shall be a laboratory course;

(4) One course in mathematics at or above the level of college algebra; and

(5) One course in English composition.

D. Interdisciplinary and Emerging Issues

(1) In addition to the five required areas in 'A of this regulation, a public institution may include up to eight credit-hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:

(a) Be integrated into other general education courses or may be presented as separate courses; and

(b) Include courses that:

(i) Provide an interdisciplinary examination of issues across the five areas, or

(ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.

(2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in A(1) of this Regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 credit-hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-credit-hour course from each of the 5 areas listed in (a)(1).

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the Arts and Humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the General Education Requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to aca demic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting General Education Requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the General Education Program.

M. Notwithstanding 'A(1) of this Regulation, a public four-year institution may require 48 credit-hours of required core courses if courses upon which the institution's curriculum is based carry 4 credit-hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of General Education Credit.

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this Chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this Chapter at a public institution for any general education courses successfully completed at the sending institution.

E. Except as provided in Regulation .03M of this Chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional credit-hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 credit-hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. A sending institution shall designate on or with the student transcript those courses that have met its General Education Requirements, as well as indicate whether the student has completed the general education program.

G. A.A.S. Degrees.

(1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting General Education Requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

(2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in Regulation .03M of this chapter, the total general education credits for baccalaureate degree-granting public receiving institutions may not exceed 46 credit-hours.

H. Student responsibilities. A student is held:

(1) Accountable for the loss of credits that:

(a) Result from changes in the student's selection of the major program of study,

(b) Were earned for remedial coursework, or

(c) Exceed the total course credits accepted in transfer as allowed by this Chapter; and

(2) Responsible for meeting all requirements of the academic program of the receiving institution. .

.05 Transfer of Non-General Education Program Credit.

A. Transfer to Another Public Institution.

(1) Credit earned at any public institution in the State is transferable to any other public institution if the:

(a) Credit is from a college or university parallel course or program;

(b) Grades in the block of courses transferred average 2.0 or higher; and

(c) Acceptance of the credit is con sistent with the policies of the receiving institution governing native students following the same program.

(2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to

earn a grade of "C" or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to:

(1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 credit-hours; and

(2) The first two years of the undergraduate educational experience.

C. Nontraditional Credit.

(1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.

(2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course by course basis:

(a) Technical courses from career programs;

(b) Course credit awarded through articulation agreements with other segments or agencies;

(c) Credit awarded for clinical practice or cooperative education experiences; and

(d) Credit awarded for life and work experiences.

(3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

(4) The receiving institution shall inform a transfer student of the procedures for validation of coursework for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations and satisfactory completion of the next course in sequence in the academic area.

(5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper-divison level. The validated credits earned for the course shall be substituted for the upper-divison course.

D. Program Articulation.

(1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute first-year/sophomore level coursework to be taken at the community college in fulfillment of the receiving institution's lower division coursework requirement.

(2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

.06 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

(1) Community colleges shall encourage their students to complete the Associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.

(2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.

(3) The sending institution shall:

(a) Provide to community college students information about the specific transferability of courses at 4-year colleges;

(b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and

(c) Promptly supply the receiving institution with all the required documents if the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

(1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.

(2) The receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.

(3) The receiving institution shall evaluate the transcripts of degree seeking transfer students as expeditiously as possible, and notify students of the results not later than mid-semester of the students' first semester of enrollment at the receiving institution, if all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform a student of the courses which are acceptable for transfer credit and the courses which are applicable to the student's intended program of study.

(4) A receiving institution shall give a transfer student the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a first-year at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to a student who has been continuously enrolled at the sending institution.

.07 Programmatic Currency.

A. A receiving institution shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.

B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.

C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both two-year and four-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to effect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at a community college.

.08 Transfer Mediation Committee.

A. There is a Transfer Mediation Committee, appointed by the Secretary, which is representative of the public four-year colleges and universities and the community colleges,.

B. Sending and receiving institutions that disagree on the transferability of general education courses as defined by this Chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall address general questions regarding existing or past courses only, not individual student cases, and shall also address questions raised by institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.

C. The findings of the Transfer Mediation Committee are considered binding on both parties.

.09 Appeal Process.

A. Notice of Denial of Transfer Credit by a Receiving Institution.

(1) Except as provided in 'A

(2) of this Regulation, the receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester, if all official transcripts have been received at least 15 working days before mid-semester.

(3) If transcripts are submitted after 15 working days before mid-semester of a student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.

(4) A receiving institution shall include in the notice of denial of transfer credit:

(a) A statement of the student's right to appeal; and

(b) A notification that the appeal process is available in the institution's catalog.

(5) The statement of the student's right to appeal the denial shall include notice of the time limitations in 'B of this regulation.

B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's Transfer Coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution.

(1) A receiving institution shall:

(a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and

(b) Respond to a student's appeal within 10 working days.

(2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.

(3) Unless a student appeals to the sending institution, the written decision C (2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution.

(1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the Transfer Coordinator of the sending institution.

(2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation between Sending and Receiving Institutions.

(1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.

(2) As a result of a consultation, the receiving institution may affirm, modify, or reverse its earlier decision.

(3) The receiving institution shall inform a student in writing of the result of the consultation.

(4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.10 Periodic Review.

A. Reports by Receiving Institutions.

(1) The receiving institution shall report annually the progress of students who transfer from two-year and four-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.

(2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.

(3) A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator. A public institution of higher education shall designate a Transfer Coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The Transfer Coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

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