

SAINT MARY'S COLLEGE OF CALIFORNIA | CATALOG OF COURSES 2009-2010

09 CATALOG OF COURSES 10



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THE CAMPUS

The Saint Mary's College campus is located in the rolling hills of the Moraga Valley. The 420-acre campus offers spaciousness and beauty with proximity to the cultural centers of the San Francisco Bay Area.

INFORMATION

Persons seeking information about Saint Mary's College programs, services and activities may be directed to the appropriate office by calling the campus operator (925) 631-4000.

DIRECTIONS TO CAMPUS

From San Francisco Bay Bridge or San Rafael/Richmond Bridge:

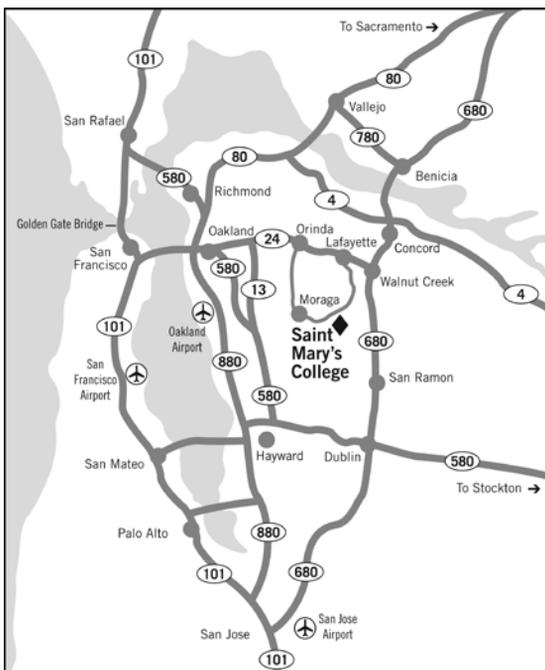
Take Highway 580 toward Hayward and then Highway 24 toward Walnut Creek. Once through the Caldecott Tunnel, take the second exit which will be marked Orinda/Moraga. Turn right and follow Moraga Way about five miles. Turn left onto Moraga Road, then right onto Saint Mary's Road. The College is about one mile farther on the right.

From Walnut Creek/Highway 680:

Take Highway 24 west (Oakland direction) to the Central Lafayette exit. Go right under freeway, right onto Mt. Diablo Blvd. one block, left onto Moraga Road 1/3 mile, and left onto Saint Mary's Road about four miles; the College will be on the left.

From BART (Bay Area Rapid Transit):

Take the S.F./Colma-Pittsburg/Bay Point train to either the Orinda or the Lafayette station. From there, take the County Connection bus (Route 106) to Saint Mary's College. County Connection buses operate to and from the College from approximately 6:00 a.m. until 6:00 p.m., Monday through Saturday. Buses also run from 9:30 p.m. to 1:25 a.m. on Thursday and Friday, from 6:30 p.m. to 1:25 a.m. on Saturday, and from noon to 1:25 a.m. on Sunday. For exact times of bus schedules or more information, phone County Connection at (925) 676-7500. General Campus Phone Number: (925) 631-4000



ACADEMIC CALENDAR

FALL TERM 2009

August 30 SUNDAY	Residence Halls open for returning students
August 31 MONDAY	CLASSES BEGIN
November 25–29	Thanksgiving Recess
December 7–19	Final Exams
December 11–January 3	Christmas and New Year's Recess

JANUARY AND SPRING TERMS 2010

January 4 MONDAY	January Term classes begin
January 18 MONDAY	Martin Luther King Jr. Holiday
January 29 FRIDAY	Last day of January Term
January 30–February 7	Spring Recess
February 8 MONDAY	Spring Term CLASSES BEGIN
March 27–April 5	Easter Recess
May 17–20	Final Exams
May 22 SATURDAY	Undergraduate Commencement



SAINT MARY'S COLLEGE OF CALIFORNIA

Saint Mary's College of California is one of the oldest and most distinguished colleges in the West. As a comprehensive college, the institution offers undergraduate and graduate programs integrating liberal and professional education.

The College's reputation for excellence, innovation and responsiveness in education comes from its heritage as a Catholic, Lasallian, liberal arts institution. This heritage creates a unique, personalized, student-centered learning environment.

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

The Lasallian tradition, rooted in the Christian Brothers' commitment to teaching and learning, supports education that is truly transformative, not only for the individual, but also for that person as a member of society at large.

The liberal arts tradition ensures that students develop habits of critical thinking, an understanding of and respect for different ways of knowing and a desire for lifelong learning.

An outstanding, committed faculty that values learning and student interaction brings these traditions to life. Small classes, lively dialogue and deep relationships are part of the everyday scene at Saint Mary's, making it above all a community.

Saint Mary's College of California is a place of great beauty, located in the Moraga foothills just 20 miles east of San Francisco. Its rich resources include technologically advanced academic facilities such as a state-of-the-art science center. The College's NCAA Division I athletic programs invite active participation from student athletes and faithful fans. In the common pursuit of education and the enrichment of lifelong learning, the College enjoys the collaboration of faculty, students, staff, alumni and the community.

HISTORY

Saint Mary's College is in its second century of education in the liberal arts, sciences, business administration and economics. It was dedicated in San Francisco by the Archbishop of San Francisco, the Most Reverend Joseph S. Alemany, OP, in 1863. After operating four years under archdiocesan direction, Alemany appealed to Pope Pius IX in 1867 for assistance in persuading the Superior General of the Christian Brothers to send Brothers to assume direction of the College. Led by Brother Justin McMahon, FSC, the first Christian Brother Provincial of the District of San Francisco, nine Brothers arrived in San Francisco in 1868. The Brothers were greeted by a modest student body of about 50 students, but this increased four-fold within two years. To the classical and scientific curricula they added a commercial curriculum on their arrival in 1868. Incorporated by the state of California on May 20, 1872, Saint Mary's College conferred its first Bachelor of Arts degree, its first Bachelor of Science degree, and its first commercial diploma in 1872. The following year the first Master of Arts degree was conferred. Since that time the Brothers have directed the College and have exercised an indispensable role in its administration, instruction and funding. The Brothers continue to be ably assisted in their mission by distinguished clerical and lay colleagues who fill many significant administrative and faculty appointments.

Now, some 7,000 Christian Brothers (officially The Institute of the Brothers of the Christian Schools or *Fratres Scholarum Christianorum*, FSC), work with approximately 76,000 colleagues in 81 countries, serving 900,000 students. In the United States, the Brothers operate seven colleges and universities and some 101 educational institutions located in 23 states and the District of Columbia, attended by about 70,000 students.

The Christian Brothers were founded by Saint John Baptist de La Salle in 1680 at Rheims, France, during the opulent reign of Louis XIV, in answer to the serious need for "the Christian education of the sons of poor and working-class families." These children had nowhere to turn for knowledge, a trade or a Christian upbringing, and De La Salle was convinced that the Christian schools were the solution. As his efforts proved successful, together with his Christian Brothers he founded the first schools for the training of teachers in Europe. The Brothers of the 18th century pioneered new schools for the education of the working and middle classes in pre-Revolutionary France, and during the 19th century they spread their system of schools and colleges to five continents.

Having chosen a particular way of life as a means of witness to the Gospel message, the Brothers make a corporate determination to proclaim Jesus Christ, firmly convinced that "it is the Word of God that reveals the ultimate meaning and the infinite value of human existence in the same way that the mystery of man is truly understood only in terms of the mystery of the Word made flesh." (*The Brothers of the Christian Schools in the World Today, A Declaration*, p. 52.)

In addition to determining the character and academic growth of the College for more than 100 years, the Brothers at Saint Mary's are present in the residence halls where, as counselors, they keep their tradition of responding to the educational and spiritual needs of young adults. Saint Mary's College of California continues the Lasallian tradition of innovation and a flexible responsiveness to the spirit and demands of contemporary society while remaining faithful to its religious and academic heritage.

CHRONOLOGICAL HISTORY

- 1863** Saint Mary's College on Mission Road in San Francisco dedicated on July 9 by Archbishop Joseph Sadoc Alemany.
- 1868** Arrival of the Christian Brothers, August 11; commercial curriculum established.
- 1872** Chartered by the state of California, May 20, Saint Mary's College conferred its first Bachelor of Arts and its first Bachelor of Science degree.
- 1873** First Master of Arts degree conferred.
- 1889** Saint Mary's College moved to 30th and Broadway in Oakland; the "Brickpile" dedicated on August 15.
- 1894** Fire severely damaged the Brickpile; the College returned to the San Francisco campus for a year during rebuilding.
- 1901** Civil and mechanical engineering curriculum established.
- 1905** Art curriculum established at Saint Mary's College, the first Catholic college west of the Mississippi to offer a full art curriculum.
- 1906** School of Commerce established (commercial curriculum).
- 1910** Pre-medical curriculum established.
- 1921** School of Engineering and School of Foreign Trade established.
- 1924** School of Education and School of Law (evening) established.
- 1927** The College became the first Catholic men's college to join the Northwestern Association of Schools and Colleges.
- 1928** Saint Mary's College moved to the Moraga campus and was dedicated on September 3; School of Law remained in Oakland and closed in 1931.
- 1933** School of Economics and Business Administration established.
- 1935** School of Arts and Letters, and School of Science (engineering, pre-medical, pre-dental, and science curricula combined) established.
- 1941** World Classics Core Curriculum (now Collegiate Seminar) established.
- 1942–1946** Naval Pre-flight School at Saint Mary's College.
- 1946** School of Liberal Arts established.
- 1969** 4-1-4 calendar established for undergraduate programs.
- 1970** Saint Mary's College became coeducational.
- 1974** Graduate and extended education divisions established.
- 1981** Intercollegiate baccalaureate program in nursing with Samuel Merritt College established.
- 1985** School of Extended Education and School of Education established.
- 1987–1988** 125th anniversary of the College's founding; its 60th year in Moraga.
- 1997** Brother Mel Anderson, FSC, D.Litt., L.H.D., retired after 28 years as president of Saint Mary's.
- 1999** School of Education established College's first doctoral program, Ed.D. in Educational Leadership.
- 2004** Brother Ronald Gallagher FSC, Ph.D., named new president of Saint Mary's.

STATEMENT OF MISSION

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

THE MISSION OF SAINT MARY'S COLLEGE IS:

- > **To probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking.**

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

- > **To affirm and foster the Christian understanding of the human person which animates the educational mission of the Catholic Church.**

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

- > **To create a student-centered educational community whose members support one another with mutual understanding and respect.**

As a Lasallian college, Saint Mary's holds that students are given to its care by God and that teachers grow spiritually and personally when their work is motivated by faith and zeal. The College seeks students, faculty, administrators and staff from different social, economic and cultural backgrounds who come together to grow in knowledge, wisdom and love. A distinctive mark of a Lasallian school is its awareness of the consequences of economic and social injustice and its commitment to the poor. Its members learn to live "their responsibility to share their goods and their service with those who are in need, a responsibility based on the union of all men and women in the world today and on a clear understanding of the meaning of Christianity." (From *The Brothers of the Christian Schools in the World Today: A Declaration*).

The College

FACULTY

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

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

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

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

ACADEMIC ORGANIZATION

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

The School of Liberal Arts offers the degree of Bachelor of Arts in 15 major fields, a Bachelor of Arts in the Integral Program, and one in the Liberal and Civic Studies Program; the Master of Arts in Leadership and in Kinesiology: Sports Studies; a Master of Fine Arts in Creative Writing; and a B.A. degree completion program in the Performing Arts.

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

The School of Economics and Business Administration offers the degree of Bachelor of Science in three major fields, as well as the Bachelor of Arts in one major field. It offers the degree of Master of Business Administration.

The School of Education offers undergraduate courses in teaching and Montessori education. There are nine programs in the School of Education offering three preliminary teaching credentials, service and administrative credentials, as well as master's degrees. A doctorate in educational leadership is also offered.

The following academic programs publish separate catalogs and descriptive brochures: The School of Education, graduate programs in the School of Economics and Business Administration, and the graduate and adult education programs in the School of Liberal Arts. See pages 10–12 for contact information for these programs.

ACCREDITATION

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

Saint Mary's College is nationally recognized as a standard four-year college and is accredited by the Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, phone (510) 748-9001. The credential programs in the School of Education are also accredited by the California Commission on Teacher Credentialing. The Montessori program is affiliated with the American Montessori Society and accredited by the Montessori Accreditation Council for Teacher Education. The Hearst Art Gallery is the only art museum in Contra Costa County that is accredited by the American Association of Museums.



SCHOOL OF LIBERAL ARTS

A liberal arts education is the ideal preparation for citizen leaders of the new millennium. The School of Liberal Arts at Saint Mary's College has three educational purposes:

- 1.** To free the mind from ignorance and error;
- 2.** To foster self-discovery and personal development;
- 3.** To promote understanding of the world and one's place in it.

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

The hallmark of a liberal arts education is the preparation it gives students for lifelong learning. Technical skills may become obsolete over time, but the skills and values gained through liberal arts coursework will not. Almost every profession requires the intellectual habits of rational analysis, integrative thinking, and ethical decision making. Today's

organizations value students with a liberal arts education because their knowledge, values and skills better prepare them for changing economic conditions than pre-professional courses.

The departments, programs, and curricular areas of the school are:

- Anthropology**
- Art & Art History**
- Classical Languages**
- Communication**
- English**
- English Composition Program**
- Ethnic Studies**
- History**
- Integral Program**
- International Area Studies Program**
- Kinesiology**
- Liberal and Civic Studies Program**
- Modern Languages**
- Performing Arts: Dance, Music and Theatre**
- Philosophy**
- Politics**
- Sociology**
- Studies for International and Multilingual Students**
- Theology and Religious Studies**
- Women's Studies Program**

The Schools

Saint Mary's College confers the Bachelor of Arts degree on completion of the general College requirements and a major in one of the following areas: anthropology, art/art history, classical languages, communication, English, French, history, kinesiology, performing arts: music, dance and theatre, philosophy, politics, sociology, Spanish, theology and religious studies, and Women's Studies. The Bachelor of Arts is also conferred in the Integral Program and in the Liberal and Civic Studies Program. Interdisciplinary majors are available in American Studies, International Area Studies, Latin American Studies, European Studies, Environmental Studies, Health and Human Performance, and Cross-Cultural Studies. Minors are available in all of the major disciplines as well as in Ethnic Studies, Language Studies, Archaeology, and Justice and Community. Academic programs in foreign countries are offered in both semester and summer programs.

In the School of Liberal Arts, Saint Mary's College offers a Bachelor of Arts degree-completion program in professional performing arts (Liberal Education for Arts Professionals, L.E.A.P.), a Master of Arts degree in Kinesiology: Sports Studies, and in Leadership, and a Master of Fine Arts in Creative Writing.

For information on the bachelor degree-completion program for arts professionals, write L.E.A.P. Program, P.O. Box 4700, Moraga CA 94575-4700, or phone (925) 631-4538.

For information on the master's degree in Kinesiology: Sports Studies, write Department of Kinesiology, P.O. Box 4500, Saint Mary's College, Moraga, CA 94575-4500, or phone (925) 631-4377.

For information on the Master of Fine Arts Program in Creative Writing, write MFA Program in Creative Writing, P.O. Box 4686, Saint Mary's College, Moraga, CA 94575-4686, or phone (925) 631-4088.

For information on the Master of Arts in Leadership, phone (800) 538-9999 or contact Ken Otter, Program Director (kotter@stmarys-ca.edu) or Ann Marie Foley, Program Coordinator (afoley@stmarys-ca.edu).

SCHOOL OF SCIENCE

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

Incoming freshmen have the opportunity to join a residential community of science students. For details, see p. 27.

The departments and programs of the School of Science are:

- Biochemistry**
- Biology**
- Chemistry**
- Environmental Science and Studies Programs**
- Health Science Program**
- Mathematics and Computer Science**
- Physics and Astronomy**
- Psychology**
- 3+2 Engineering Program**
- 2+2 Pre-Nursing Program**

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

Saint Mary's College confers the Bachelor of Science degree on completion of the general College requirements and a major concentration in one of the following areas: biochemistry, biology, chemistry, computer science, environmental science, mathematics, physics, and psychology. In addition, the Bachelor of Science degree is awarded upon completion of the interdisciplinary major in health science. Students who wish to major in engineering may begin their studies at Saint Mary's through the 3+2 Engineering Program, transferring after their junior year to an affiliated engineering program elsewhere. On completion of the engineering major, they receive a Bachelor of Arts from Saint Mary's and a Bachelor of Science in engineering from the affiliated university. See p. 93. Saint Mary's College also confers the Bachelor of Arts degree in mathematics. Finally, an Associate of Science degree is offered in Pre-Nursing when a student completes our 2+2 Pre-Nursing Program and transfers to an accredited nursing program elsewhere. See p. 140.

SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION

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

The undergraduate departments of the School of Economics and Business Administration are:

Accounting
Business Administration
Economics

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

The curricula in the School of Economics and Business Administration consist of coherent groups of classes which seek to balance the need for developing analytical and presentation skills, theory and practice. A major strength of the school is that many instructors have years of professional experience in the fields they teach. As a result, the student is introduced to the business fields in a relevant manner. The subject matter within the three disciplines is discussed thoroughly and systemically, and in a way that challenges students to approach problems critically and to solve them efficiently. The curriculum provides the mathematical and information-technology skills needed for the advanced courses as well as for careers and graduate studies. Graduates of the school are trained to assume leadership roles as entrepreneur, manager, financier, teacher, lawyer, investor or researcher. Many graduates go on to graduate study in business, law or economics.

Saint Mary's College confers the degree of Bachelor of Science on completion of the general College requirements and a major concentration in one of the following areas: accounting, business administration, and economics. A Bachelor of Arts degree in economics is also offered. An honors concentration in financial services, a marketing concentration and an international concentration are available to qualified students as part of the business administration curriculum. The school also offers internship and experimental learning opportunities for students in all majors. In the School of Economics and Business Administration, Saint Mary's College also confers the degrees of Master of Business Administration (in executive and non-executive programs). For information on the graduate programs, write Graduate Business Programs, P.O. Box 4240, Saint Mary's College, Moraga, CA 94575-4240, or phone (925) 631-4503.

SCHOOL OF EDUCATION

The mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. The School of Education is dedicated to educating teachers, counselors, and administrators so that they may anticipate and respond to the diverse needs of organizations both public and private.

Although the School of Education's primary orientation is toward graduate degrees and helping students fulfill state of California credential and/or licensure requirements, various courses are offered to undergraduate students as preliminary preparation for careers related to child development and education.

UNDERGRADUATE PROGRAM

At the undergraduate level, the School of Education offers course work applicable toward the state of California Elementary and Secondary Teaching Credentials, the Montessori Early Childhood and Elementary Certificate Programs and the Child Development Permit (see p. 89).

AMERICAN MONTESSORI SOCIETY AFFILIATED TEACHER TRAINING PROGRAM

The Montessori Teacher Education Programs are affiliated with the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The academic phase of the Early Childhood Certificate Program may be taken in whole or in part by undergraduates. This program forms the Liberal and Civic Studies minor called Montessori Thought (p. 89). For those wishing to pursue the American Montessori credential, the classes taken in the minor are prerequisites to the paid internship which takes place at the graduate level and leads to the awarding of international certification. Courses may apply toward the Montessori elementary or early childhood teaching certificate requirements and Child Development Permit requirements.

For further information, consult with a Liberal and Civic Studies advisor and/or the coordinator of the Montessori Program in the School of Education.

PROGRAMS OF STUDY

The School of Education offers coursework leading to basic teaching credentials; specialist and service credentials; Master of Arts, Master of Education and Doctorate of Education degrees; and various teaching, counseling and administrative permits, certificates, and license preparation. Courses are organized into nine main programs of study:

CROSSCULTURAL EDUCATION

Teaching English to Speakers of Other Languages (TESOL)
 (International Certificate)
 Master of Arts Degree
 Master of Education Degree

EARLY CHILDHOOD EDUCATION

Master of Arts Degree
 Master of Education Degree
 Master of Education Degree in Applied Developmental Education

The Schools

EDUCATIONAL LEADERSHIP

Preliminary Administrative Services Certificate, Tier I
Master of Arts Degree
Doctorate of Education Degree

GRADUATE COUNSELING

Master of Arts Degree: Counseling
Career Counseling
College Student Services
Marriage and Family Therapy (MFT license preparation)
School Counseling: Pupil Personnel Services Credential (PPS)
School Psychology: Pupil Personnel Services Credential (PPS-SP)

MONTESSORI EDUCATION

Liberal Studies Minor for Bachelor of Arts Degree:
Montessori Thought
American Montessori Society Early Childhood Certificate
American Montessori Society Elementary Education Certificate
Master of Arts Degree
Master of Education Degree
M.Ed. in Applied Developmental Education

MULTIPLE SUBJECT

Preliminary Multiple Subject Credential
Master of Arts in Teaching

READING AND LANGUAGE ARTS LEADERSHIP

Reading Certificate
Reading and Language Arts Specialist Credential
Master of Arts Degree
Master of Education Degree

SINGLE SUBJECT

Preliminary Single Subject Credential
Master of Education in Instruction

SPECIAL EDUCATION

Education Specialist Level I (Preliminary Credential)
Education Specialist Level II: Mild/Moderate
Master of Arts Degree
Master of Education Degree

In addition, special programs in reading recovery and beginning teacher support and assessment are offered for practicing teachers.

The School of Education publishes a separate student handbook and catalog of courses describing its graduate programs.

Please consult the KSOE website:

www.stmarys-ca.edu/academics/schools/school-of-education.



ENROLLMENT

VICE PROVOST FOR ENROLLMENT

The vice provost for enrollment is responsible for the offices and procedures which serve students in the recruitment, admissions and enrollment processes at the College. Working collaboratively with colleagues in academic and student affairs, the vice provost spearheads and coordinates institution-wide retention efforts. To better understand the needs of students and to assist the College in its assessment and planning efforts, Enrollment Services gathers and reports on institutional data. The offices and functions included within Enrollment Services are admissions, financial aid, the registrar, articulation and transfer, international recruitment and admissions.

REGISTRAR

The registrar is responsible for creating and managing registration functions which serve members of the academic community in the enrollment process. In this role, the registrar is responsible for the following registrarial functions: academic records (issuance of transcripts and grades, grading policies); enrollment (preregistration and registration procedures, leave of absence, withdrawal from school, verification of enrollment,

progress toward the degree (academic probation, petitions for special action, declarations of majors and minors); determination of degree requirements (graduation candidacy, granting of degrees, academic evaluations); and the academic calendar (class schedule, room assignments, final examination schedule).

ARTICULATION AND TRANSFER

The director of articulation and transfer serves as the institutional advocate for the articulation and transfer of courses at Saint Mary's College. In this role the director is responsible for developing, updating and maintaining articulation agreements between the College and community colleges and appropriate independent junior colleges. The director is an important liaison with community colleges. The director provides advanced standing evaluations for new enrolling transfer students as well as preliminary advanced standing evaluations for transfer students applying to or accepted at the College. The director is also responsible for evaluating students' petitions for readmission to the College. In addition, the director ensures that the needs and concerns of transfer students are adequately addressed in the orientation program, residence life policies and procedures, academic requirements, registration procedures and financial aid.

Enrollment and Admission

ADMISSION

FROM SECONDARY SCHOOL

Saint Mary's College welcomes applications from students qualified by scholastic achievement and personal character to pursue successfully the program of studies leading to the bachelor's degree. In evaluating a candidate for admission, the dean of admissions, together with the Committee on Admissions, reviews the following credentials: the completed application; secondary school record; recommendation of principal, counselor or teacher; scores on the Scholastic Assessment Test (SAT I) of the College Board or the American College Test (ACT) of the American College Testing Program; and a required essay. Each candidate for admission receives individual consideration. The chief qualities sought in a candidate are intellectual aptitude, seriousness of purpose and moral integrity. The secondary school record is considered the most reliable measure of potential college ability. However, extracurricular accomplishments may strengthen an application insofar as they indicate special talents, maturity, perseverance and motivation.

HIGH SCHOOL PREPARATION

Each candidate is expected to complete at least 16 units of secondary school course work, which includes four years of English, three years of mathematics (algebra, geometry, advanced algebra), two years of foreign language, two years of science (at least one laboratory science), one year of U.S. history, and one additional year of social studies. Students who plan a major in science or mathematics are expected to show special strength in their scientific and mathematical preparation.

Applications for admission are always reviewed on an individual basis, and minor deficiencies in preparation may be waived if justified by superior marks, test scores and recommendations.

APPLICATION DEADLINES

To receive full consideration for admission, applicants should submit their application materials as early as possible, but postmarked no later than:

1. February 1 if applying for admission to the fall term as a freshman.
2. July 1 if applying for admission to the fall term as a transfer student.
3. December 1 of the previous calendar year if applying for admission to the January or spring terms.

SCHOLASTIC ASSESSMENT TEST (SAT I)

AMERICAN COLLEGE TEST (ACT)

All candidates for admission are required to take either the SAT I administered by the College Board or the ACT administered by the American College Testing Program. The writing portion of both exams is optional. Information concerning SAT I test dates and applications for the tests may be obtained from secondary school counselors or directly from the Educational Testing Service, 1000 Broadway, Suite 310, Oakland, CA 94607 (for residents of Eastern states, the address is P.O. Box 6200, Princeton, NJ 08541). The number 4675 should be used in requesting SAT scores be sent to Saint Mary's College. Information concerning ACT test dates may be obtained from secondary school counselors or directly from the American College Testing Program, P.O. Box 168, Iowa City, IA 52243-0168. The number 0386 should be used in requesting ACT scores to be sent to Saint Mary's College.

APPLICATION PROCEDURES

Students interested in attending Saint Mary's College may apply online at www.smcadmit.com or by calling or writing the Office of Admissions. Full directions for completing and submitting the application are contained in each form.

Part of the application is a form of recommendation by the secondary school principal, counselor or college prep teacher. The form is to be completed by the appropriate official and forwarded directly to the College with the official transcript of record. A non-refundable fee of \$55 must accompany the application form.

HIGH POTENTIAL PROGRAM

Saint Mary's College has a fundamental mission to provide access to education for deserving students from groups that historically have not had these opportunities. The High Potential Program is designed to offer admission and support to students who, because of adverse social, economic, educational or other factors, do not demonstrate their ability to succeed in college through the traditional indicators of academic potential (e.g., standardized test scores, high school courses, grade point averages). First-generation college-bound students are encouraged to apply through this program.

Approximately 30–35 first-year students are admitted through the High Potential Program each fall, and highest consideration is given to individuals who are highly motivated to obtain a baccalaureate degree and who present evidence of leadership in school, community, church or other activities. Applicants are required to submit additional materials and are selected based on this supplementary information, recommendations and an extensive self-inventory. High Potential Program students are required to participate in an intensive three-week summer residential program and a fall and spring academic lab. These courses provide students with a broad range of other academic and personal support programs designed to build a solid foundation for high achievement. Students wishing to apply through the High Potential Program should contact the Office of Admissions for additional information.

INTERNATIONAL STUDENTS

Saint Mary's welcomes qualified international students to campus. Since educational systems differ from country to country, each applicant is evaluated individually. We take into consideration academic standards from each student's home country, and determine an equivalency between the applicant's country and U.S. admission requirements. Secondary school records or mark sheets, rank in class, results on national examinations, letters of recommendation and potential for success are factors considered for admission.

To apply to the College, international students must submit the following: a completed International Student Application and a US\$55 application fee; original secondary school records and a certified translation if the original is not normally issued in English; proof of academically successful secondary school graduation; certified copies of national or other examination results; a letter of recommendation from a teacher, counselor, principal or school director; and an official TOEFL or IELTS result. The SAT I exam is not required for admission but will be used for placement purposes if submitted. The College will require a Certificate of Finances when a student is admitted; this document must be received by the College before SEVIS documents can be issued.

The TOEFL (Test of English as a Foreign Language) is required of all students whose native language is not English. Saint Mary's College of California code for ETS is 4675. Students may submit an IELTS (International English Language Testing System) result in place of the TOEFL. The minimum TOEFL result must be 71-iBt or 197-CBT; the minimum IELTS result must be a 6.5 band to be considered.

The English Proficiency requirement may be waived if the student completes any of the following: completion of four consecutive years of study at a high school in the United States; completion of a minimum 60 transferable credit hours at a U.S. university or community college, excluding English as a Second Language course work; completion of high school or equivalent in a country where the official language is English; SAT I Critical Reading exam result of 520; OR an ACT English exam result of 22.

Students who meet admission requirements may be accepted as full-time undergraduate students. Transfer students whose first language is not English must meet the English composition requirement (see Written English Requirement p. 43). Saint Mary's does not offer English as a Second Language courses.

International students are expected to finance their educational expenses. Part-time employment on campus is available, but earning will not be adequate for payment of educational costs. A small scholarship is offered to qualified students: students must apply with a 3.3 grade point average equivalency and a TOEFL result of 80-IBT or 213-CBT, or an IELTS result of 7.0 band to be considered.

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

CONDITIONAL ACCEPTANCE OF INTERNATIONAL STUDENTS

Students who have scores between 500 (173) and 527 (197) may be enrolled in a program consisting of one or two undergraduate courses, chosen in consultation with the faculty advisor. Students with scores lower than 500 (173) who have a strong academic background can also receive conditional acceptance but will be enrolled full-time in an English Language Program.

International students are expected to finance their own educational expenses. Only scholarship funds received by the College and designated for international students will be so dedicated. Part-time employment on-campus is also sometimes available. For further information, see Financial Aid, p. 18.

TRANSFER STUDENTS

A student entering Saint Mary's College from another college or university must meet the standards set forth previously concerning admission from secondary school. He or she must also present a college record with a minimum cumulative GPA of 2.3 in academic transferable courses. The transfer student who would not qualify for admission to Saint Mary's College directly from secondary school will normally be required to present a record of at least one year's work at another college with a minimum cumulative GPA of 2.3 in a minimum of 23 academic semester units or 34.5 academic quarter units transferable to the University of California system from California community colleges or another accredited college or university, and completed with letter marks rather than Pass, Satisfactory, or Credit. Transfer students are encouraged to complete any high school course deficiencies prior to transfer.

The Admissions Committee requires that students complete one year of high school algebra and one year of high school geometry or their equivalent with a grade of C or better before transfer.

All transferable grades from other colleges are considered in determining eligibility for admission. When courses are repeated, only the most recent grade will be computed into the grade point average in determining the minimum admission standard of 2.3. Saint Mary's does not accept as transferable for credit any courses in remedial subjects, vocational fields such as welding, non-academic areas such as typing, and secondary school mathematics.

If a student transfers from a school that does not compute grades below a C into the overall grade point average, his or her application will be evaluated on the basis of the number of courses he or she completes in making normal progress toward graduation.

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

ADVANCED PLACEMENT

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

In addition, college credit, advanced placement, and reduction of prerequisites may be granted to entering freshmen who, in the judgment of the appropriate department, have demonstrated advanced scholastic attainment. The principal criteria used are the Advanced Placement examinations of the College Entrance Examination Board, school records, and personal interviews. The advantages of advanced placement are admission to courses ordinarily not open to freshmen, and greater freedom to pursue independent study or research in the senior year. Each academic department determines minimum score requirements and amount of college credit (also, see Credit by Examination under Academic Requirements, p. 37).

The College also grants advanced credit to students who have taken A-level or International Baccalaureate (higher level) courses.



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

GRADUATE PROGRAMS

See separate bulletins.

PAYMENT

All students assume financial responsibility for any charges and/or fees posted to his/her account. All students further assume the responsibility for understanding SMC's official policies concerning payment deadlines, registration deadlines and satisfactory academic progress.

Tuition and room and board charges are due in two installments. The charges are due approximately one month prior to the first day of the term, with fall payments generally due the first week in August and spring payments generally due the first week in January. Lab fees, extra course charges and other miscellaneous fees are billed as incurred during the academic year. All such charges are due and payable upon notice from the Business Office. A student failing to make payment will be denied registration and will be unable to attend class or use campus facilities. Late fees may also accrue. Participation in commencement exercises will not be allowed, nor will a diploma, transcript of credit, or honorable dismissal be issued until all College bills have been paid in full. Transcripts will not be issued to former students with past-due balances, including past-due balances on Federal Perkins loans or other loans. Saint Mary's College further reserves the right to recover all costs involved with collection due to non-payment of the outstanding balance.

Saint Mary's College accepts credit card payments for tuition and fees only when paid through the Saint Mary's College website using our partner, Nelnet Business Solutions. Saint Mary's College does NOT accept credit card payments for tuition and fees through the mail, in person, via fax or over the phone. Mastercard, Discover, and American Express are accepted. Visa is not accepted. When a credit card is used, a convenience fee of 2.75% will be charged and managed by our vendor, Nelnet. This is separate from tuition and fees. For more payment options, please visit www.stmarys-ca.edu/admissions-and-aid/tuition-and-fees/payment-options.html

MONTHLY PAYMENT PLAN

Traditional undergraduate students may choose to pay for their tuition and fees monthly. Information on our monthly prepayment plan is available at www.afford.com/stmarys-ca. This is an interest-free monthly payment option offered by our partner, Tuition Management Systems. The payment option is available for a small enrollment fee and includes personal account service, automated account information, and access to your account through their website, www.afford.com/stmarys-ca.

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

BILLING

Opening bills for fall are posted in July with a due date of early August. Opening bills for spring are posted in December, with a due date of early January. Monthly ebills are sent for any unpaid balance. All bills are sent electronically. It is the student's responsibility to read and manage his/her SMC email account in order to ensure timely notification of the ebill.

REFUNDS

TUITION

Refunds are made each term to undergraduate students only on the written application of the withdrawing student according to the following schedule: 85% tuition refund to the end of the first week of class; 80% tuition refund to the end of the second week of class; 75% tuition refund to the end of the third and fourth week of class. No refunds will be made for withdrawal after the fourth week of the term. The above schedule is based upon the date on which the official notice of withdrawal is given to the Registrar's Office.

ROOM AND BOARD

Students who live in campus housing (residence halls and townhouses) assume contractual responsibility for occupancy for the entire academic year. Students who live in College residence halls are required to contract for meals. Students living in College townhouses may voluntarily elect to purchase one of the various meal options provided. Inquiries concerning room and board plans should be directed to the Campus Housing office.

OVERPAYMENTS OR FINANCIAL AID PROCEEDS

Refunds will only be issued on credit balances. Refunds of overpayment may be requested in person or in writing to the Business Office. Refunds from Federal loan proceeds (if any) will be issued within 14 days of disbursement. If the disbursement creates a credit, the refund will be issued to the borrower of the loan. Once the academic term begins, refunds will be available every Friday for all valid requests received the previous Wednesday. Refunds will not be processed prior to the beginning of the term or for any pending aid that has not yet disbursed. Students have the option to pick up their refund or have it mailed to the address on file. Refunds will not be mailed to campus housing. During the first two weeks of each semester, refunds are held for pick-up in the Business Office. Any check not picked up within the first two weeks of each semester will automatically be mailed to the permanent address on file. If the student is no longer eligible to receive financial aid or student loans, his/her account will be adjusted accordingly. Any refund received from these funds must be reimbursed to Saint Mary's College IMMEDIATELY.

STUDENT INSURANCE

To ensure that all students have health insurance coverage, including basic sickness and accident insurance, the College has instituted a mandatory health insurance requirement. All undergraduate students enrolled in three or more courses each term are required to have health insurance coverage. Students are automatically enrolled in and billed for the College's provided plan. A credit is applied to the account once proof of coverage is shown. The waiver to provide proof of coverage is found online at www.aetnastudenthealth.com. The waiver must be completed prior to the start of each academic year in order to receive the credit. All full-time undergraduate students are covered by a secondary accident insurance policy that provides protection during regulatory attendance on the campus, and while attending college-sponsored activities. The policy covers only accidents and should not be considered to be a replacement for a comprehensive health insurance plan. Any loss or injury sustained resulting from the use of alcohol and/or drugs is not covered.

PART-TIME ENROLLMENT

Saint Mary's College charges part-time students course by course for each term (Fall, Jan, and Spring terms) and considers a student to be part-time if his/her enrollment is less than 7.0 courses, per academic year. Students who have attempted course credits of 7.0 to 9.50 courses per academic year will be considered full-time and will not be permitted to change to part-time status. Students will be classified as full-time or part-time for the FULL academic year, not term by term. For students not completing the full academic year with enrollment of one term only, part-time status is permitted for 3.0 courses or less in the term. Students wishing to be classified as part-time must complete the Part-Time Enrollment form for EACH YEAR enrollment is less than 7.0 courses. Part-time students are not permitted to live on campus, participate in the monthly payment plan, or enroll in the College sponsored insurance plan. Students who drop to part-time status after the deadline to waive the medical insurance has passed are liable for the full medical insurance charge. Eligibility for financial aid will also be affected for part-time students.

Please Note: All College policies are subject to change without notice. Please visit www.stmarys-ca.edu/admissions-and-aid/tuition-and-fees/index.html for more information regarding billing and payment.

Tuition and Fees

TUITION

STUDENTS

Full-time (7.00 to 9.50 courses per year)	\$33,760
Part-time (less than 7.00 courses per year, per course)	\$ 4,220
Additional courses (more than 9.5 courses per year, with advisor approval)	\$ 3,756

Open Enrollment (per course)	\$ 2,516
(No more than 4 courses per year—2 per term only)	

ROOM AND BOARD

Room—Double	\$ 6,570
Room—Single	\$ 7,300
Room—Triple	\$ 5,250
Room—Townhouse (includes \$50 flex for year)	\$ 7,500
Room—Townhouse Triple (includes \$50 flex for year)	\$ 6,750
Carte Blanche (includes \$75 flex) per year	\$ 5,370
14 meals per week (includes \$75 flex) per year	\$ 5,220
10 meals per week (includes \$150 flex) per year	\$ 5,080
8 meals per week (includes \$150 flex) per year	\$ 4,850

MISCELLANEOUS FEES

Application fee (this fee is required with all applications for admission and non-refundable)	\$ 55
Registration fee (Required of all new undergraduate students at time of initial registration; payable once, non-refundable)	\$ 30
Tuition commitment deposit (Required of all new students. Applied to tuition, non-refundable)	\$ 300
Room reservation deposit (Required of all resident students. Applied to room and board; non-refundable)	\$ 350
Orientation fee (Required of all new undergraduate student)	\$ 250
Late payment fee (monthly service charge)	\$ 25
Student activity fee (required of all students taking 3 or more courses per term)	\$ 150
Medical insurance fee (required of all full-time students; can be waived with proof of insurance)	TBA
Commencement activities fee	\$ 115
Late registration fee	\$ 175
Transcript of record	\$ 5
Laboratory fees (see description of courses, pp. 50–173)	

The additional course credit is proportionately applied to course credits in excess of 4.25 in each term. Open enrollment students may take no more than four courses per year, no more than two courses per term. These courses are offered on a space available basis only.

The schedule of fees are effective July 1, 2009 and are subject to change without notice.



FINANCIAL AID PROGRAM

Saint Mary's College, through its Financial Aid Office, is committed to helping students and families obtain the needed assistance, both monetary and advisory, to make attendance possible.

The basic philosophy governing financial aid is that the student and his/her parents will first contribute as much as is reasonable toward the cost of attending Saint Mary's College. The amount expected will be the same as the amounts expected from other students and families having the same financial circumstances. Eligibility for financial aid will be the difference between what it costs to attend and what the student can reasonably be expected to pay. The Financial Aid Office uses the Free Application for Federal Student Aid (FAFSA) to collect information used to determine the student's eligibility for federal and institutional funds.

In addition to demonstrating financial need, applicants for aid must:

1. be citizens or permanent residents of the United States;
2. be enrolled or accepted for enrollment at Saint Mary's College on at least a half-time basis;
3. be making satisfactory academic progress toward a degree or certificate (maintaining a grade point average no lower than 2.0, or C average).

Those undergraduates who are placed on Financial Aid probation for a second consecutive term shall be ineligible for financial aid until the probationary status is removed. Probationary status includes special academic probation (see Academic Standing p. 40).

Full-time undergraduates in four-year degree programs who fail to complete at least 7.25 courses, and part-time undergraduates who fail to complete at least five courses at the end of each academic year shall be ineligible for financial aid until the minimum number of courses is completed. At the end of each term, a review will be made to ensure compliance with the requirements of satisfactory academic progress. The course completion requirements will be reviewed at the end of each academic year.

A student can appeal to the Director of Financial Aid if that student has extenuating circumstances that might affect the decision of the Financial Aid Office after the initial review.

Financial Aid

APPLYING FOR AID

NEW STUDENTS

1. Complete an application for admission to Saint Mary's College and arrange to have Scholastic Aptitude Test scores and high school/college transcripts sent to the Office of Admissions before February 1.
2. Complete the Free Application for Federal Student Aid (FAFSA) by February 15. This may be filed by using a paper application available from high school and college counseling offices, or by applying on the Internet (www.fafsa.ed.gov). Regardless of the method selected, follow the instructions and be sure to enter "Saint Mary's College, Moraga, CA (Federal School Code 001302)" as the recipient of the form.
3. California residents should complete the GPA Verification Form by March 2 to apply for the state grant programs. Forms are available in high school and college counseling centers, online at www.calgrants.org, or from the Financial Aid Office.

STUDENTS CONTINUING AT SAINT MARY'S COLLEGE

Students wishing to renew their aid for a subsequent year should file the FAFSA by March 2. Only new applicants for Cal Grants need to file the GPA Verification Form (see item 3 above).

SELECTION CRITERIA

Saint Mary's College uses a priority deadline of February 15 for new students and March 2 for currently enrolled students for all financial aid programs administered by the College. All students who are enrolled or accepted for enrollment by their respective priority deadlines and who have filed the required financial aid documents by that date receive equal consideration for Saint Mary's College scholarships, in relation to their financial need. Federal funds under the control of the College are limited, and generally are awarded only to students with considerable need. Students completing the application process after March 2 will be considered for institutional and limited federal financial aid only if funds are available. Financial aid notification letters for those who have met the priority deadline are mailed to new students in March and to continuing students in June.

PACKAGING FOR FINANCIAL AID

It is often not possible to meet all of a student's need with scholarship or grant aid. In such cases, student loans or student employment may be included as a part of the financial aid package. If for any reason the student wishes to decline the loan portion of the aid package, he or she may do so without affecting scholarship or grant awards. It should be noted, however, that refusal of a loan or campus job will not result in a larger scholarship award. If the student is eligible, the Cal Grant A or B and the federal Pell Grant will be included in the total award package. California residents are required to apply for a Cal Grant A and/or Cal Grant B from the California Student Aid Commission. If the Commission deadline (March 2) is missed, the student may still be considered for assistance from Saint Mary's College, although the College will be unable to offer scholarships to replace Cal Grants that would have been received had an application been made on time.

FINANCIAL AID FROM SAINT MARY'S COLLEGE

SAINT MARY'S COLLEGE SCHOLARSHIPS

Tuition scholarships are awarded by Saint Mary's College to full-time undergraduates who demonstrate academic ability and financial need. The amount of each tuition scholarship varies according to the financial need of the recipient and his/her family. (For further information see Saint Mary's College Scholarship Policy Statement, available in the Financial Aid Office.) Priority deadline: March 2. (See Scholarships for listing, pp. 192–201.)

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)

SEOG awards of \$200–\$2,500 per year are federally funded grants administered by the College and available to undergraduate students with exceptional financial need. Priority deadline: March 2. (Normally, students must be enrolled at least half-time.)

SAINT MARY'S COLLEGE TUITION ALLOWANCE

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

SAINT MARY'S COLLEGE ATHLETIC GRANT

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

FEDERAL PERKINS LOAN

This is a federal loan program administered by the College. Perkins Loan recipients must be pursuing at least a half-time course of study and must be able to demonstrate financial need. Priority deadline: March 2.

STUDENT EMPLOYMENT

Saint Mary's College offers a wide variety of part-time, on-campus jobs in virtually all College offices and departments. These student jobs are provided through two separate programs, the Federal College Work-Study program and the Saint Mary's College student employment program.

Students who qualify for need-based financial aid may be awarded Federal College Work-Study as part of the annual award. The award letter will list the funds reserved to pay the student during the academic year. Listings of work-study positions are available in the Career Development Center, Ferroggiaro Hall. Job listings are also available on the College's intranet site: SMCnet. Students may view current listings by logging on www.smcnet.stmarys-ca.edu/studentjobs.

The Career Development Center also posts notices of general student employment opportunities both on- and off-campus. These jobs are open to any undergraduate or graduate student enrolled at least part-time at the College. In addition to the distribution of student job applications to employing departments, the Career Development Center offers career counseling, résumé writing and interview workshops, internships and job placement services.

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

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

FINANCIAL AID FROM STATE AND FEDERAL AGENCIES

CAL GRANT A

\$700–\$9,708 per year. Awarded by the California Student Aid Commission, the Cal Grant A is based on academic achievement (as measured by high school or college grades) and financial need. Eligibility is limited to California residents for a maximum of four undergraduate years. Applicants must file the Free Application for Federal Student Aid (FAFSA) and the GPA Verification Form (available from high school counseling offices or college offices of financial aid). Deadline: March 2.

CAL GRANT B

\$1,551–\$11,259 per year. The Cal Grant B is awarded by the California Student Aid Commission primarily to students from low-income backgrounds. Eligibility is limited to California residents for a maximum of four undergraduate years. Applicants must file the Free Application for Federal Student Aid (FAFSA) and the GPA Verification Form. Deadline: March 2.

FEDERAL PELL GRANT

\$609–\$5,350 per year. The Pell Grant is a federal grant program which offers assistance to low- and middle-income undergraduate students who are U.S. citizens or permanent residents, and who demonstrate financial need. (Need is defined according to a federal eligibility formula.) Application for the Pell Grant may be made by means of the Free Application for Federal Student Aid (FAFSA). Forms are available online at www.fafsa.ed.gov, from high school counseling centers or from the Office of Financial Aid. No deadline.

FEDERAL ACADEMIC COMPETITIVENESS GRANT

Freshmen and sophomore students who are eligible for a Pell Grant may also receive a new Federal Academic Competitiveness Grant of up to \$750 for their first year and \$1,300 for the second year. To qualify, students must have successfully completed a rigorous high school program as recognized by the U.S. Secretary of Education. Second-year students must also have maintained at least a 3.0 GPA.

FEDERAL NATIONAL SMART GRANT

The National SMART (Science and Math Access to Retain Talent) Grant provides up to \$4,000 for both the third and fourth years of undergraduate study to full-time students who are eligible for a federal Pell Grant and majoring in physical, life, or computer sciences, mathematics, technology or engineering, or in certain foreign languages. Students must also have maintained a GPA of at least 3.0 in course work required for their major.

FEDERAL STAFFORD LOANS (SUBSIDIZED)

Stafford loans are loans \$3,500–\$5,500 (depending on the student's grade level) for students' educational costs; these loans are insured by a state or federal agency and are available through private lenders such as banks and credit unions. Students who demonstrate financial need up to the requested loan amount will have the interest on the loan paid (subsidized) during their enrollment on at least a half-time basis.

FEDERAL STAFFORD LOANS (UNSUBSIDIZED)

Unsubsidized federal Stafford loans are available for students who do not qualify, in whole or in part, for the need-based subsidized federal Stafford loan. Borrowers may receive both subsidized and unsubsidized federal Stafford loans totaling up to the applicable Stafford loan limit, if they do not qualify for the full amount permitted under the subsidized federal Stafford loan program. The terms for the unsubsidized loan are the same as the terms for the subsidized federal Stafford loans, except that the government does not pay interest on the unsubsidized federal Stafford loans. The interest rate on Stafford loans is fixed at 6.8 percent for the life of the loan.

Undergraduate dependent students may borrow an unsubsidized loan of \$2,000 as of July 1, 2008. For independent students and for students whose parents are unable to secure loans through the federal PLUS program, the unsubsidized federal Stafford loan maximum is \$6,000 per year for first- and second-year students, and \$7,000 per year for all other undergraduates.

FEDERAL PLUS LOANS

PLUS loans are made to parents of undergraduate students by private lenders, such as banks and credit unions. The maximum loan cannot exceed the cost of education less any financial aid received by the student. The interest rate on the PLUS Loan is fixed at 8.5 percent. The Financial Aid Office maintains lists of lenders participating in this program. Interested parents should contact their lender of choice to initiate the process.

ALTERNATIVE PAYMENT PLANS

GIFTS AND LOANS TO CHILDREN

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

TEN-MONTH PAYMENT PLAN

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

Financial Aid

COLLEGE REFUND POLICY

Students who withdraw during an academic term will have tuition charges adjusted according to the schedule shown on p. 18.

The College is required to follow the refund regulations published by the U.S. Department of Education for students who receive Title IV financial aid funds (federal Perkins Loans, federal SEOG, federal Pell Grant, federal College Work-Study, federal Stafford Subsidized and Unsubsidized Loan funds, and Cal Grant funds). Student recipients of any of these funds who withdraw from all of their classes within the first 60% of an enrollment period will have their financial aid adjusted. The amount of federal aid that will be returned will be determined by the number of calendar days not completed in an enrollment period divided by the total number of calendar days in that period. If that percentage is less than 40%, no adjustment is required.

Should regulations governing refund policies for federal student aid recipients change, Saint Mary's College will implement those changes. Current refund policy information may be requested from the Financial Aid Office.

DISBURSEMENT OF AWARDS

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

GIFTS AND ENDOWMENTS

Saint Mary's College is a private institution and receives no direct support from taxes or other public funds, or direct financial assistance from the Diocese of Oakland.

Annual operating expenses of the College are met principally, but not fully, by tuition and fees. The difference between that income and the actual cost of instruction and other services is underwritten by the contributed services of the Christian Brothers, by annual fund donations from alumni, parents and friends, and by income from an endowment principal of approximately \$165 million. Through these contributions, all students, including those paying full tuition, are aided in financing their College education.

In the face of rising costs, it becomes increasingly important to meet the expenses of the College through contributions supplementing tuition and fees. Demands for augmented instructional, residential and recreational facilities, as well as requests for financial aid, place an even greater burden on College resources.

Those individuals who wish to support the College may do so by making annual contributions for unrestricted support, scholarships or athletic grants-in-aid. Those interested in gift opportunities related to new buildings, endowed professorships, endowed scholarships or program endowments should contact the Saint Mary's College Development Office.

Saint Mary's College of California is a nonprofit corporation. Contributions are tax-deductible in accordance with state and federal laws. Gifts may be made to the College through the Development Office, Saint Mary's College, P.O. Box 4300, Moraga, CA 94575-4300. For information, call (925) 631-4328.

VETERANS BENEFITS

Education Benefit Program applications for members of the armed services are available in the registrar's office on campus. Letters seeking advice or information concerning the College should be addressed to: Veterans, P.O. Box 4748, Saint Mary's College, Moraga, CA 94575-4748.

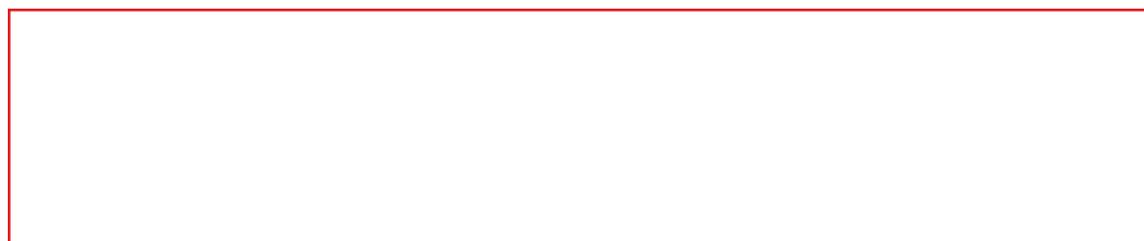
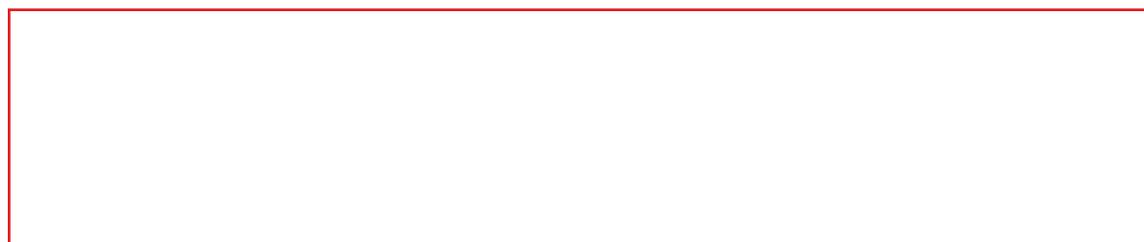
Saint Mary's College of California is approved for the training of veterans and their eligible dependents under the various public laws which come under the direction of the Department of Veterans Affairs.

Details and procedures are available from the Department of Veterans Affairs, Regional Office, P.O. Box 8888, Muskogee, OK 74402-8888 or by calling toll-free 1 (800) 827-1000 or (888) 442-4551, or visit www.gibill.va.gov.

CALIFORNIA STATE BENEFITS FOR VETERANS AND ELIGIBLE DEPENDENTS

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

ACADEMIC OFFICERS AND SERVICES



ACADEMIC OFFICERS

PROVOST OF THE COLLEGE

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

VICE PROVOST OF ACADEMIC AFFAIRS

The vice provost of academic affairs manages and directs the activities of the deans of the undergraduate schools of the College, while providing strategic and operational leadership, vision and direction for the design and implementation of the College's traditional undergraduate programs. The vice provost coordinates program planning with student services, advising services, academic development, the dean of academic resources, the January Term director, the Collegiate Seminar program, the Center for International Programs, the Honors Program, and the Catholic Institute for Lasallian Social Action. This position reports to the

provost of the College, serves on the Provost's Council, the President's Cabinet and the Budget and Planning Committee, and works collaboratively with other senior leaders of the College.

DEANS OF THE SCHOOLS

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

ACADEMIC OFFICERS AND SERVICES

DEAN FOR ACADEMIC DEVELOPMENT

The dean for academic development is responsible, in collaboration with the vice provost of academic affairs, the deans of the schools and the registrar, for review of undergraduate departmental offerings, tracking the Continuous Action Plan (the strategic plan for the academic programs of the College), major WASC recommendations, the five-year plans generated by program reviews in each academic area; strategic planning for new academic initiatives; and implementation of the Academic Honor

Academic Officers and Services

Code as well as academic probation and disqualification policies. The dean handles the student evaluations of faculty and courses and student grievances on academic issues. The dean responds to College-wide requests for academic information or assistance.

DEAN FOR FACULTY DEVELOPMENT

The dean is responsible for administering the Office of Faculty Development that provides faculty support services, as advised by the Committee on Teaching and Scholarship. Programs include new faculty orientations, chair development, sabbatical and research presentations, rank and tenure workshops, book discussions and mentoring for effective teaching, learning and service. An annual Woodrow Wilson Fellow enriches campus life through class visits and public forums. Professional and scholarly development and collaborative faculty/student research funds and technology grants are distributed through FD Office by the Faculty Development Fund Committee and the Faculty Technology Group.

DEAN FOR ACADEMIC RESOURCES AND DIRECTOR OF THE LIBRARY

The dean for academic resources is responsible for the development, programming and administration of the information and learning resources of the Saint Albert Hall Library and the Hearst Art Gallery. The dean is responsible for the quality and evaluation of services, collections, facilities, and staff, allocation of these resources across academic disciplines and programs at all levels, and implementation of policy and procedure. The dean determines an appropriate balance among print, media and digital academic resources to support the educational programs of the College through broad-based collaboration with faculty and administrative staff.

DEAN OF ACADEMIC ADVISING AND ACHIEVEMENT

The dean of academic advising and achievement is responsible for developing and implementing programs, policies and procedures related to the academic development, persistence and success of undergraduate students. The dean has administrative responsibility for the Academic Advising Center, the Tutorial and Academic Skills Center, the Career Development Center, the High Potential Program, Student Disability Services, the Honors Program, and faculty academic advising coordination. The Dean of Academic Advising and Achievement is also responsible for evaluating student requests for medical withdrawals.

ACADEMIC ADVISING AND ACHIEVEMENT

Academic Advising and Achievement is committed to providing undergraduates with the guidance necessary to help them find the correct balance of support, challenge, structure, and independence needed to realize their full potential. The various programs and services of Academic Advising and Achievement provide support for students as they plan their course of study toward the achievement of their educational, career and life goals. Through a coordinated blending of various academic support services and resources, Academic Advising and Achievement provides students with opportunities to effectively integrate their academic and personal development with an exploration and examination of academic and career opportunities. By diffusing academic and life skills development throughout the process, Academic Advising and Achievement empowers students to become more independent in developing and achieving their goals. In general, the overall mission is to assist students to realize their maximum academic potential, assist students in developing realistic and meaningful academic and career goals, and assist students in developing strategies to achieve their goals.

ACADEMIC ADVISING

Each first-year student is assigned a full-time faculty advisor from a discipline or field closely related to the academic interest expressed by the student. The first-year faculty advisor strives to communicate the ideals of a liberal arts education, and balance that with helping each student navigate the complexity of issues and options encountered as they transition into the college environment. When students declare a major they are assigned a faculty advisor from the respective academic department or program, or may continue on with the same advisor if appropriate. Specialized advisors are provided for health sciences, pre-med and pre-law.

ACADEMIC ADVISING CENTER

The Academic Advising Center is committed to providing undergraduates with the support and guidance necessary to succeed academically. The center is primarily focused on helping students who have not decided on an academic major or are experiencing academic difficulty. The academic advising coordinators in the Academic Advising Center recognize, and are sensitive to, the diversity of differences and unique characteristics that each student brings. The advising coordinators strive to connect to students by providing advising and support interventions at important points throughout the academic year. The academic advising coordinators help students plan academic programs, suggest enrichment opportunities, monitor student progress, explain college policies and help students navigate through procedures.

TUTORIAL AND ACADEMIC SKILLS CENTER

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

CAREER DEVELOPMENT CENTER (925) 631-4600

The Career Development Center helps all students, including liberal arts majors, and alumni explore career options by offering personal career and graduate school counseling. Freshmen and sophomores who have not declared a major or students who wish to change majors should come to the center for guidance. Professional career counselors conduct workshops and a .25-credit course, which covers resume writing, interview skills, business etiquette and internships. The employee relations manager coordinates on-campus recruitment interviews. On- and off-campus part-time job listings are provided for undergraduate and graduate students. All current job listings can be viewed online at www.smcnet.stmarys-ca.edu/studentjobs. An intensive internship program is available.

Career information nights, mock interviews, an annual Career and Internship Fair, and Dine with Alums are sponsored by the Career Center. Career and graduate school information, plus a library of employer, graduate school, pre-law, and international work-study related literature is also available. Career coaching by a full-time career management consultant is available to all alumni.

HIGH POTENTIAL PROGRAM (925) 631-4165

A select group of first-year students are admitted to the High Potential Program (HP) each fall. These students participate in an intensive three-week summer residential program and an academic enhancement seminar fall and spring semesters. Through collaborative programming with select faculty, the Academic Advising Center, TASC and other resources of the College, the HP program provides students with structured academic guidance, personal support and student development activities that provide a solid foundation for academic and life achievement.

STUDENT DISABILITY SERVICES (925) 631-4164

Individualized assistance is provided for students with appropriately documented learning, health, psychological or physical disabilities. Services are available to meet the need of qualified students with disabilities in accordance with section 504 of the Rehabilitation Act of 1973 and Title III of ADA.

HONORS PROGRAM (925) 631-4903

The Honors Program is a selective program that provides a dynamic, rigorous learning experience within and beyond the classroom for our highest performing students. This program provides challenging academic course work and engaging extracurricular learning opportunities that encourage students to pursue education for social justice and the common good. Students in the Honors Program view their goals and achievements through the broad lens of personal and social responsibility. The hallmark of Honors Program students is their commitment to serve and contribute to the larger community. They recognize and act on their personal responsibility and obligation to the educational community, the local community, and to our shared national and global community.

CENTER FOR INTERNATIONAL PROGRAMS

The Center for International Programs believes that internationalization and global literacy are an integral part of a liberal arts education. The Center develops and supports international education programs on and off campus. Saint Mary's College views study abroad as a rewarding educational and cross-cultural experience. It furnishes qualified students the opportunity to participate meaningfully in another culture. Currently there are sponsored semester programs in Australia, England, France, Italy, Mexico, South Africa and Spain. The Center also supports exchange programs in Tokyo and Barcelona and participates in the Lasallian International Programs Consortium that offers programs in Argentina, Brazil and Ireland. Students may obtain approval to participate independently in other programs around the world. Once approved, all students will receive academic credit for appropriate courses completed during the semester. Financial aid will also apply to all Saint Mary's sponsored programs, and students will maintain on-campus housing lottery privileges. For more information please contact us at (925) 631-4107 or studyabroad@stmarys-ca.edu.

The Center for International Programs also provides support services for students and faculty from other countries, namely immigration assistance, personal and academic advising, orientation, practical training, social and cultural activities, and referral to appropriate campus resources and services. The Center is committed to enriching students' life experience, whether in the United States or abroad.

THE LIBRARY

Saint Albert Hall, named for the 13th-century philosopher and theologian, Saint Albert the Great, houses the main library collection of more than 230,000 books, videotapes, and other materials, and provides access to over 24,000 current periodicals.

The library is a center for learning. It has 280 seats for reading and study at carrels and tables and is open 103 hours per week during school terms to provide a convenient locus for study and research. The library reference desk is staffed 64.5 hours per week by one of 11 professional librarians. Albert, the online public access catalog, provides access to more than half of the books in the library, plus periodical titles and videos, digital resources and sound recordings. A rich variety of electronic information resources are available through the library's website—www.library.stmarys-ca.edu—via the campus network, and from home or office to students, faculty and staff over the Internet. In addition, the library participates in a resource-sharing network that provides students and faculty access to more than six million book titles owned by other California academic libraries. The library subscribes to the Online Computer Library Center's network of libraries throughout the United States and Canada for the purpose of locating, borrowing and cataloging materials.

Library services include a four-week borrowing period (with renewals); a reserves collection for high-use materials and faculty-required reading outside of class, interlibrary borrowing and document delivery services; information and research assistance; Internet and research instruction sessions for classes, groups, and individuals; self-serve photocopiers; convenient display of current periodicals for browsing and reading; a small "best sellers" collection for student recreational reading; and informative exhibits and displays. The extensive research libraries of the nearby University of California at Berkeley are also available to Saint Mary's students and faculty for on-site use at no charge.

Academic Officers and Services

The library, incorporating the College archives, also has several special collections including the Albert T. Shine, Jr. Collection on California and Western Americana and a collection focusing on the life, work, and influence of Cardinal Newman, including the Oxford Movement (1833–1845), the First Vatican Council (1869–1870), and the Kulturkampf (1871–1890), which involved church-state conflict in Germany, Austria and Switzerland. Also located in Saint Albert Hall is the Library for Lasallian Studies, a collection by and about Saint John Baptist de La Salle, the founder of the Christian Brothers teaching order and the 17th century French religious and political environment in which the order was created.

COMPUTER AND TECHNOLOGY SERVICES (CaTS)

CHIEF TECHNOLOGY OFFICER

The chief technology officer (CTO) coordinates and manages the College's Office of Computer and Technology Services, which includes administrative computing, desktop computing, computer networking and network infrastructure, instructional technology and digital library support, web services and Internet connection, media equipment and services and telephone services. The CTO is responsible for technology planning and budgeting, in accordance with the College's mission and strategic plans, and for purchasing all technology equipment. With the guidance of the Technology Advisory Committee and the Regents' Technology Committee, the CTO is responsible for development and implementation of technology policies and procedures, as well as assessment of the effectiveness of technology services.

Saint Mary's College has developed a wide variety of computer-based resources to support campus communication, information dissemination services, and the curricular and research activities of faculty and students. These resources are installed, developed and maintained by CaTS. The Saint Mary's computer network is built upon the foundation of a high-speed fiber-optic network infrastructure that extends throughout the campus. This network links faculty and staff offices, student computer laboratories, electronically enhanced classrooms, residence halls and the library, and is also accessible to students, faculty and staff via the Internet when off-campus.

A variety of computer and network resources are available to all members of the Saint Mary's community. Computer classrooms and laboratories in Garaventa Hall, Brousseau Hall, Galileo Hall, the School of Education, and several remote campus sites are outfitted with a variety of software programs to aid in instruction. Online course work and information can also be shared by faculty and students via the campus network and the Internet. ResNet, the residential computer network, is available to all students living in the residence halls for connection to their personal computers. Drop-in student computer labs are located in the Saint Albert Hall library and in designated computer classrooms in Garaventa Hall. Help Desk services are accessible by phone or walk-in, and laptop computers are available for students to borrow and use outside of the lab facilities. CaTS also provides full e-mail services and high-speed access to the World Wide Web from the College network and ResNet. Class registration, course availability, unofficial transcripts, grades and other up-to-date information are available to students online through GaelXpress. CaTS Web Services also publishes SMC net, the College intranet site, www.stmarys-ca.edu, the official Saint Mary's College Web site, and provides support for the web publishing and web services needs of the College community.

MEDIA SERVICES

Media Services is a department of the Client Services Group (the primary customer contact organization of CaTS). It provides and maintains media equipment in support of instructional, student and business activities of the College, as well as events and conferences. This department also provides some support for the development and promotion of instructional media by students, faculty and staff.

The Media Services Center, located on the second floor of the library building, makes multimedia development systems available to the College community and offers training and assistance to faculty and students in the areas of digital video editing, computer image scanning and manipulation transfer of materials from analog to digital format, and media support services for all venues across campus. Media Services staff manages all requests involving scheduling and delivery of media equipment to all venues on the campus. The professional staff plans, supports and maintains instructional media systems installed in classrooms and labs; they also provide training for all members of the campus community in the use of the college's media equipment. For further information, see www.media_cats_stmarys-ca.edu.

ART GALLERY

The Hearst Art Gallery, the art museum of Saint Mary's College, has a reputation for innovative, diverse exhibitions and educational programs. The first gallery dedicated to the paintings of William Keith was established in 1934 by Brother F. Cornelius Braeg, FSC, who chaired the art department for many years. With the aid of a grant from the Hearst Foundation, the current site, housing the permanent art collection, staff offices, two galleries for changing exhibitions, and the William Keith Room, opened in 1977.

Highlighting the College's permanent collection of more than 3,500 objects are 180 paintings by William Keith, California's finest late 19th-century landscape painter. The collection also includes contemporary art, prints, religious art and 300 ethnographic objects from Africa, Oceania, and Asia. Selections from the permanent collections are on view in the library and in offices throughout the campus. Gallery publications include catalogs of most exhibitions as well as a Keith collection DVD rich in late 19th-century California history, with quotations by Keith's great friend, the renowned naturalist John Muir.

Changing exhibitions include retrospectives of major California artists, contemporary and historic landscapes, photography, sculpture, works on paper, religious imagery, ethnographic and scientific objects and artifacts, and work by the College's faculty.

The Hearst Art Gallery is accredited by the American Association of Museums. For further information, see www.hearstartgallery.org.

LIVING LEARNING COMMUNITIES

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

- A unified theme and shared sense of goals within the community;
- Intimate engagement with Saint Mary's through conscious contribution and fellowship;
- Improved academic and social transition in each stage of student development;
- Increased personal and academic learning and development; and,
- A supporting and challenging environment in which students engage in ideas and explore diverse views and values.

HONORS LIVING LEARNING COMMUNITY

For incoming, first-year students who are designated Presidential Scholars or Honors at Entrance, a special living learning community exists in Assumption Hall. Honors students seeking a residence community with peers who take their academic pursuits seriously and commit to an atmosphere where there is quiet time for studying at night find this option attractive. In addition to the opportunity of living in an intellectually stimulating environment, students in the Honors Living Learning Community are supported in their academic endeavors by the presence of older students skilled in the sciences and the humanities who are available as mentors and tutors. In conjunction with the Science Living Learning Community placed in the same building, students have access to a range of enrichment activities such as going to the San Francisco Symphony, Bay Area museums, or other cultural activities, in addition to the usual barbecues and other social activities of residential living. Honors sections of an experimental .25 course, **EDUC 70**, are available to help students explore their personal and educational goals and the challenges of a liberal arts education. The Honors Living Learning Community is sponsored by the Office of Academic Affairs in partnership with the Office of Residence & Community Life. For further information contact Dean Frank Murray in the Office of Academic Affairs (925) 631-4406, or fmurray@stmarys-ca.edu.

SCIENCE LIVING LEARNING COMMUNITY

For incoming, first-year students who have expressed an interest in pursuing a science major at Saint Mary's College, a special living learning community exists in Assumption Hall, just across the street from the Brother Alfred Brousseau Science Building. Science-focused students seeking a residence community with peers who are taking Calculus, Chemistry, or other foundational courses in preparation for majoring in a science and who are committed to an atmosphere where there is quiet time for studying at night find this option attractive. In addition to the opportunity of living in an intellectually stimulating environment, students in the Science Living Learning Community are supported in their academic endeavors by the presence of older students skilled in the sciences and the humanities who are available as mentors and tutors. In conjunction with the Honors Living Learning Community placed in the same building, students have access to a range of enrichment activities such as going to the San Francisco Symphony, Bay Area museums, or other cultural activities, in addition to the usual barbecues and other social activities of residential living. Sections of an experimental .25 course, **EDUC 70**, are available to help students explore their personal and educational goals and the challenges of a liberal arts education. The Science Living Learning Community is sponsored by the School of Science in partnership with the Office of Residence & Community Life. For further information contact Professor Chris Jones of the Math Department (925) 631-8047, or cjones@stmarys-ca.edu.

LASALLIAN LIVING LEARNING COMMUNITY

The Lasallian Living Learning Community at Saint Mary's College is a residential experience grounded in the themes of faith, service, and community for sophomore students. Students seeking intentional and deeper ways of living the themes of this community in their own life are drawn to this program. In addition to living together in Becket Hall, participants in Lasallian Community engage in regular service opportunities at a local elementary school, enjoy fellowship with one another during community nights, and participate in weekly classroom discussions as students enrolled in or auditing a .25 course in the Department of Theology and Religious Studies each semester: **Listening to Life: Living Lasallian I (TRS 017)** and **II (TRS 018)**. The Lasallian Community is sponsored by the Mission & Ministry Center in partnership with the Office of Residence & Community Life. For more information, contact the Mission and Ministry Center at (925)631-4366 or mmc@stmarys-ca.edu.

SANTIAGO LIVING LEARNING COMMUNITY

The Santiago Community at Saint Mary's College is a residential community grounded in the themes of faith, service, and community for seniors and juniors. Upper-division students seeking mature and intentional ways to live the themes of this community are drawn to this program. Some students participate in Santiago Community after their experience of Lasallian Community. In addition to living together in Ageno Hall West, participants in Santiago Community engage in an off-campus overnight retreat to set individual and community goals. These identified goals frame student engagement in shared experiences of faith, service and community. Community leaders and a Suite Committee provide leadership and support to animate these goals. The Santiago Community is sponsored by the Mission & Ministry Center and in partnership with the Office of Residence & Community Life. For more information, contact the Mission and Ministry Center at (925)631-4366 or mmc@stmarys-ca.edu.



STUDENT LIFE PROVIDES INTEGRATED LEARNING EXPERIENCES, EMPOWERING STUDENTS TO BECOME ENGAGED, GLOBAL AND ETHICAL PERSONS.

The Vice Provost leads the Student Life area in building, sustaining and enhancing a community focused on student learning by providing services and support for students outside the classroom. Student Life areas include: Dean of Students Office, Residence Life, Community Life, New Student & Family Programs, Campus Housing and Conference Services, Counseling Center, Health and Wellness Center, Student Involvement and Leadership, Intercultural Center, Women’s Resource Center and Public Safety. Student Life administrators and staff work together and in association with other campus departments to form key relationships for the benefit of our students.

Student Life is guided by the following Lasallian Core Principles:

- **FAITH IN THE PRESENCE OF GOD:** Belief in the living presence of God in our world. Prayer and regular reminders of God’s presence is a prevailing spirit of the College. All are taught to discover how God is active in one’s life and to learn to see the world with “eyes of faith.”
- **CONCERN FOR THE POOR AND SOCIAL JUSTICE:** A demonstrated sensitivity toward the poor and those suffering from injustices. The community is encouraged to get involved in assisting the marginalized.

- **QUALITY EDUCATION:** Prepares students not only for a job, but also for life. This education advances the students’ abilities to use their talents to critically examine the world and contemporary culture in light of the message of the Gospels, and to take greater responsibility for their own education.
- **RESPECT FOR ALL PERSONS:** A concerted effort by the entire community to respect the dignity of all persons.
- **INCLUSIVE COMMUNITY:** A united community where diversity is respected, no one is left out, and everyone finds a place. Individuals within the College community recognize and accept one another’s limitations.

DEAN OF STUDENTS

The Dean of Students Office is a department within the division of Student Life and serves as a key link between students and other areas of campus life. The purpose is to support out-of-classroom experiences in an effort to develop independent, civic-minded, and responsible adults. The Dean of Students staff coordinates the College’s response to crisis situations that involve students and frequently serves as liaisons between students, faculty, and other administrators or offices in a variety of situations. The four offices that report to the Dean of Students focus on various elements of student life. Residence Life is responsible for student programming and living arrangements in the campus residence halls. Community Life encourages personal integrity through the student discipline process. New Student and Family Programs supports the transition of students to the College and Campus Housing & Conference Services

offers opportunities for year-round use of College facilities. The Dean of Students is available to guide students and parents to resolve complex issues and provide resources to enhance the Saint Mary's experience.

RESIDENCE LIFE

Residence Life is called to serve, inspire and minister to our students, and to provide safe and comfortable living/learning environments. Residence Life fosters and supports an involved community and seeks to empower the students to grow as responsible and respectful individuals. Residents are challenged to advance intellectually, to develop spiritually and to serve others while becoming active members of the diverse college community. Serving the approximately 1600 residents living in 21 on-campus residence halls are the Resident Directors (Christian Brothers and faculty or staff members of the College), undergraduate resident advisors and Residence Life staff.

COMMUNITY LIFE

Framed within the Lasallian core principles, Community Life assists students in maximizing their potential as responsible and ethical citizens and leaders. Community Life seeks to reduce student misconduct by encouraging an active and healthy lifestyle and educating students about the importance of being engaged in their community. Community Life is responsible for administering the discipline process in matters concerning alleged violations of College policies. The process is intended to educate students about appropriate conduct and the potential consequences of their actions and choices. It promotes learning, personal responsibility, self discipline, respect for others and self, and the support of the educational values of our community.

The Undergraduate Student Handbook can be found online at www.stmarys-ca.edu/student-life. The Undergraduate Student Handbook contains important information regarding the Undergraduate Student Code of Conduct, Alcohol & Other Drugs policy, and other Community & Student Life policies.

NEW STUDENT & FAMILY PROGRAMS

New Student & Family Programs is dedicated to providing a seamless transition into the campus community for new students and their families through programs, outreach and publications. Summer Orientation, Weekend of Welcome and the First-Year Experience offer new students opportunities to integrate academic, personal, social, cultural and spiritual development into their educational goals and practices. New Student & Family Programs promotes family involvement and partnership with the College through the Parent and Family Association, communication efforts including the Family Forum listserv and Family Link newsletter, and annual Parent and Family Day.

CAMPUS HOUSING AND CONFERENCE SERVICES

The Campus Housing Office is the central location for students to obtain all pertinent information regarding their housing needs. In coordination with Residence Life, Campus Housing assists students in room selection and placement, facility concerns, as well coordinating all of the opening and closing of the residence halls. The Campus Housing staff serves over 1,600 undergraduate and graduate students as well as the 21 residence halls located throughout our campus.

Conference Services serves the campus community by providing a variety of environments for curricular and co-curricular learning, recreation and cultural events. Students, faculty and College department staff can arrange for the use of various campus facilities through this office to assist them in their programming needs. Conference Services is also responsible for an invigorating Summer Conference schedule where

groups from all over the country come and utilize our beautiful campus throughout the summer.

COUNSELING CENTER

The Counseling Center is the primary provider of counseling and psychological services to the undergraduate campus community. Students may receive individual, couple or group counseling by a professional psychologist or counselor in an atmosphere of privacy and confidentiality. Counseling is provided in an open, non-judgmental and culturally-sensitive environment. The professional staff helps students with personal concerns, such as adjustment to college, relationships, stress, anxiety, depression, body image, self-esteem, grief and loss, sexuality, sexual orientation and issues related to alcohol and other drug use. Additionally, the Counseling Center offers lectures, presentations and workshops on a variety of topics. Students may be seen during walk-in hours or by appointment. Referrals are made to community professionals for longer-term treatment.

HEALTH AND WELLNESS CENTER

The Health and Wellness Center provides basic medical care to full-time undergraduate students and serves as a resource for information about illness prevention and healthy lifestyles. The Center is staffed by physicians, mid-level clinicians, registered nurses and a health educator. All full-time undergraduates are required to have health insurance coverage. Regardless of insurance type, all full time undergraduates have free access to the care provided at the Health and Wellness Center. Health education and health promotion are important components of the Center's programming. Our Health Educator works with a group of student interns who actively promote positive lifestyles and responsibility for one's health and well-being.

INVOLVEMENT, LEADERSHIP AND DIVERSITY

Involvement, Leadership and Diversity includes the areas of Student Involvement and Leadership, Delphine Intercultural Center and Women's Resource Center. The staff of the area actively fosters the engagement and success of students by cultivating opportunities for student leadership, meaningful relationships, and life-long learning by providing a dynamic environment while responding to diverse student interests and needs.

STUDENT INVOLVEMENT AND LEADERSHIP (SIL)

Student Involvement and Leadership provides opportunities for academic, intellectual, personal, social and leadership growth through the coordination and implementation of co-curricular programs. SIL advises and mentors the Associated Students of Saint Mary's College of California (ASSMC), media and student organizations. SIL assists students in developing their leadership skills through various roles and opportunities on campus. Leadership programs include an annual workshop series, a retreat series and an end-of-year leadership recognition and celebration.

THE ASSOCIATED STUDENTS OF SAINT MARY'S COLLEGE (ASSMC)

The ASSMC is the official student government, representing the traditional undergraduate student body of Saint Mary's College. As a cooperative campus organization based on mutual confidence among students, faculty, and administration, the ASSMC constitution, bylaws and fiscal allocations are subject to review and approval by Student Involvement and Leadership. The administrative structure of ASSMC includes the elected Executive Council (President, Vice President for Administration, Vice President for Finance, and Vice President for Student Affairs) and an elected Student Senate comprised of Class Presidents, Vice Presidents

Student Life

and Senators. In partnership with SIL, the ASSMC charters, supports and funds over 30 student organizations including Campus Activities Board (CAB) and ASSMC Enlivenment.

STUDENT ORGANIZATIONS

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

INTERCULTURAL CENTER

The Intercultural Center strives to create a safe and supportive learning environment that embraces diversity and fosters an inclusive community. It is committed to educating the campus about multicultural competence, identity development, and social justice by providing co-curricular programs, outreach, support services and resources. Overall, the Intercultural Center's co-curricular programs and support services are designed to explore the broad definition of culture and affirm the human worth of all individuals.

WOMEN'S RESOURCE CENTER

The Women's Resource Center is dedicated to creating a campus environment that empowers women to envision and engage in a life that maximizes their academic, personal and spiritual growth. The Center enhances students' experiences by fostering a supportive and inclusive environment for all while promoting and practicing acceptance and collaboration and providing relevant programming.

PUBLIC SAFETY

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

As provided by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, Saint Mary's College of California, through its Department of Public Safety, annually provides notice and makes available copies of the Annual Security Report to the campus community, prospective students, employees and public. Each Security Report includes statistics for the past three years concerning crimes and incidents (whether they occurred on campus, in off-campus building and property owned or controlled by the College, or on public property

adjacent to campus) reported to campus security authorities. Each Security Report also provides campus policies and practices concerning security—how to report sexual assaults and other crimes, crime prevention efforts, policies/laws governing alcohol and drugs, victims' assistance programs, student discipline, college resources and other matters. The Security Report is publicly available in the following ways: electronically at www.stmarys-ca.edu/about/safety/02report.pdf; in person at the Department of Public Safety, Administrative Office on campus; or by mail or telephone request made to: Department of Public Safety, P.O. Box 3111, Moraga, CA 94575-3111 (925) 631-4052.

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

STUDENT LIFE

Jane Camarillo, Ph.D.

Vice Provost for Student Life

Scott A. Kier, M.S., M.B.A.

Dean of Students

Ete Martinez Anderson, M.Ed.

Assistant Dean, Leadership, Involvement and Diversity

Jim Sciuto, B.A.

Assistant Dean of Students

Director of Residence and Community Life

Maisha Beasley, M.A.

Director of New Student & Family Programs

Joan Iva Cube, M.A.

Director of Delphine Intercultural Center

William Foley

Director of Public Safety

Schon Messier, M.B.A.

Director of Campus Housing and Conference Services

Alireza Rezapour, M.D.

Director of Student Health and Wellness Center

Sheri Richards, M.S.

Director of Counseling Center

Sharon Sobotta, M.A.

Director of Women's Resource Center



MISSION AND MINISTRY CENTER

The Mission and Ministry Center gives expression to and fosters the Catholic Lasallian heritage and mission at Saint Mary’s College. The professional staff and student leaders provide leadership for and support to the College’s articulation of the Catholic and Lasallian identity in the context of a liberal arts education and given expression in the five Lasallian Core Principles: Faith in the Presence of God, Concern for the Poor and Social Justice, Quality Education, Inclusive Community, and Respect for All Persons.

The six Core Areas of the Mission and Ministry Center include Faith Formation, Lasallian Mission, Liturgy and Prayer, Justice and Education, Residential Ministry, and Retreats and Vocation.

Faith Formation

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

Lasallian Mission

The Lasallian Mission area provides opportunities for Lasallian Mission programs on campus, partnerships with the Lasallian Mission in local, national, and international settings, and close collaboration with the College’s Office of Mission. Aware that we are a Catholic Lasallian college, each person is invited and encouraged to become more deeply involved in the expression of our Lasallian Heritage and Mission at the College.

Justice and Education

An expression of our commitment to social justice rooted in Catholic Social Teaching and the commitment to service and justice through education that is at the heart of our Lasallian Mission, Justice and Education is attentive to the educational opportunities on justice-related topics, Catholic Social Teaching, opportunities for students to be engaged in service and social justice projects, and the development of service immersion programs during academic breaks.

Student Services

Liturgy and Prayer

The expression of the faith life of the campus, as well as the Catholic sacramental life, is given expression through the Liturgy and Prayer programs and experiences of the Mission and Ministry Center. We actively seek ways to nurture the liturgical life of the College Community foster opportunities for spiritual development and prayer experiences. Weekday and Sunday Masses, as well as College liturgies, provide a visible witness to the Catholic identity and sacramental life of the College community.

Residential Ministry

Saint Mary's College provides intentional opportunities for students to build and experience community. Certainly, the residence halls and the many students who reside on campus have experienced this and given community authentic expression. Residential Ministry within the Mission and Ministry Center includes the Lasallian Living Community in Becket Hall and the Santiago Community in Ageno West Hall, as well as outreach to all students in the residence halls through partnerships with the Office of Residence Life, Resident Advisors, Resident Directors, and other departments on campus.

Retreats and Vocation

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

The Mission and Ministry Center is located next to the Chapel along the Arcade. 925.631.4366 or mmc@stmarys-ca.edu

CATHOLIC INSTITUTE FOR LASALLIAN SOCIAL ACTION (CILSA)

The Catholic Institute for Lasallian Social Action (CILSA) promotes, organizes, and supports service on behalf of social justice by members of the Saint Mary's community. Over the past year, more than 1,000 students contributed approximately 48,700 hours of service in the local community, at the state level and internationally. Projects included one-time and ongoing volunteer experiences, course-based social action, and longterm placements such as AmeriCorps, Peace Corps, and Lasallian Volunteers.

For more information on social action opportunities, stop by the CILSA first floor Ferroggiaro office, or call (925)634-4975 to schedule an appointment. CILSA staff will assist you in finding a service opportunity that matches your interests.

EVENTS AND CONFERENCES

Events and Conferences serves the campus community by providing a variety of environments for curricular and co-curricular learning, recreation, and cultural events. Students, faculty, and related College departments may arrange for the use of campus facilities through this office for event programming needs. Bill Sullivan, Director of Scheduling and Promotions updates and maintains the master calendar for the College.



CALENDAR

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

Courses for the fall and spring terms are described in this catalog. Courses for the January Term vary from year to year and are described in a special catalog available in the fall term. Besides providing an opportunity for students to focus all their energy on a single subject during one month, the January Term provides the opportunity for various experimental courses, off-campus field study, travel courses in foreign countries, exchange with other 4-1-4 colleges, and special independent study projects.

One January Term course is required for each year of full-time attendance.

Students in the part-time enrollment program are encouraged to take January Term courses. Any part-time student who wishes to be excused from this requirement must petition the Vice Provost for Academics to do so.

COURSES

Following the general custom of 4-1-4 colleges, Saint Mary's College awards undergraduate degree credit in terms of "course credits" or more simply, "courses" (as opposed to semester or quarter units). Since 36 course credits are required for the bachelor's degree, the regular full-time student will enroll in nine courses per year, four each in the fall and spring terms and one in the January Term. Regular courses in the fall and spring terms are designed to require approximately one-fourth of the academic work expected of a full-time student during the term; January Term courses are designed to require all of the academic work of a full-time student during the term. Courses listed under departments are worth one full course credit (1.00) unless specifically indicated otherwise; multi-part courses (e.g., **Communication 132–133**) are worth one full course credit for each part. Fractional course credits are specified as .50 after the course number if they are one-half course credit, or .25 if they are one-quarter course credit. Each 1.0 course credit is equivalent to 3.5 semester units. January Term courses are equivalent to 4.0 semester units. Fractional courses are credited as follows: .25 equal 1.0 semester unit and .50 equal 2.0 semester units.

Academic Requirements

REQUIREMENTS FOR BACHELOR OF ARTS AND BACHELOR OF SCIENCE

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

UPPER DIVISION AND LOWER DIVISION

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

Lower-division courses, numbered 1–99, are frequently introductory or survey courses. Upper-division courses, numbered 100–199, are characterized by at least two of the following:

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

ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE DEGREES

The associate degree is considered a terminal degree from Saint Mary's College and is granted only if needed for professional licensure or inter-institutional transfer. The College will grant the associate of arts degree, on request, to students who meet the following requirements: a total of 18 courses, at least five of which must be at Saint Mary's, including two Collegiate Seminars and one course in religious studies; six courses in one of the following fields: science, social science, language, literature, or humanities; eight courses outside of the field of concentration; an overall C average. The requirements for an A.S. in Pre-Nursing are different. See p. 140 for specifics.

STUDENT CLASSIFICATION

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

Full-time students carry 3.00 to 4.25 course credits in the fall and spring terms and one course credit during the January Term. Full-time enrollment may range from 7.00 to 9.50 course credits per year. Full tuition covers from 7 to 9.50 course credits per year.

The availability of full and fractional course credit allows the student a wide variety of enrollment combinations in completing his/her full-time schedule. For example, instead of four regular course credit classes, a full-time student might enroll in three regular classes, in one half-course-credit class, and in two quarter-course-credit classes, while still completing the same amount of degree credit. (Fractional credit may not cumulatively account for more than 3.00 course credits toward the degree.)

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

Change in status: A student who drops below 3.00 course credits by the end of the first week of the term will be reclassified as a part-time student for that term without incurring any financial or academic penalties.

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

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

CLASS DESIGNATIONS

Sophomores = 9 courses completed

Juniors = 18 courses completed

Seniors = 27 courses completed

AUDITORS

Matriculated part-time and full-time students with a B average may audit one course each term in addition to the regular class load, with permission of the instructor. However, not all courses nor all subject matter fields lend themselves equally to being audited. Students may audit only those courses which have adequate space and facilities to accommodate them. An auditor may not participate actively in course work or take finals and therefore does not receive credit. Students may have an audited course included on the permanent record with the mark "Z" for audit by paying the \$80 fee. Students enrolled in the Open Enrollment Program (part-time enrollment) must pay an audit fee of \$200 per course.

PREREGISTRATION

REGISTRATION PROCESS

Late in every fall and spring term, returning students preregister for courses for the following term. With their advisor's approval, students register online. If departments impose size limits on certain classes, those classes are closed to further enrollment immediately upon reaching the specified maximum. New students admitted for the fall term are advised during the summer and preregistered at that time. Approved changes in student preregistration can be made until the registration computer deadline, approximately one week before drop/add period begins. Some courses appearing on the schedule may not be offered in that term because of low enrollments.

REGISTRATION

Prior to the beginning of every fall and spring term, each student settles accounts with the Business Office and receives appropriate registration materials by mail. Students who fail to complete registration are dropped from class lists unless they arrange with the Business Office for excused late registration. Registration after this date incurs a \$175 fee.

THE DROP-ADD PERIOD (COURSE ENROLLMENT CHANGES)

The drop-add period begins on the first day of class. Students wishing to drop or add courses do so by going to the appropriate classes and obtaining the instructors' signatures and then the signature of their academic advisor. Instructors may refuse to add students to courses which have already reached maximum size. Some academic departments may impose additional procedures for course changes within their departments. The drop-add period is the first week of the term. Students are financially and academically responsible for all courses in which they are enrolled at the end of this period.

WITHDRAWAL FROM A COURSE

A student may withdraw from a course without academic penalty through the 10th week of instruction. The student files a petition in the Registrar's Office in which the instructor verifies the last date of attendance and the advisor acknowledges the withdrawal. The course remains on the student's record with a W grade. There is no refund of tuition or fees. If a student decides to repeat a course from which the student withdrew, the student must pay tuition for the course again.

INDEPENDENT STUDY COURSES

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

Enrollment in 195 or 197 courses requires good academic standing (2.0). Ordinarily, freshmen are not allowed to take independent study courses. January Term independent study courses are limited to upper-division students with a 2.5 or better overall grade point average. No student may apply more than three courses in independent studies toward graduation requirements without the permission of the registrar. This regulation does not apply to independent study courses taken during the January terms.

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

COURSES FROM OTHER COLLEGES

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

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

Academic Requirements

GRADUATION REQUIREMENTS

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

IN RESIDENCE REQUIREMENT, SENIOR YEAR

The "in residence" requirement for the degree is ordinarily four academic years at Saint Mary's College or equivalent transfer credit from some other college or university. However, the "in residence" requirement for the senior year is seven regular courses. Students who transfer to the College in their senior year will be required to take a full load of nine courses, of which at least seven courses must be upper division, in order to receive the degree from Saint Mary's. At least two courses in the minor must be taken at Saint Mary's.

GRADUATION PROCEDURE

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

EXCHANGE COURSE PROGRAM

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

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

During the January Term, Saint Mary's students may exchange-enroll at a variety of cooperating 4-1-4 colleges throughout the nation. Full information is available from the director of the January Term.

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

STUDY ABROAD PROGRAM

In today's global economy, study abroad can be a defining element to every student's undergraduate degree. Many companies and organizations increasingly desire leaders with the ability to live successfully in a variety of countries and work with people of various cultural backgrounds. During a student's undergraduate study, they have the unique opportunity to explore the world through Saint Mary's College Study Abroad Programs. Saint Mary's offers opportunities to study for a semester in college-sponsored programs, currently located in Melbourne, Australia; London and Oxford, England; Avignon and Aix-en-Provence, France; Rome, Italy; Cuernavaca, Mexico; Madrid, Spain; and Cape Town, South Africa. These programs provide students an opportunity to study and live in another culture while maintaining a close affiliation with the home campus. Individual study options can include both Saint Mary's coursework and courses from the affiliated host institution. Participants in College-sponsored programs can apply for Saint Mary's-granted financial aid and are considered to be "in residence" even though they are overseas. Students are also able to participate in a non-Saint Mary's College program, and can apply their government financial aid, if accepted by the International Programs Coordinating Committee. These programs are coordinated by the Center for International Programs (CIP).

Students applying for all semester or year-length programs (whether sponsored by Saint Mary's or another institution) must submit a completed Application for Study Abroad to the CIP by the deadline of the semester before they intend to study abroad. Students applying to non-Saint Mary's sponsored programs must also make an independent application to the program they want to enroll in. Study abroad approval is necessary to receive direct academic credit from Saint Mary's, and the ability to retain certain kinds of financial aid and access to on-campus housing.

General requirements for semester/year-length programs are:

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

The application to participate in a Saint Mary's Study Abroad program will be approved by the International Programs Coordinating Committee.

January Term travel courses, coordinated by the January Term office, to more than 15 countries, are open to all sophomores and above who are in good academic standing.

Saint Mary's College summer language and study programs are organized by individual professors, are coordinated by the CIP, and offer college credit and intensive language training. Currently, a summer program is offered in Italy; however, there are hundreds of non-Saint Mary's summer programs available.

Information and applications for Study Abroad Approval can be obtained from the Center for International Programs on the ground floor of De La Salle Hall. See Center for International Programs p. 25.

CREDIT BY EXAMINATION

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

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

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

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

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

A student will not be allowed to challenge a course by examination if he/she had been enrolled in it for all or part of a term or if he/she audited it during the previous term.

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

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

GRADES

MIDTERM GRADES

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

FINAL GRADES AND GRADE CHANGES

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

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

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

SATISFACTORY/PASS/FAIL GRADING

Satisfactory/pass/fail (S/D/F) grading is offered as an option to the undergraduate student for certain elective courses. Courses required for a student's major, minor, and courses taken to satisfy the general education requirements (see Program of Study, p. 43) may not be taken on an S/D/F basis. In courses taken on this basis, the satisfactory grade (the equivalent of C— or higher on the regular grading scale) will not affect the student's grade point average. THE D AND F GRADES WILL AFFECT THE GPA IN THE USUAL MANNER. A student may not take more than three courses during his/her four years on the S/D/F basis; in any one term he/she may not take more than one such course. Petitions for S/D/F grading, which require the instructor's permission, are available from the Registrar's Office and must be filed by the end of the tenth week of instruction.

Academic Requirements

INCOMPLETE GRADE

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

REPEATING A COURSE

A course may be repeated at this College or at another college for credit. Only the most recently earned grade and grade points shall be used in computing the grade point averages; the course will not be counted a second time toward graduation. If a student repeats a course, the student must pay tuition for the course again.

TRANSCRIPTS

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

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

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

ACADEMIC HONORS

THE DEAN'S LIST

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

THE SAINT MARY'S HONORS PROGRAM

To participate in and receive recognition for completing the Honors Program, a student must have earned a cumulative grade point average of 3.50 and must complete all required Honors Program coursework. A student may complete the Honors Program "with Distinction" by completing the social justice coursework in addition to other requirements.

HONORS AT GRADUATION

Summa Cum Laude

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

Magna Cum Laude

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

Cum Laude

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

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

AWARDS AT GRADUATION

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

DE LA SALLE AWARD

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

OTHER GRADUATION AWARDS

- James L. Hagerty Award** (*School of Liberal Arts*)
Arthur S. Campbell Award (*School of Science*)
Brother U. Jerome Griffin Award (*School of Economics and Business Administration*)
Florence Nightingale Award (*Intercollegiate Nursing Program*)
Henry Rand Hatfield Award (*Department of Accounting*)
Brother Kyran Aviani Award (*Department of Art*)
Rigoberta Menchu Award (*Department of Anthropology*)
Carlos Freitas Award (*Department of Biology*)
Earl W. Smith Award (*Department of Business Administration*)
Joseph P. McKenna Award (*Department of Chemistry*)
Saint Augustine Award (*Department of Classical Languages*)
Byron Bryant Award (*Department of Communication*)
Adam Smith Award (*Department of Economics*)
Brother Leo Meehan Award (*Department of English and Drama*)
John Muir Award (*Department of Environmental Sciences and Studies*)
Julie A. Pryde Award (*Health Sciences Program*)
Henry George Award (*Department of History*)
Saint Thomas Aquinas Award (*Integral Program*)
Dag Hammarskjöld (*International Area Studies Program*)
Edward P. Madigan Award (*Department of Kinesiology*)
Alfred Fromm Award (*Liberal and Civic Studies Program*)
Brother Alfred Brousseau Award (*Department of Mathematics and Computer Science*)
Dante Award (*Department of Modern Languages*)
Louis LeFevre Award (*Department of Performing Arts*)
St. Albertus Magnus Award (*Department of Philosophy*)
Galileo Galilei Award (*Department of Physics and Astronomy*)
Thomas Jefferson Award (*Department of Politics*)
Frederick Whelan Award (*Department of Psychology*)
Jane Addams Award (*Department of Sociology*)
John XXIII Award (*Department of Theology and Religious Studies*)
Sor Juana Inés de la Cruz Award (*Women's Studies Program*)
George R. McKeon Scholar-Athlete Awards (*Athletics; awarded to one male and one female student, distinguished as both outstanding athletes and scholars.*)
George Robert Milliken Award (*for student service*)

EXPANDED STUDIES PROGRAM

The Expanded Studies Program rewards outstanding undergraduates with opportunities for added study at the College, tuition-free. Participants are encouraged to explore academic disciplines beyond their declared major field(s) of study, to enrich their major studies with additional or complementary courses, or to pursue a minor or additional major field in depth. While the program has the student's intellectual development primarily in view, the College benefits by a "multiplication" of ESP students' presence in the classroom.

Students eligible to participate have met the following requirements: (1) have a cumulative grade point average of at least 3.75 or have in the most recent three consecutive semesters of full-time study at Saint Mary's College a semester GPA of at least 3.75 in each of those semesters; (2) be enrolled as full-time undergraduates at Saint Mary's College; (3) have reached at least first-term sophomore status (9 courses taken or accepted for credit at Saint Mary's College); (4) have declared a major field of study (primary major); students pursuing a double or split major will designate one area of concentration as their primary major.

For further information, consult the Registrar's Office or the Dean for Academic Development.

LEAVE OF ABSENCE

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

WITHDRAWAL FROM THE COLLEGE AND READMISSION

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

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

Academic Requirements

ACADEMIC STANDING

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

SATISFACTORY ACADEMIC PROGRESS

A student who maintains a cumulative grade point average of at least 2.0 (C average) in all courses taken or accepted for credit at Saint Mary's College and, after the freshman year, a cumulative grade point average of at least 2.0 (C average) in all courses required or accepted for credit in his/her major field maintains satisfactory academic progress.

For the purpose of establishing satisfactory academic progress, only courses taken at Saint Mary's College will be considered during a transfer student's first two semesters in residence.

PROBATIONARY STATUS

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

SUBJECT TO ACADEMIC DISQUALIFICATION

A student is subject to disqualification from further study at Saint Mary's if the student is already in probationary status and fails to resume satisfactory academic progress (cumulative GPA of 2.0) by the end of the semester of probation.

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

- the student's cumulative GPA falls below 1.55 for all courses taken or accepted for credit; or
- the student has at least junior standing (see Class Designations, p. 34) and fails to maintain a GPA of at least 1.5 on all courses required or accepted for credit in his/her major field.

Students subject to disqualification will be notified promptly, in writing, by the dean for academic development. Students are responsible for knowing their academic standing after grades are posted and for contacting the Office of Academic Affairs if they have any questions about their status. Failure to respond to either U.S. mail contact or e-mail contact may lead to a student's being disqualified automatically.

Any student subject to disqualification will be disqualified from further study at Saint Mary's College unless, within one week from the date of notification, he/she files an appeal against disqualification with the Academic Probation Review Board, and unless he/she is then granted Special Academic Probation by that board.

SPECIAL ACADEMIC PROBATION

Special Academic Probation may be granted at the discretion of the Academic Probation Review Board, whose members are the dean for academic development, the dean of academic advising and Achievement, the Registrar, the dean for student life, the director of the Academic Support Center, and the vice provost for enrollment. In addition to the information contained in the student's petition, the board may seek the advice of the student's instructors, academic advisor, school dean and others, when appropriate. Special Academic Probation is granted pursuant to the following conditions:

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

Students who fail to meet the conditions of the Special Academic Probation by the end of the next long term will be immediately disqualified.

The Academic Probation Review Board exercises sole authority in cases of Special Academic Probation.

In extraordinary circumstances, a student may appeal a disqualification or other decision by the Review Board. This appeal must be made within 90 calendar days of notification of disqualification and will be considered only if there is strong and compelling evidence of incorrect procedure, error or new information. The dean for academic development will determine whether such appeal will be heard by the Review Board.

A student disqualified from this College may apply to the Academic Probation Review Board for re-admission if he/she presents work from another college or university which is acceptable for transfer credit and which is sufficient to signify satisfactory academic progress and a grade point average (major and cumulative) of 2.0 or higher.

CLASS ATTENDANCE

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

ATTENDANCE AT RELIGIOUS FUNCTIONS

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

ACADEMIC HONESTY

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

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

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

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

ADHERENCE TO REGULATIONS

The student will be held responsible for adherence to all regulations issued by the College administration and published in the 2009–2010 Catalog of Courses and the Student Handbook. Students are also urged to observe notices published in the student newspaper or posted on bulletin boards around campus.



PROGRAM OF STUDY



CURRICULAR GOALS

The undergraduate students at Saint Mary’s College face the challenge of choosing a suitable sequence of courses—their personal curriculum—from the various sets of undergraduate courses offered by the College. The choices made can be deeply personal and have profound consequences for the life of each individual student. Every student can be confident that any course of study the College offers is guided by and consistent with the College mission statement.

The spirit of the liberal arts, especially in the practice of genuine inquiry, initiates students into the examined life and enables them to contribute meaningfully to community life. Each curriculum gives the student access to the results of inquiry, engages the student in particular methods of inquiry, and strengthens the student’s own powers of inquiry.

SUBSTANTIVE GOALS

The curriculum offers students the serious pursuit of knowledge of God, the natural world, self and others, life and love, political and moral order, goods and values, culture and cultures, art, history, and knowledge concerning knowledge itself. The graduate will have also explored and weighed the ethical and religious claims of Jewish and Christian scriptures, or the insights of Roman Catholic theology or church history, or contributions to human spirituality from diverse persons and peoples.

DISCIPLINARY GOALS

The curriculum requires that students demonstrate:

- Growing mastery of a theoretical or a practitioner’s way of understanding the world.
- Experience with a wide range of academic disciplines.
- Increased sophistication in thinking from multiple disciplinary perspectives.

INSTRUMENTAL GOALS

The curriculum challenges students to demonstrate the ability to:

- Define concepts, distinguish ideas, reason inferentially, detect and critique fallacy, appreciate and evaluate analogy.
- Accurately understand diverse genres of spoken and written English, speak clearly and persuasively, and write effective, grammatical English prose;
- Engage in meaningful communication in a language other than English;
- Generate correct, rule-governed calculations, and follow sequential mathematical reasoning concerning quantity and pattern;
- Empathetically appreciate productions or the ways of life of diverse world cultures;
- Carry out relevant observations, identifications, categorizations and measurements to test or illustrate a theory accounting for select physical phenomena;
- Access, evaluate and appropriately use sources of information;
- Employ relevant academic and professional technology for modeling and manipulating data, finding correlations and predicting outcomes;
- Recognize the influence of culture, language, and history on thought and ways of thinking.
- Cooperate in the collaborative learning of a truth-seeking and knowledge-making community.

In order to assure that these goals—and thus student needs—are met, the College carefully assesses new programs and courses and regularly reviews existing major departments and programs.

I. MAJOR PROGRAMS

The major program consists of two interlocking components: a general education requirement and a major field of study.

GENERAL EDUCATION REQUIREMENT

The general education requirement, a broad introduction to a diversity of academic areas, consists of 12 courses from three specified groups: religious studies (two courses), Collegiate Seminar (four courses), and area requirements (six courses). Additionally, all students participate in the January Term, a one-month course outside of their major discipline that provides opportunities for students and allows for an intensive pursuit of an area of interest. All students, at some point in their program, normally take two courses from the Department of Religious Studies. Freshmen must take one Collegiate Seminar in both the fall and spring terms. Transfer students ordinarily complete at least one Collegiate Seminar for each year of attendance, and must complete at least one course in Religious Studies. Students normally take one January Term for each year of study. The Area requirements seek to provide students with academic experience in the areas of the humanities, empirical science, and social science. On the principle that study of a foreign language provides an introduction to other ways of thinking and conceiving of the world and facilitates communication with people of other cultures, Saint Mary's has established a language proficiency requirement which provides that students must demonstrate a proficiency in a second language which is equivalent to that achieved by completion of three terms of college-level second language study. Recognizing also the need to enhance awareness of the increasing importance of the global community, Saint Mary's College has established a diversity requirement which stipulates the completion of one course devoted to the study of the history, traditions and/or culture of peoples of non-European origin.

1. Collegiate Seminar: Four courses.

All students must take the Collegiate Seminars in chronological order: one freshman Seminar in both fall and spring terms; one additional Seminar in sophomore year, fall or spring term; one additional Seminar in junior year, fall or spring term, regardless of ultimate graduation plans. For transfer students the Seminar requirement is determined at entrance and normally amounts to one Seminar for each year or partial year of attendance at Saint Mary's College. Transfer students are assigned to Seminar 110. International students whose native language is not English take the first Collegiate Seminar (110) in their sophomore year and then (sophomore or junior year) Seminar 122. Seminar courses 144 and 145, if taken beyond the Collegiate Seminar requirement, apply towards the Area A requirement.

2. Theology and Religious Studies: Students must complete two courses in theology and religious studies. Please note that TRS 97 or its equivalent is a prerequisite to all upper division classes in Theology and Religious Studies. The College ordinarily waives one religious studies course for students who transfer with 16+ course credits. Students may apply Theology and Religious Studies courses beyond those required to their Area A (Humanities) requirement.

3. Area Requirements: Six courses. All students must take two courses in Area A and two courses in Area C. One course must be taken in Area B Mathematics, and one course in Area B Science. Most courses in the disciplines of A, B and C fulfill the Area requirement, including courses required for a minor field of study. Courses which do not fulfill an area requirement are:

1. those taken to complete other general education requirements;
2. practice-oriented, studio, activity or other specified department courses which are so indicated in this catalog;
3. any course in the major field of study. (However, courses required for the major which are in a related field may fulfill an area requirement. Students whose major field of study is in Area B complete the Area B requirement by fulfilling the major requirements.) Students pursuing alternative plan majors should consult their advisor regarding the satisfaction of area requirements with courses in the major plan of study. Area requirements for transfer students are determined for them at entrance and generally amount to no more than one course for each term of enrollment at Saint Mary's College.

Area A — Humanities (*two courses*) Art History and non-studio courses only; Communication; English; Languages (Classical and Modern); Performing Arts; Philosophy; Theology and Religious Studies;

Area B — Mathematics (*one course*) Mathematics; Computer Science

Area B — Science (*one lab course*) Biology; Chemistry; Environmental and Earth Sciences; Physics and Astronomy

Area C — Social Sciences (*two courses*) Anthropology; Economics; Ethnic Studies*; History; Politics; Psychology; Sociology; Women's Studies*

*Courses in Ethnic Studies and Women's Studies count as Area C courses when they are offered as specific courses in those programs or cross-listed with Area C department courses. Students, by petition, may count an Ethnic Studies or Women's Studies course for Area A credit if it is a cross-listed course with an Area A department course.

Program of Study

4. Written English Requirement: At least two courses. **English 4, Composition**, and **English 5**, Argument and Research, usually taken consecutively in the first year of attendance, constitute the English Composition requirement. **English 4** is prerequisite to **English 5**. For some students, **English 3, Practice in Writing**, will be prerequisite to **English 4**.

Students identified as native English speakers (those who have completed all of their secondary school education in the United States or in English-speaking educational systems outside the U.S.) will be placed in **English 3, 4, or 5** based on entrance examination scores.

SAT Critical Reading AND Writing	ACT English	AP Language OR Literature	IB English IA Exam	Placement
Below 450	Below 20	n/a	n/a	English 3
450–650	20-29	3	Below 5	English 4
660 and above	30-31	4 or 5	5 or above (on Higher Level)	English 5

Students who wish to challenge their automatic placement may take an optional Writing Placement Exam by arrangement with the Composition Director. (This exam must be taken prior to Orientation. Contact Professor Rosemary Graham rgraham@stmarys-ca.edu.)

The English Composition requirement for non-native speakers of English is **SIMS 4**, Composition for non-native writers, and **SIMS 5**, Argument and Research, usually taken consecutively in the first year of attendance. For some students, **SIMS 3**, Practice in Writing for non-native writers, will be pre-requisite to **SIMS 4**.

All non-native English-speaking students, both freshmen and transfer, regardless of visa status, must take the SIMS Writing Placement Exam. The results of this exam will determine a student's placement in SIMS. A score of 600 on the paper-based TOEFL may exempt a student from **SIMS 4**. There is no exemption for **SIMS 5**.

Non-native English speakers who wish to enroll in **English 03, 04, 05** and native English speakers who wish to enroll in **SIMS 03, 04, 05** have the option of petitioning to do so. All such student-initiated petitions will be evaluated and decided by the Director of Composition.

5. American Culture and Civilization (SIMS 15): Required for all international students who did not complete their entire secondary education in the United States. This requirement is to be satisfied during the first term of enrollment at the College. This course may be waived by the SIMS Placement Committee for transfer students who enter with junior standing.

6. Language Proficiency Requirement: Students shall demonstrate proficiency in a second language in one of the following ways:

- by completing three years of the same language (modern or classical) in secondary school with a grade point average of 3.0 or higher.
- by scoring at least a 3 on the College Entrance Examination Board Advanced Placement (CEE B AP) exam in language.
- by achieving a TOE FL score of at least 527 (197) (for international students who are non-native speakers of English).
- by achieving an intermediate level score on an oral and written proficiency exam to be arranged through the Department of Modern Languages.
- by successfully completing a third term modern or classical language course (course 3) or its equivalent at Saint Mary's College or another post-secondary institution.

Courses taken to satisfy the language requirement cannot be applied towards the Area A requirement. Courses taken in another language or beyond the language requirement do satisfy Area A.

Students who have taken the CEEB AP exam in language and scored at least a 3 receive course credit as follows: a score of 3 gives credit for course 4; a score of 4 gives credit for courses 4 and 10; a score of 5 gives credit for courses 10 and 11.

At present, Saint Mary's College offers the following modern languages: French, German, Italian, Japanese and Spanish; and the classical languages Greek and Latin. Students may also demonstrate proficiency in another language, including American Sign Language, by arrangement with the Department of Modern Languages.

All entering students who do not meet the requirement by one of the ways cited above should take the Foreign Language Placement exam prior to course scheduling.

7. Diversity Requirement: Students shall complete one course focused on the history, traditions, and/or culture(s) of a people or peoples of non-European origin. A course taken to fulfill this requirement may also satisfy an area, major or minor, or general education requirement. In special circumstances where there is no other alternative available, a student may petition through the Registrar's Office to have a January Term course satisfy the requirement. Approval of the petition is subject to the evaluation of the January Term director. A list of courses that routinely satisfy the requirement is available from the Registrar's Office and from the end of the curriculum section, on p. 174. Additional courses in a given semester may have content appropriate to the requirement. Students may petition through the registrar to have such a course satisfy the requirement.

8. One January Term course for each year of full-time attendance: Students may only enroll in one full credit course and one .25 credit course during the January Term. (Part-time students are encouraged to take January Term courses. Any part-time student who wishes to be excused from this requirement must petition the vice provost for academics to do so.)

9. 17 upper-division courses.

MAJOR FIELD OF STUDY

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

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

MINOR FIELD OF STUDY

The College also offers the option of a minor field of study, defined as a combination of at least five courses from a discipline other than that of the major field, at least three of which must be upper-division.

II. ALTERNATIVE MAJORS

SPLIT MAJORS

Combines work in two departments, must be approved by the chairs of the departments concerned and by the registrar. Such majors ordinarily comprise nine upper-division courses (six courses in one field and three in another), in addition to the lower-division prerequisites of both departments.

INTERDISCIPLINARY MAJOR

Includes the following: international area studies major, e.g., European studies; Latin American studies, student-directed studies (see director of International Area Studies); American studies (see chair, Department of History); health science major (see Health Science advisor, School of Science); health and human performance major (see chair, Department of Kinesiology); cross-cultural studies major (see dean, School of Liberal Arts).

INDIVIDUALIZED MAJOR

A student who believes that his/her academic needs and purposes would be better served by a distinctive program of studies may present an individualized major plan. Besides fulfilling requirements for a major, this plan must satisfactorily lead the student toward the goal of liberal education which the College sees as essential for all of its graduates. Students wishing to pursue an individualized major must submit their proposal to the chair of the Undergraduate Educational Policies Committee for approval. The chair may consult board members and appropriate department chairs before giving approval.

DOUBLE MAJOR

A student is allowed to double major. To do so, all of the requirements for both majors must be completed unless the chair of either major program approves alterations for that student. Some individual majors may require so many courses that it is not usually possible to complete that major and another full major. It is up to the student to arrange how courses are taken, including possible summer coursework, so as to complete all requirements. A student who double majors receives only one degree in one school, even if the second major is in another school. The diploma will carry the name of the one major chosen by the student from the two completed; the transcript will indicate two majors were completed.

III. LIBERAL AND CIVIC STUDIES PROGRAM

See program description and requirements in this catalog under Liberal and Civic Studies Program, p. 124.

IV. INTEGRAL PROGRAM

See program description and requirements in this catalog under Integral Program, p. 113.

V. 3 + 2 ENGINEERING PROGRAM

For the special requirements of the 3 + 2 Engineering Program see in this catalog, p. 93.

VI. PRE-PROFESSIONAL CURRICULA

Programs for pre-law students, and for students intending to enter the medical professions, are described under the heading pre-professional curricula (p. 157). Students planning careers in business will find information under the heading School of Economics and Business Administration. For those planning careers in elementary or secondary school teaching, the College offers a variety of graduate credential programs described in a separate bulletin, as well as undergraduate work described under the School of Education. In addition, several departments offer subject-matter preparation programs. These programs allow a student, who successfully completes them, to waive the subject matter competency test for a teaching credential.

VII. 2 + 2 PRE-NURSING PROGRAM

See course descriptions and requirements in this catalog under nursing, p. 140.



Below is a brief summary of some of the College's policies that apply to students. The complete policies are included in handbooks and publications of the College.

NON-DISCRIMINATION POLICY

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

The student Section 504 and ADA coordinator, Jennifer Billeci (925) 631-4164 is responsible for evaluating and working with qualified students regarding requests for reasonable accommodations. All questions regarding the College's non-discrimination policy and compliance with it and the various laws, and any complaints regarding alleged violations of College policy, should be directed to Emily Elliott, director of Human Resources, who serves as the Equal Employment Opportunity Compliance Officer for the College and the College's employee ADA coordinator, (925) 631-4212.

A full statement of the College's Non-Discrimination, Retaliation and Amorous Relationship policies can be found in the student, staff and faculty handbooks.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

Annually, Saint Mary's College informs students of their rights and obligations under the Family Educational Rights and Privacy Act of 1974. This Act, with which the institution seeks to comply fully, was enacted to protect the privacy of educational records, including but not limited to disciplinary records, to assure the right of students to inspect and review their educational records, to protect student privacy and to provide guidelines for the correction of inaccurate or misleading data. A policy statement, which explains in detail the procedures to be used by the College for compliance with the provisions of the act, is available in the Office of the Registrar and on the College's website.

SEXUAL HARASSMENT

Sexual harassment is a form of discrimination and, as such, is prohibited by law and by the policy of Saint Mary's College of California. The College will not tolerate such conduct. Student complaints will be promptly investigated and students determined to have violated the College's policy prohibiting such conduct will be subject to the imposition of discipline, which may include suspension, termination, expulsion, and/or other appropriate remedial steps. In addition, the College's Student Handbook includes a statement of the College's policy prohibiting sexual assault and misconduct.

Examples of sexual harassment:

Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

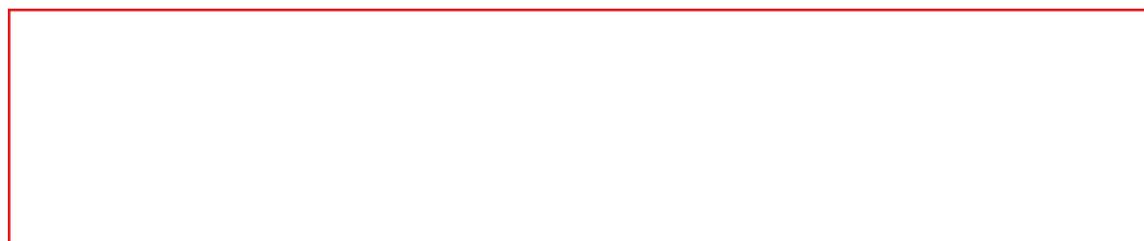
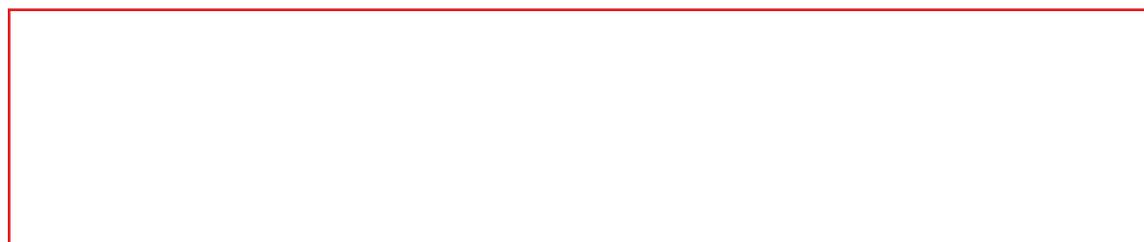
1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational advancement and benefits;
2. Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive, educational or living environment.

A full statement of the College policy and procedures concerning sexual harassment, can be found in the faculty, staff and student handbooks.

Deans, directors and department heads are urged to inform students, staff and faculty of Saint Mary's College policy on sexual harassment and to inform students of procedures for bringing and responding to campus complaints. At any time, any student may contact the director of Human Resources, who has the general responsibility for the implementation of these policies, when a student complaint involves a College employee or vendors. A student may contact the dean of students if a student complaint involves another student.

Program of Study

CURRICULUM



Any course listed in this catalog with a prerequisite assumes a grade of C- or better in the prerequisite course, unless specified otherwise by the department or program in its course listings.

Courses numbered 1 to 99 are lower-division; courses numbered 100 to 199 are upper-division; courses numbered 200 to 599 are graduate. Course numbers which are hyphenated (e.g., **Accounting 160-161**) indicate that the course is continued from the previous term, and that the first part is normally prerequisite to the second part. Credit is given for each part.

If a course is a practice-oriented, studio, or activity course, or for other reasons is not acceptable as a course which fulfills an Area requirement, it is marked: *Does not satisfy an Area requirement.

Final information concerning course offerings and class schedules will be issued at the time of registration for each term. (January Term courses are listed separately in a special catalog published each fall.) The College reserves the right to cancel any course for which there is inadequate enrollment.

ACCOUNTING

While confirming the discipline's technical content, the Department of Accounting also endeavors to present accounting as a liberal discipline. When discussing accounting rules and standards, the emphasis is given to fundamental underlying principles and the conceptual framework of the discipline. In explaining complex standards, the department considers the economic consequences of accounting rules and pronouncements. In all accounting courses, it also seeks to strengthen students' skills of analysis, synthesis, and oral and written communication.

Finally, ethics and computer technology are integrated throughout the accounting curriculum.

FACULTY

Virginia G. Smith, M.B.A., M.S., C.P.A., *Adjunct, Chair*

Erica Bains, *Lecturer*

Mark Bichsel, M.B.A., M.P.A., *Adjunct*

Wares Karim, Ph.D., *Assistant Professor*

Joseph Lupino, M.B.A., C.P.A., *Associate Professor*

Anne Smith, Ed.D., *Associate Professor*

Suneel Udpa, Ph.D., *Professor*

LEARNING OUTCOMES

When they have completed the Accounting Program, students will be able to:

- **DEMONSTRATE** the ability to construct, analyze and audit financial statements, including the balance sheet, the income statement, the statement of cash flows and disclosures required by generally accepted accounting principles.
- **DEMONSTRATE** a beginning understanding and awareness of federal income tax law, general business law and business ethics.
- **COMMUNICATE** effectively in writing and orally with diverse peers and faculty.
- **DEMONSTRATE** skills in using electronic spreadsheets for financial reporting and analysis, databases, computer hardware and software, sufficient to meet expectations of an entry-level employee at a national CPA firm.
- **ENGAGE** in his/her community as a good citizen through involvement with professional, political, social and community organizations.

MAJOR REQUIREMENTS

BUSINESS CORE

LOWER DIVISION

Acct 1 Financial Accounting

Acct 2 Managerial Accounting

Econ 3 Principles of Microeconomics

Econ 4 Principles of Macroeconomics

BusAd 40 or Math 4 Business Statistics or Introduction to Probability and Statistics

UPPER DIVISION

Acct 160 Intermediate Accounting 1

Acct 161 Intermediate Accounting 2

Acct 162 Advanced Accounting

Acct 164 Auditing

Acct 168 Tax Accounting

BusAd 181 Ethical, Social, Political Issues in Business (or BusAd 182)
(*Moved from elective to required*)

Acct 191 Accounting Information Systems

Acct 194 Financial Statement Analysis

BusAd 120 Law and Business

ELECTIVES

Choose two from the following:

Acct 165 Cost Accounting

Acct 167 Govt/Non-Profit Accounting and International Accounting

Acct 169 Advanced Tax Accounting

Acct 170 Selected Issues in Accounting

BusAd 121 Advanced Topics in Business Law

BusAd 131 Organization Theory

Economics 3 and 4 also fulfill the Area C—Social Sciences requirement (two courses).

Math 4 also fulfills the Area B—Mathematics requirement (one course).

Students should consult faculty advisors for assistance in selecting additional courses to fulfill the 36-course (or the equivalent for transfer students) requirements for graduation, based on their particular career goals and personal interests. Recommended courses for Accounting majors in business/economics disciplines include: **BusAd 124 Marketing; BusAd 131 Organization Theory; BusAd 132 Operations Management; Econ 130 Money, Credit, and Banking; and Econ 136 Investments.**

Accounting majors are also encouraged to take courses offered by departments in the Schools of Liberal Arts and Science. Students may not transfer more than two upper-division courses from another institution for credit in the accounting major (or minor).

Curriculum Accounting

2 Managerial Accounting

Focus is on understanding costs and cost behavior and the use of cost information for planning, evaluation, and control decisions. Students learn how a business manager uses management accounting information to solve problems and manage activities within an organization. The course is offered in a computer classroom, using the spreadsheet program Excel.

Prerequisite: Accounting I.

UPPER DIVISION

160 Intermediate Accounting I

The first in a two-course series in intermediate financial accounting, designed to deepen the students' understanding of financial reporting practices and principles. The topical coverage includes an in-depth treatment of the elements of the income statement and the assets and liabilities section of the balance sheet. Attention is given to examples of current reporting practices and to the study of the reporting requirements promulgated by the Financial Accounting Standards Board.

Prerequisite: Accounting I.

161 Intermediate Accounting 2

Second in a two-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of stockholder's equity, earnings per share calculations, investments, and the revenue recognition principle. In addition four special topics are examined: accounting for income taxes, accounting for pensions, accounting for leases, and the statement of cash flows. *Prerequisite:* Accounting 160.

162 Advanced Accounting

The first part of this course covers the five chapters from *Intermediate Accounting: Intangibles, Pensions, Leases, Accounting Errors and Statement of Cash Flows*.

The second part of this course covers business combinations, the equity and cost methods of accounting for investments in common stock and consolidated financial statements. The course begins with the basic understanding of the different types of business combinations and the different methods of accounting. It then builds on this conceptual foundation and adds complexities commonly encountered in practice as the course proceeds.

The course format, assignments, objectives, pedagogy, and grading criteria are designed to deepen the students' understanding of financial reporting practices and principles. For each topical area, the course stresses the theoretical and logical basis of the accounting methods applied. Placing emphasis on concepts and underlying principles, the course ensures that the student will achieve a better understanding of "why" in addition to "how" certain procedures are used in particular circumstances. Also, by emphasizing principles and concepts, the course strives to promote improved analytical thinking and problem-solving proficiency.

164 Auditing

This course integrates the theory and practice of auditing. Special emphasis is given to current issues facing the profession. Includes coverage of professional standards, ethics, evaluation of internal control, consideration of risk, gathering of audit evidence, sampling, consideration of fraud factors, EDP auditing, liability issues, and overview of other assurance services. Includes a case study. *Prerequisite:* Accounting 160 and 161. Senior standing.

165 Cost Accounting

An advanced course designed to provide students with a better appreciation of cost accounting and its role in business decision-making and performance evaluations. The course is structured around three basic topics: (1) costing of products and production operations; (2) use of cost information in performance evaluation and cost control; and (3) use of cost information in managerial decision-making. The course emphasizes applications of the concepts using complex problems and "real world" cases. *Prerequisite:* Accounting 161.

167 Governmental and Non-Profit Accounting

This course provides a conceptual and practical understanding of accounting and financial reporting for state and local governments and non-profit organizations. *Prerequisite:* Accounting 161.

168 Tax Accounting

Examines current federal taxation as related to individuals. The topical coverage includes determination of individual income tax liability, gross income inclusions and exclusions, capital gains and losses, deductions and losses, losses and bad debts, depreciation, and property transactions. A research report, an oral presentation, and a computer project are required. *Prerequisites:* Accounting 160 and 161.

169 Advanced Tax Accounting

Examines current federal taxation as related to corporations, S Corporations, partnerships, gifts, estates, and trusts. The topical coverage includes determination of corporate tax liability, corporate distributions, acquisitions and reorganizations, tax issues relating to partnerships and S corporations, gifts and estate taxes, and taxation of trusts and estates. A research report, an oral presentation, and a computer project are required. *Prerequisite:* Accounting 168.

170 Selected Issues in Accounting

In this seminar-type class students read and discuss authoritative pronouncements from the Financial Accounting Standards Board, releases from the American Institute of Certified Public Accountants and the California Society of CPAs, as well as current newspaper and journal articles. A variety of current issues relative to accounting standards and professional employment in accounting are discussed, such as emerging international accounting standards, ethical issues, forensic accounting, peer review, fraud managed earnings, market reaction to accounting information, corporate governance and new developments at the SEC. *Prerequisite:* Accounting 162.

191 Accounting Information Systems

Examines the communication, information, and networking technologies used by companies with a focus on accounting and financial systems. In addition, contemporary information technology issues such as file processing; data-management concepts; LAN technology; and system design, implementation, operation and control are discussed. Students are exposed to spreadsheet programs, database and accounting package software using cases and examples. *Prerequisites:* Accounting I and 2.

194 Financial Statement Analysis

Required of all accounting majors, this capstone course is structured to integrate concepts and principles learned in fundamental and intermediate accounting courses. The case course is taught primarily using "real world" cases and financial statements. The course is structured so that students get the "big picture," i.e., they appreciate the different uses of accounting information; they understand how other aspects of business affect accounting and they are aware of the complexity of the environment and understand how accounting fits into such a system.

Prerequisites: Accounting 160 and 161, Senior standing.

ANTHROPOLOGY

At the intersection of biological science, humanities and social science, anthropology brings a social, cross-cultural, historical, and multi-ethnic dimension to the liberal arts curriculum. Anthropology provides students with a theoretical and analytical framework with which to function in an increasingly global, complex and interdependent world.

Fundamental to anthropology is the experience of conducting field work. Living with and studying in cultures around the world, anthropologists seek to discover universals as well as document differences among human groups. Department faculty members have done field work in Italy, Polynesia, Ecuador, Peru, Bolivia, Guatemala, China, the Philippines, and the United States.

Anthropology's subject matter ranges from pre-history to the study of contemporary cultures in the United States and throughout the world. Our faculty's expertise includes household archaeology, maritime archaeology, indigenous rights, museum studies, urbanization, gender, globalization, religion, virtual societies, identity, immigration, colonialism and post-colonial society. Because it teaches us about other people's lives, traditions and values, anthropology prepares us to understand and appreciate our own multicultural society.

American anthropology comprises four sub-disciplines: cultural anthropology, archaeology; physical anthropology and linguistics. Our program emphasizes the holistic attributes of traditional anthropology as well as a commitment to the application of anthropological insights to contemporary social issues such as human rights, cultural resource management, and political and economic injustices.

The cross-cultural nature of the anthropology major develops research and analytical skills well-suited to students interested in careers in both international and domestic business, teaching at all levels, public and mental health, counseling, social work, international non-profit agencies, law and law enforcement, museum curatorship, and archaeological and anthropological research.

Students can take advantage of the exchange course program to enroll in anthropology and archaeology courses at the University of California, Berkeley, as well as Mills College and California State University East Bay at Hayward. The department offers a field placement/internship program with neighboring institutions such as social service agencies and businesses. Students are encouraged to study a foreign language and to study abroad. The chair can advise students on suggested programs.

FACULTY

Lynn M. Meisch, Ph.D., *Professor, Chair*

James Allan, Ph.D., *Lecturer*

Dana Herrera, Ph.D., *Assistant Professor*

Jennifer Heung, Ph.D., *Associate Professor*

Paola Sensi-Isolani, Ph.D., *Professor*

Cynthia Van Gilder, Ph.D., *Associate Professor*

LEARNING OUTCOMES

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

- **APPRECIATE** the great diversity of human cultures and the inter-relatedness of economic, socio-political and religious systems.
- **APPROACH** cultural diversity with thoughtfulness and sensitivity.
- **EXAMINE** their own lives in social and cultural context and assess how their lives are affected by the specific time and place in which they live.
- **UNDERSTAND** anthropological theory and methods and how they are applicable in and beyond academia.
- **EMPLOY** critical reading, thinking, and writing skills that will allow them to understand and meaningfully contribute to an increasingly complex, multicultural, and interdependent world.
- **EXPRESS** themselves with confidence and clarity in both written and oral communication.
- **WORK INDEPENDENTLY** collecting and analyzing primary and secondary data, producing research papers in accordance with the ethical and professional standards of the American Anthropological Association.

MAJOR REQUIREMENTS

The anthropology major comprises 13 lower- and upper-division courses. Students have the choice of majoring in anthropology or anthropology with an archaeology concentration.

A grade of C– for coursework is required to count toward the major or minor. In addition, the minimum acceptable grade is C for the capstone courses Anthropology 130: Anthropological Theory and Anthropology 132: Research Methods.

LOWER-DIVISION COURSES FOR BOTH ANTHROPOLOGY AND ANTHROPOLOGY WITH AN ARCHAEOLOGY CONCENTRATION

Anthropology 1 Introduction to Social and Cultural Anthropology

Anthropology 5 Introduction to Archaeology

Biology 7 Introduction to Biological Anthropology (course description is included in Biology listings)

UPPER-DIVISION COURSES FOR ANTHROPOLOGY

I. **Anthropology 121** World Cultures

Anthropology 130 Anthropological Theory

Anthropology 132 Research Methods

II. **Seven** additional upper-division courses, **five** of which **must** be anthropology courses, **two** of which **may** be anthropology or sociology courses.

Curriculum Anthropology

UPPER-DIVISION COURSES FOR ANTHROPOLOGY WITH ARCHAEOLOGY CONCENTRATION

- I. Anthropology 121 World Cultures
Anthropology 126 Field Experience
Anthropology 129 Prehistoric Archaeology
Anthropology 130 Anthropological Theory
Anthropology 132 Research Methods
- II. Five additional upper-division anthropology courses, **one** of which **must** be an archaeology course.

MINOR REQUIREMENTS

A grade of C– is required for coursework to count toward the minor.

ANTHROPOLOGY

The minor in anthropology requires two lower-division courses (Anthropology 1: Introduction to Social and Cultural Anthropology, and either Anthropology 5: Introduction to Archaeology or Biology 7: Biological Anthropology), and four upper-division anthropology courses of the student's choosing.

ARCHAEOLOGY

The archaeology minor requires three lower-division courses (Anthropology 1: Introduction to Social and Cultural Anthropology, Anthropology 5: Introduction to Archaeology, Biology 7: Introduction to Biological Anthropology) and three upper-division anthropology courses. One of these courses must be Anthropology 129: World Prehistory; a second must be an upper-division archaeology course; the third may be any upper-division anthropology course.

C O U R S E S

LOWER DIVISION

I Introduction to Social and Cultural Anthropology

A study of the nature of culture and diversity of societies. This course, which focuses on cultures in Asia, Oceania, Africa and the Americas, introduces the beginning student to some of the main areas of anthropology: kinship, gender, the world system, fieldwork, magic and religion, social change, and the political system of societies throughout the world.

5 Introduction to Archaeology

Students are introduced to the ancient cultures of the world that existed before written records (i.e., prehistory). Cultures from every world area are studied, including the Aztec Empire, Mycenaean Greece, Mesopotamia, the Celts, and the Inca Empire. Additionally, students gain an understanding of the methods and theories of contemporary archaeology through lecture, discussion, and hands-on activities. (Please note: Students are encouraged to enroll in Anth 7, but it is NOT required.)

7 Conservation of Archeological Materials (.25)

Students work in our archaeology lab with various artifact collections. Students sort and catalogue, analyze various classes of artifacts to identify manufacturing techniques, temporal characteristics and cultural affiliations. Basic conservation methodology is also introduced.

UPPER DIVISION

All upper-division courses have a prerequisite of any one of the following lower-division anthropology or sociology courses. These courses include

Anthropology 1: Introduction to Social and Cultural Anthropology, and Anthropology 5: Introduction to Archaeology or consent of instructor.

I 11 Kinship, Marriage, and Family

For more than one century anthropological research has focused on households, kinship relations and families across cultures and through time. This course provides students with a historical and theoretical perspective on the anthropological study of kinship, focusing also on various issues that directly relate to the state of marriage and family throughout the world.

I 12 Race and Ethnicity

An examination of the major theoretical underpinnings of "race" and "ethnicity" as negotiated identities. Race as a culturally constructed model is examined in a variety of international geopolitical regions, including the United States.

I 13 Childhood and Society

Focusing on children in Western and non-Western cultures and drawing on ethnographies from cultures around the world, the chronological sequence of childhood from birth to coming of age is followed. Topics include changing notions of childhood, social and gender development, the marking of rites of passage, adolescence, education and the status of children.

I 14 Urban Studies: The Culture of the City

By 2030, two out of three people will live in an urban world, with most of the explosive growth occurring in developing countries. This course in urban anthropology draws from ethnographic cases throughout the developed and developing world. It examines the complex structural and cultural forces that shape the lives of those who dwell in cities by studying how urban culture is produced and reproduced under the influences of industrialization, colonialism, and globalization.

I 17 Religion, Ritual, Magic, and Healing

The course examines religious beliefs, spirituality, and ritual in global cultures. It takes a comparative approach to Western and non-Western beliefs in the supernatural and examines the importance of these beliefs. Topics include shamans and other religious specialists, social functions of ritual acts, faith healing, new religious movements, and the intersection of faith and socio-political forces in the contemporary era.

I 18 Health and Illness

Medical anthropology explores the interaction between health, culture and disease, emphasizing the importance of understanding issues of health and sickness cross-culturally. Medical anthropologists also look at the roles of health care professionals, patients, and medical settings addressing the relationships between health care systems and political and economic systems.

I 19 Native American Cultures

"Native American" is a label applied to all of the indigenous peoples of the Western hemisphere. This course gives students the opportunity to study a subset of Native American cultures in depth. Although the geographic focus of the course rotates, it always includes a discussion of both the traditional lifeways and contemporary social issues of the focus cultures. May be repeated for credit as content varies.

I 21 World Cultures

Each World Culture course concentrates on the cultural, historical, political, religious and geographic factors that shape the lives of people living today in a particular area or country, i.e., Central and South America, the Middle East, Asia and Sub-Saharan Africa, India, China, Polynesia, Western Europe, the Philippines, etc. May be repeated for credit as content varies.

123 Ethnic Groups in the United States

Each course in this series looks at a different American ethnic groups, i.e. African-American, Filipino-American, Hispanic, Scandinavian, etc. While addressing the past, emphasis is placed on the contemporary period, with each course focusing on the social, cultural and historical experiences of each group. Areas covered are assimilation and resistance, distribution in the social and power structure, family systems and cultural values, labor and migration, role of religion, status of women, etc. *May be repeated for credit as content varies.*

125 Gender and Culture

While sex differences are biological, gender encompasses the traits that culture assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and culture. It takes an inclusive and cross-cultural perspective, with a focus on men and women, nonhuman primates, industrial and non-industrial societies and differing cultural contexts such as ethnic group membership and socioeconomic status.

126 Field Experience

Guided by an anthropology professor of the student's choice, this course provides students with the opportunity to gain hands-on experience conducting anthropological or archaeological analysis in the field. Among other sites, students can select supervised work in archaeological digs, community agencies, government bureaus, museums, and political or industrial organizations.

127 Historical Archaeology: Material Culture and Ethnicity

Historical archaeology is characterized by its use of both written resources and archaeological materials (such as architecture, domestic artifacts, and art) to understand the past. Historical archaeologists have been particularly successful in illuminating the lives of people and groups who did not have the ability to write their own stories in ink, such as enslaved African-Americans, Indians living at California missions, the poor, and women and children. Focusing primarily on the period of time since European exploration and colonization of the world began. *Please note: Successful completion of Anth 5 is recommended, but NOT required.*

129 Prehistoric Archaeology: Ancient Cultures

Ninety-nine percent of human cultural development took place before the advent of written records, and therefore archaeology is the primary source of knowledge of these cultures. This course focuses on the practices of prehistoric people, such as how they made stone tools, decorated cave walls, organized their villages, domesticated plants, and built monuments like Stonehenge. Special attention is given to topics such as gender, kinship, religion, and art. *Please note: Successful completion of Anth 5 is recommended, but NOT required.*

130 Anthropological Theory

Anthropological theory is dynamic; it reflects the social climate of the times and is the product of a gradual accumulation and testing of knowledge and ideas. From the reading of primary texts, this course provides students with an overview of the development of anthropological theory from the late 19th century to the present, pushing students to grapple with fundamental questions about what it means to be a human being and a member of society. Emphasis is placed on explaining what is essential about particular theoretical frameworks, how they can be used, and why they should be studied. Students must have completed **Anth 1: Introduction to Social and Cultural Anthropology** and **Anth 5: Introduction to Archaeology**. This course should be taken in the junior or senior year.

131 Cultural Geography and Global Societies

Cultural geography studies the way people shape and give meaning to their environment and allows us to look at the fascinating variety of human activity in the world—the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to social science topics such as agricultural patterns and practices, ethnic traditions and conflicts, gender, health, migration, political economy, poverty, religion, resource utilization, social change and urban planning.

132 Anthropological Research Methods

The ethnographic method, developed by anthropologists one hundred years ago, is the hallmark of anthropological research. In this course students master specific exercises that represent some of the most commonly used data-collection techniques for ethnographic research. While the major focus will be on qualitative methodology, students are also exposed to quantitative methods such as surveys and focus groups. Students must have completed **Anth 1: Introduction to Social and Cultural Anthropology** and **Anth 5, Introduction to Archaeology**. This course should be taken in the junior or senior year.

133 Senior Thesis

Continuation of Research Methods course where honor students undertake individual research, culminating in the senior project. This should be taken in the senior year.

135 Special Topics

Special topics in anthropology include such issues as multiculturalism, criminology, food and culture, visual anthropology, sexuality, popular culture, etc. *May be repeated for credit as content varies.*

195 Special Study Internship

This course is usually taken by an upper-division student who wishes to complete his/her education with related work experience and is maintaining at least a C average. In addition to work experience (6–8 hours per week), outside research and a term project are usually required. Sponsorship by an anthropology faculty member and approval of the department chair is required.

197 Independent Study

This course entails independent study or research for students whose needs are not met by courses available in the regular departmental offerings. The course usually requires the writing of a term project. Sponsorship by an anthropology faculty member and approval of the department chair is required.

199 Special Study—Honors

This course is only available to upper-division majors with a B average or higher and entails independent study or research under the supervision of an anthropology faculty member. Approval of the department chair is required.

ART AND ART HISTORY

For the ancient Greeks, an artist was *demiorgos* or “the one who works for the people.” In Renaissance Italy, an artist was identified as a skilled craftsman who was inspired by God to create fantastic images and objects. During the Enlightenment, art was a symbolic carrier of ideas. Today, artists are free to work in the public sphere or in the studio and exhibit on city streets or in museum galleries, creating works of art that address a vast array of human experiences.

The Department of Art and Art History offers a program of study for majors and non-majors in the history and practice of visual art. Courses in a variety of subject areas inspire students to consider and create art within a social, cultural, religious, and aesthetic context. The focus of both interrelated fields is the diverse history of art and its status in contemporary society.

The departmental faculty encourages students to embrace the liberal arts tradition with respect to critical thinking, self-discovery, and personal expression. The coursework in the history of art presents the rich tradition of art within the Catholic faith, while also inviting students to experience the artistic production of many other cultures and time periods. In accordance with our Lasallian teachings, art history and studio art coursework place special emphasis on the role that art has played and can play in encouraging positive social change.

A degree from the Department of Art and Art History has provided alumni with an appreciation of visual art as a way of knowing. It has also afforded them a base from which to enter fields as diverse as advertising, business, journalism, law, religious studies, and many other fields in the humanities.

Through independent study, the department also prepares students to further their studies at the graduate level in museum studies, studio art, art history, art therapy, and other related fields.

The department offers two emphases for majors:

Bachelor of Arts: Art History Emphasis

Bachelor of Arts: Studio Art Emphasis

Both art history and studio art students undertake an inclusive series of lower-division courses in visual art production and history. These courses are intended to give a general overview of the variety and breadth of visual art production. On the upper-division level, art history students are required to take courses that consider the history of visual art in its specific social, cultural, religious, and aesthetic context. In so doing, students gain a clear understanding of the role of art as way of telling the human story.

Students choosing the studio art emphasis can select from courses in a variety of media including painting, drawing, sculpture, photography, and more experimental new media. These upper-division classes, while allowing for further individual exploration, place higher standards on the concepts in, and execution of, students' artistic production. As in art history, the emphasis is on making art that reflects its particular social, cultural, religious, and aesthetic context. Acknowledging the importance of direct contact with diverse artistic practices, students in both emphases are encouraged to travel abroad, either through January Term or a semester program.

The senior thesis for art history students involves an in-depth study of works of art in the permanent collection of the Hearst Art Gallery. For their senior project, studio art majors are required to create a cohesive body of artwork to be included in the Hearst Art Gallery spring exhibition. Students will contribute to the organization, selection, and hanging of their work in this thesis exhibition. They are also required to write a comprehensive, well-researched artist statement to accompany their work in the show.

SMC students in good standing are eligible to apply to spend the spring semester of their junior year studying art history at La Salle University in Philadelphia or the College of Santa Fe. Participation must be approved by the program's selection committee, the department chair and the dean.

FACULTY

Anna Novakov, Ph.D., Associate Professor of Art History,
Women's Studies

Peter Freund, Ph.D., Associate Professor of Media Arts, Chair,
Art History

Costanza Dopfel, Ph.D., Associate Professor of Modern Languages
Medieval and Renaissance Art History

Jeff Kelley, M.F.A., Lecturer
Asian Art History, Curatorial Studies and Contemporary Art

Jennifer Locke, M.F.A., Lecturer

Lynn Meisch, Ph.D., Professor of Anthropology
Pre-Columbian Art History and Textiles

Roy Schmaltz, M.F.A., Professor of Studio Art
Painting and Drawing

Whitney Lynn, M.F.A., Lecturer, Studio Art

Ana Fernandez, M.F.A., Lecturer, Studio Art

LEARNING OUTCOMES

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

- **COMPLETE** a senior thesis—an in-depth study of one or more works of art in the permanent collection of the Hearst Art Gallery.
- **ACKNOWLEDGE** and be able to discuss the diverse history of art and its status within a social, cultural, religious, and aesthetic context.
- **UNDERSTAND** the role that art has played and can play in encouraging positive social change.
- **DEMONSTRATE** a foundational knowledge of facts and accepted art historical terminology through the successful application of art historical terminology and factual information to critical discussions.
- **ENGAGE** in oral and written work, the similarities and differences between works of art from different periods and cultures including how people's lives, throughout history, have been influenced by visual art production.
- **IDENTIFY** a variety of art historical methodologies that include the use of biography, stylistic analysis, iconography, social history, and feminism.

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

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

MAJOR REQUIREMENTS

Split major agreements: Art History and Italian Studies, Art History and Archeology. Other split majors are available by arrangement.

For more information, please email Department Chair Peter Freund at: pjf2@stmarys-ca.edu.

LOWER DIVISION

ART HISTORY

AH 1 Survey of World Art, Ancient Near East to the Gothic Era

AH 2 Survey of World Art, Renaissance to the 19th Century

AH 25 Survey of Asian Art

And a choice of three of the following courses

ART 10 Beginning Sculpture: Form and Concept

ART 12 Beginning Design: Visual Literacy

ART 20 Beginning Painting

ART 30 Beginning Drawing

ART 40 Beginning Metalwork

ART 50 Digital Media

ART 60 Beginning Ceramic Sculpture

ART 70 Printmaking

STUDIO ART

AH 1 Survey of World Art, Ancient Near East to the Gothic Era

AH 2 Survey of World Art, Renaissance to the 19th Century

AH 25 Survey of Asian Art

And a choice of three of the following lower-division courses

ART 10 Beginning Sculpture: Form and Concept

ART 12 Beginning Design: Visual Literacy

ART 20 Beginning Painting

ART 30 Beginning Drawing

ART 40 Beginning Metalwork

ART 50 Digital Media Arts

ART 60 Beginning Ceramic Sculpture

ART 70 Printmaking

UPPER DIVISION

ART HISTORY

AH 117 Art Criticism, 1900 to the Present

AH 118 Art since 1930

AH 199 Senior Special Study

And a choice of five upper-division courses

AH 111 Philosophy of New Media Art

AH 144 Issues in Ancient Art

AH 145 Issues in Renaissance and Baroque Art

AH 165 History of American Art, From the Pueblo Cultures to the Abstract Expressionists

AH 166 The Artist in 20th Century Society

AH 194 Special Topics in Art History

STUDIO ART

AH 117 Art Criticism, 1900 to the Present

AH 118 Art since 1930

AH 199 Senior Special Study

And a choice of five upper-division courses

ART 110 Advanced Sculpture: Material Culture

ART 112 Advanced Design: Collage

ART 120 Advanced Painting

ART 130 Advanced Drawing: Beyond Looking

ART 140 Advanced Metal Work

ART 150 Experiments in New Media Art

ART 160 Advanced Ceramic Sculpture

ART 170 Multiple Narratives

MINOR REQUIREMENTS

LOWER DIVISION

ART HISTORY

AH 1 Survey of World Art, Ancient Near East to the Gothic Era

AH 2 Survey of World Art, Renaissance to the 19th Century

AH 25 Survey of Asian Art

A choice of one lower-division studio art course

ART 10 Beginning Sculpture: Form and Content

ART 12 Beginning Design: Visual Literacy

ART 20 Beginning Painting

ART 30 Beginning Drawing

ART 40 Beginning Metal Work

ART 50 Digital Media

ART 60 Beginning Ceramic Sculpture

ART 70 Printmaking

And a choice of three upper-division courses

AH 111 Philosophy of New Media Art

AH 117 Art Criticism, 1900 to the present

AH 118 Art since 1930

AH 144 Issues in Ancient Art

AH 145 Issues in Renaissance and Baroque Art

AH 165 History of American Art, From the Pueblo Cultures to the Abstract Expressionists

AH 166 The Artist in 20th Century Society

AH 194 Special Topics in Art History

STUDIO ART

AH 1 Survey of World Art, Ancient Near East to the Gothic Era

AH 2 Survey of World Art, Renaissance to the 19th Century

And a choice of two lower-division courses:

ART 10 Beginning Sculpture: Form and Content

ART 12 Beginning Design: Visual Literacy

ART 20 Beginning Painting

ART 30 Beginning Drawing

ART 40 Beginning Metal Work

ART 50 Digital Media

ART 60 Beginning Ceramic Sculpture

ART 70 Printmaking

And a choice of three upper-division courses

ART 110 Advanced Sculpture: Material Culture

ART 112 Advanced Design: Collage

ART 120 Advanced Painting

ART 130 Advanced Drawing: Beyond Looking

ART 140 Advanced Metal Work

ART 150 Experiments in New Media

ART 160 Advanced Ceramic Sculpture

ART 170 Multiple Narratives

C O U R S E S

LOWER DIVISION

ART HISTORY

1 Survey of World Art, Ancient Near East to the Gothic Era

This course is the first part of a two-part survey of world art. The class looks at visual art and architecture from the Code of Hammurabi to Chartres Cathedral in France. Students will study the diverse cultural high points that have illuminated the past and that continue to fuel contemporary cultural production. Fee \$20.

2 Survey of World Art, Renaissance to the 19th Century

This course is the second part of a two-part survey of world art. This class introduces students to the history of art from the early Renaissance to the late 19th century. Paintings, sculpture, and architecture from diverse cultures will be presented in their historical, social, religious, and stylistic context. Fee \$20.

25 Survey of Asian Art

This course surveys the architecture, painting, and sculpture of India, China, and Japan. Particular attention is given to technique, style, content, and the role of art in Asian society and culture. Fee \$20.

STUDIO ART

10 Beginning Sculpture: Form and Concept

An introduction to specific three-dimensional design problems using basic sculptural materials such as cardboard, plaster, wood, clay and found materials. Students will study the myriad formal concerns that comprise sculpture: form, structure, negative and positive space, balance, symmetry, texture, weight, tension, proportion and scale. Each material will be reviewed for its relationship to longevity, weight, effectiveness, and meaning. Practical, sculpture-related drawing will also be introduced. Fee \$60.

**Does not satisfy an Area requirement.*

12 Beginning Design: Visual Literacy

As an increasing number of images and messages are delivered to us through the media, it has become crucial to understand how to decipher these images and to learn to create our own. The purpose of visual literacy is to construct a basic system for recognizing, making, and understanding art and other types of visual messages. In order to gain an understanding of some of the essential characteristics of visual expression and to gain literacy in this language, this class will examine basic two-dimensional design elements and techniques as well as the psychological implications of creative composition. Fee \$60.

**Does not satisfy an Area requirement.*

20 Beginning Painting

This fundamental course emphasizes traditional painting techniques and materials, focusing on composition, value, color, and surface for both abstract and realistic work. Students will be introduced to several painting mediums and painting-related drawing techniques in the form of problem-solving exercises. Exploration and discovery is emphasized over results. There will be slide presentations, museum and gallery visits, and critiques as necessary. Fee \$60.

**Does not satisfy an Area requirement.*

30 Beginning Drawing

This course is an introduction to the basic materials and techniques of drawing. Using still-lives, landscape, models, and the students' own imagination, drawing exercises focus on line, space, contour, composition, value, proportion, and perspective. As students sharpen their ability to see and depict the world around them, we introduce more challenging issues of abstraction, content, and process. Fee \$60.

**Does not satisfy an Area requirement.*

40 Beginning Metal Work

This course is designed to introduce students to simple metal tool and techniques such as hot and cold metal forging, sheet metal forming and fastening, and an introduction to the use of simple hand machine tools. By semester's end, each student should be familiar with, and capable of using, all hand and power tools related to metal. Fee \$60.

**Does not satisfy an Area requirement.*

50 New Media Art: Digital Fundamentals

This introductory course investigates the digital editing tools, processes, and concepts through which digital technology extends traditional fine art practice. Students will develop digital imaging, video, and interactive art projects using Photoshop, Final Cut Pro, and DVD Studio Pro. The course will combine extensive software demonstrations, hands-on exercises, theoretical and technical readings, discussion of a broad range of examples of media art, and group critiques. Fee \$60.

**Does not satisfy an Area requirement.*

60 Beginning Ceramic Sculpture

This course is an investigation into various technical and conceptual issues related to ceramic sculpture. It trains students to visualize and interpret all types of forms and will ask them to explore a range of creative and technical problems particular to the ceramic idiom. Students will explore coil forms, hand building, extruding, and mold making, as well as simple staining, painting, and decorating techniques. There will be guest lecturers, demonstrations, and visits to artists' studios. Fee \$60.

**Does not satisfy an Area requirement.*

70 Printmaking

An introduction to the medium of printmaking, this class explores the process of monoprint, dry-point etching, linoleum and woodcut as well as other non-traditional techniques. The course also examines the use of tools, techniques, and machinery used in printmaking for their application to the students' images and ideas. Fee \$60.

**Does not satisfy an Area requirement.*

90 Special Topics in Studio Art

An introduction to studio art practice. The medium and materials vary from semester to semester and may include photography, photojournalism, video, installation art, site-specific and public projects, digital media, textiles, soft sculpture. Student assessment and evaluation is accomplished through group critiques, class discussions, peer and self-evaluations, short writings on art, and sketchbook and portfolio reviews.

This class is open to all interested students without prerequisite, though prior completion of at least one lower-division studio class is recommended. May be repeated for credit as content varies.

UPPER DIVISION

ART HISTORY

111 Philosophy of New Media Art

This course examines the historical, philosophical, and socio-political basis of contemporary new media art. We read theoretical and historical statements that articulate the concepts driving new media art production, coupled with studying examples of representative work, including photography, experimental film and video, installation and net art. Project assignments integrate a critical and creative exploration of concepts. Fee \$20.

117 Art Criticism, 1900–the Present

This course is an exploration of the history of critical writing about art. A broad sampling of 20th-century texts from art historians, critics, philosophers, social scientists, and artists are brought together for discussion and reflection. Fee \$20.

118 Art since 1930

This course focuses on the major stylistic movements in Europe and the United States from the Great Depression to the Digital Age. Topics covered include existentialism, the Beat Generation, pop art, politics and postmodernism, and art in cyberspace. Students are encouraged to develop an understanding of the trends and debates in contemporary art. Fee \$20.

144 Issues in Ancient Art

This upper-division course explores diverse cultures in the ancient world. Topics, which vary from year to year, include the early history of Asia and the Pacific, Africa, Mesoamerica, and Europe. The connections between visual art, sacred architecture, and spirituality are emphasized. Fee \$20.

145 Issues in Renaissance and Baroque Art

This course traces the development of Christian and secular themes in architecture, sculpture, and painting. Individual artists are considered in light of their influence on the history of art. Special emphasis is placed on the relationship between religion and visual art during this period. Fee \$20.

165 History of American Art, From the Pueblo Cultures to the Abstract Expressionists

This course introduces students to the tradition of visual art in America. Students will be exposed to the diversity of artistic production as revealed in the ancient earthworks and cities of the Mississippian cultures, colonial portraiture, post-war abstract painting and other visual art production. Fee \$20.

166 The Artist in 20th-Century Society

This course explores the history of visual art, social reform, and twentieth-century culture. Special consideration is given to issues of class, gender, and race when discussing modern visual art practice. Fee \$20.

194 Special Topics in Art History

The topic of this course varies from semester to semester. Each course focuses on a different area of study within art history. Special emphasis is placed on the history of non-European art. May be repeated for credit as content varies. Fee \$20.

Curriculum Art and Art History

STUDIO ART

110 Advanced Sculpture: Material Culture

Since the use of collage in paintings by Pablo Picasso, and the revelation of “readymade” art objects by Marcel Duchamp, artists have been free to select and use almost anything as an art material. This course is for advanced students who want to expand their knowledge and application of nontraditional materials toward more complex and poetic expression. We explore a variety of permanent and ephemeral materials and methods. The emphasis will be on determining the appropriate material needed to reinforce the concept of the work and on problem-solving the use of that material. Fee \$60.

**Does not satisfy an Area requirement.*

112 Advanced Design: Collage

Collage is design exploded. It combines all of the elements of two- and three-dimensional design in a form free from the constraints of traditional technique. For contemporary artists, collage is not just a way of working, but a way of thinking. This course is intended to introduce students to the many concepts and techniques of the collage genre and to begin to understand the pervasiveness of the technique in contemporary art practice. During the semester, students will make several different types of collages including a three-dimensional sculptural assemblage and a short video piece. Fee \$60.

**Does not satisfy an Area requirement.*

120 Advanced Painting

Further study of painting methods in a variety of traditional and non-traditional materials and techniques. This course challenges students' comfort with their craft and emphasizes the development of personal issues in their work. To gain a better understanding of the state of the contemporary art scene, students are encouraged to keep current through readings, attending art lectures and exhibitions. During class, there will be slide presentations, museum and gallery visits, and critiques as necessary. Fee \$60.

**Does not satisfy an Area requirement.*

130 Advanced Drawing: Beyond Looking

Since the Renaissance, artists have looked for ways to depict the world around them in a more realistic way. In this century, some artists have sought another kind of artistic clarity, reaching into the subconscious to explore an uncharted, inner world. If drawing is visual thought, this course aims to expand thinking through the study and application of many graphic methods such as frottage, transfer, automatism, blind drawing, and collaboration and chance procedures. Fee \$60.

**Does not satisfy an Area requirement.*

140 Advanced Metal Work

Further exploration of metal tools and techniques as they relate to advanced sculptural practice. Fee \$60.

**Does not satisfy an Area requirement.*

150 New Media Art: Experimental Forms

This course explores experimental processes in media art production using digital and traditional tools. We take a multidisciplinary approach to investigating the history, theory, and practice of experimental media art with an emphasis on the dialectic between personal expression and public significance, between aesthetics and ethics, and between artwork and its context of reception. Students will work individually and in groups to produce projects with media ranging from photography, film and video to net art to installation, text and sound art. The class will consider mounting exhibitions on campus, online, and/or in the local community. Fee \$60.

**Does not satisfy an Area requirement.*

160 Advanced Ceramic Sculpture

Clay is the prima material of the arts. Dirt is the oldest and most basic material for making sculpture: terra cotta, fired ceramics, concrete, sand carving, etc. We will explore this ubiquitous material in its many forms (mud, sand, clay, concrete), paying particular attention to its unique plasticity and impermanence. Advanced Ceramic Sculpture will also look at the roots of the medium and study certain time-based and process-oriented artwork such as African mud sculptures, Tibetan sand painting, sculptural topiary, the work of Andy Goldsworthy, Walter DeMaria, Kathy Spence, James Croak, and many other sculptors of the 20th century. The class emphasizes idea and process and will be project-based, encouraging bold exploration of the medium to advance personal expression. Fee \$60.

**Does not satisfy an Area requirement.*

170 New Media Arts: Multiple Narratives

This course investigates the concept of the multiple, both theoretically and in art practice, as it emerges from mechanically and digitally reproducible forms, such as photography, printmaking, film, video, and interactive media. While the mechanical and digital reproducibility of art apparently minimizes the expressive power of difference within any series of multiples, the aim of this course will be to nudge multiplicity into expressive and engaging directions beyond its mechanical roots. Using digital and traditional processes, students will produce 2D, time-based, recombinant, and interactive narratives aimed precisely at challenging and expanding a limited notion of the multiple. Fee \$60.

**Does not satisfy an Area requirement.*

193 Visiting Artists Workshop

Through examining their own visual art production in a workshop environment, students learn about contemporary art practices from innovative visiting artists. Issues in new media art and visual literacy are discussed and tested in theory and practice. Students will be expected to create a limited portfolio in the new media. May be repeated for credit every semester.

**Does not satisfy an Area requirement.*

ART HISTORY AND STUDIO ART

193 Special Study Museum Internship

Work-practice program conducted in an appropriate museum internship position. Normally open to junior and senior art and art history majors. Permission of instructor and departmental chair required.

Can be repeated for credit

195 Department Seminar in Special Topics

An in-depth critical examination of a topic or topics in contemporary visual art practice and theory. The course consists of directed readings as well as the weekly production of both written and visual works of art. At the conclusion of the semester students are expected to present their seminar projects in a group installation in Gallery 160. This course is open to art and art history majors. Departmental minors must obtain permission of the chair to enroll. May be repeated for credit as content varies.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the faculty member and department chair required.

199 Senior Special Study

As a capstone to their studies, seniors in both art history and studio art are required to work independently with a departmental faculty member in order to complete a thesis or final project that displays their ability to think, read, and write about art as well as create works of art which express their own beliefs and interests. This course is limited to seniors in the major. Permission of the faculty member and department chair required.

BIOCHEMISTRY

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

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

FACULTY STEERING COMMITTEE

Kenneth J. Brown, Ph.D., Professor

Allan Hansell, Ph.D., Professor

Jeffrey A. Sigman, Ph.D., Associate Professor

LEARNING OUTCOMES

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

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

ADMISSION REQUIREMENTS

Students planning a major in biochemistry must present credits in one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remove any deficiencies in summer school. Students majoring in a science should be particularly alert to the language proficiency requirement (see Program of Study, p. 44).

MAJOR REQUIREMENTS

This major is interdisciplinary, bridging the two fields of biology and chemistry, so the lower-division requirements are nearly the same as those for the two respective major programs. The lower- and upper-division courses in this major are listed on the Biology and Chemistry Department pages (See page 62 and 73 respectively).

LOWER DIVISION

The following lower-division courses are required for the biochemistry major: **Biology 1, 1L, 2[†], 2L[†]; Chemistry 8, 9 (lab), 10, 11 (lab); Mathematics 27, 28; Physics 10/11 and 20/21 or Physics 1/2 and 3/4, and Chemical Literature 89.**

UPPER-DIVISION REQUIREMENTS

There is a core of upper-division courses for this major which include two semesters of Organic Chemistry (**Chem 104 and 106**); Biochemistry (**Bio 135**), Advanced Topics in Biochemistry (**Bio/Chem 136**), and Molecular Biology (**Bio 137**). Students are also required to take either Biophysical Chemistry (**Chem 138**) or Physical Chemistry (**Chem 114 and 115**). For additional laboratory skill development, students are required to take either Separation and Identification (**Chem 108**) or Instrumental Chemical Analysis (**Chem 118**). For upper-division electives, students may choose two courses from the following categories listed below.

Upper-division electives: Select two of the following categories (a, b, c or d):

- a) Biology 105 – Genetics
- b) One of the following:
 - Biology 102 – Embryology and Development
 - Biology 127 – Systemic Physiology
 - Biology 130 – Microbiology
 - Biology 132 – Cell Biology
 - Biology 139 – Immunology
- c) Chemistry 130[§] – Advanced Inorganic Chemistry
or
Chemistry 111 – Advanced Organic Chemistry
- d) Chemistry 114[§] – Physical Chemistry I

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

[†] Required for students with more of a biological interest and chemistry students who wish to take **Biology 105: Genetics**

[§] Students wishing to meet the ACS curriculum requirements for the biochemistry major must take two semesters of Physical Chemistry (**Chem 114 and 115**) and Advanced Inorganic Chemistry (**Chem 130**).

PREREQUISITE GRADE

Any course listed in this major with a prerequisite assumes a grade of C– or better in the prerequisite course. The lower- and upper-division courses in this major are listed on the Biology and Chemistry Department pages (See page 62 and 73 respectively).

BIOLOGY

The Biology Department offers a full range of courses designed to introduce undergraduate students to the major areas of modern biological science. The primary goals of the department are to prepare students for advanced study and research in biology and related sciences, for postgraduate study in medicine, dentistry, and the other health professions, and for careers in education, industry, agriculture, government service, and veterinary medicine. Students interested in the health professions should check the Pre-Professional section (p. 157) of the catalog for additional information. In addition, the Biology Department provides Area B courses and non-major biology courses in which students who are not science majors can learn science as a way of knowing through the study of various aspects of the life sciences and their effect on society.

FACULTY

Gerard M. Capriulo, Ph.D., Fletcher Jones Professor, Department Chair

Marine Biology, Ecology, Invertebrate Zoology

Carla C. Bossard, Ph.D., Professor

Terrestrial Ecology, Plant Science

Vidya Chandrasekaran, Ph.D., Assistant Professor

Cell Biology, Genetics, Developmental Biology

Lawrence R. Cory, Ph.D., Professor

Genetics, Amphibian Biology, Evolutionary Biology

Margaret F. Field, Ph.D., Associate Professor

Physiology, Cell Biology

Keith E. Garrison, Ph.D., Assistant Professor

Immunology, Genetics, Molecular Biology

Allan K. Hansell, Ph.D., Professor

Cell Biology, Biochemistry, Genetics

Eric Katz, Adjunct Assistant Professor

Anatomy and Evolutionary Biology

Wendy Lacy, Ph.D., Adjunct Associate Professor

Microbiology, Cell, Developmental Biology

Phillip Leitner, Ph.D., Professor Emeritus

Conservation Biology, Desert Ecology

Jacob F. Lester, Ph.D., Professor

Zoology, Parasitology

Christina Morales, Lecturer

Lecturer, Biology

Lisa Sawrey-Kubicek, M.S., Lecturer

Nutritional Science

Gregory R. Smith, M.S., Professor

Anatomy, Physiology

LEARNING OUTCOMES

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

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

ADMISSION REQUIREMENTS

Applicants planning to undertake the biology major must present credits for one year of chemistry and four years of mathematics. One course in biology, one year of physics, and three years of a second language are strongly recommended. Students with less than a B average in high school science, mathematics and languages or with any course deficiency should seek the advice of the Admissions Office and the Biology Department before beginning their studies. A diagnostic chemistry examination is required of all students beginning a science curriculum at Saint Mary's. This examination is administered by the Department of Chemistry before the start of classes each fall and is designed to detect important deficiencies in a student's background. In some cases, the student may be advised to correct any deficiencies before undertaking the biology major curriculum. This can often be done within a four-year stay at Saint Mary's but may require summer school attendance.

MAJOR REQUIREMENTS

LOWER DIVISION

BIOLOGY MAJOR

Mathematics 27–28 (or equivalent, e.g. Math 38); **Chemistry 8, 9 (lab), 10, 11 (lab); Physics 10, 11, 20 (lab), 21 (lab), or Physics 1, 2 (lab), 3, 4 (lab); and Biology 1, 1L (lab), Biology 2, 2L (lab).**

Lower-division requirements for split majors must be determined by consultation between the student and his/her advisor and approved by the chairs of the departments involved.

UPPER DIVISION

BIOLOGY MAJOR

Chemistry 104, 105 (lab), 106, 107 (lab) The biology major must include seven upper-division biology courses of which at least five must have a laboratory component. In order to develop a broad background in biology and to experience major areas of study within the disciplines, biology majors are required to take both courses from Group I and at least one course from Groups II, III, and IV. The remainder of the seven required may come from any group.

Group I Genetics and Ecology: **Biology 105, 125**

Group II Organismal: **Biology 100, 102, 110, 113, 122, 127, 144, 146**

Group III Cellular/Molecular: **Biology 130, 132, 135, 137, 139**

Group IV Evolution and Ecology: **Biology 113, 115, 120, 142, 152**

Group V Electives: **Biology 116, 119**

Faculty advisors should be consulted on a regular basis to assist in selecting courses and arranging specific curricula relating to fulfillment of requirements, particular career goals, and personal interests.

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

SUGGESTED BIOLOGY MAJOR PROGRAM

A suggested four-year program of study for a major in biology is available from any Biology Department member. Note that all freshmen are required to complete two Collegiate Seminars in the first year, one each in the fall and spring terms. Two additional Collegiate Seminars must be completed before graduation, two Theology and Religious Studies courses, and other College requirements as specified in the Program of Study (see p. 42). Students majoring in science should be particularly alert to the language proficiency requirement. Students may select courses of their choice for remaining electives. It is important to note that certain upper-division courses are offered in alternate years.

MINOR REQUIREMENTS

The minor in biology requires **Chemistry 8, 9 (lab), 10, 11 (lab), and Biology 1, 1L (lab), 2, 2L (lab).**

Any three upper-division biology courses, two of which must have a laboratory component. Note that all courses have prerequisites. The specific upper-division courses selected for the minor must be arranged between the student and his/her advisor and be approved by the chairs of the departments involved.

JANUARY TERM

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

PREPARATION FOR MEDICINE, DENTISTRY, AND OTHER HEALTH PROFESSIONS, AND VETERINARY MEDICINE

See the section in this catalog under Pre-Professional Curricula (p. 157).

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

I Introductory Biology for Majors: Cell and Molecular Biology and Genetics

This is the first semester of a two-semester sequence designed for biology majors and others requiring a rigorous treatment of the subject. It is designed to prepare students for in-depth, upper-division work in areas related to cell and molecular biology and biochemistry and genetics. Three hours of lecture per week. *Prerequisites:* **Chemistry 8, 9 (lab), 10 and 11 (lab)** with grades of C- or better. Must be currently enrolled in **Biology 1L**.

1L Introductory Biology for Majors: Cell and Molecular Biology Laboratory

Laboratory to accompany **Biology 1**. One laboratory per week for four hours. Must be currently enrolled in **Biology 1**. Laboratory fee \$185 (includes lab manual).

2 Introductory Biology for Majors: Evolution and Organism

This is the second semester of a course designed for biology majors and others requiring a rigorous introductory treatment of the subject. This course is a systematic introduction to all forms of life, covering all three domains (formerly five kingdoms), from bacteria and protozoa, through fungi, plants, and animals. To account for life's unity and diversity, the guiding principle for the course is the concept of evolution. **Biology 2** builds upon the cellular and molecular foundation given in **Biology 1** (which is pre-required for **Biology 2**), and assumes knowledge of hereditary principles, both Mendelian and molecular. Through the study of the molecular evidence, morphology, physiology, development, and behavior of each type of organism, we provide a broad understanding of the evolutionary origins and phylogenetic relationships of all forms of life. Required for biology majors and prerequisite to ALL upper-division courses. Three hours of lecture per week. *Prerequisites:* **Chemistry 8, 9 (lab), Chemistry 10, 11 (lab), Biology 1, 1L**, with a grade of C- or better. Must be concurrently enrolled in **Biology 2L**.

2L Evolution and Organisms Laboratory

Laboratory to accompany **Biology 2**. One laboratory per week for four hours. Must be currently enrolled in **Biology 2L**. Laboratory fee \$175.

5 Concepts in Evolutionary Biology

This question-oriented course designed for non-majors explores how science works through an examination of the concepts of the theory of evolution by natural selection, which is considered to be the unifying theme of the biological sciences. Three lecture hours and one lab per week. Fulfills Area B requirement. Laboratory fee \$175.

Offered in alternate years.

6 Heredity and Society

An introduction to the basic concepts and technologies of genetics as they apply to humans and the ethical issues that arise as a result of the application of those principles. Students will engage these areas through lectures, discussion, guest presenters, videos and hands-on laboratory experiences. Intended for students in any major regardless of background. Six hours of lecture/discussion/laboratory per week. Fulfills Area B requirement. Laboratory fee \$185 (includes reader).

Offered in alternate years.

7 Introduction to Biological Anthropology

Study of the variation and evolution of the human species and its place in nature. Molecular, Mendelian and population genetics serve as a basis to discussions of natural selection and how that affects biological and physiological adaptation. The emphasis of this course is directed toward why we see broad variations among homo sapiens and how these variations affect humans in their life cycle, health and culture. Three lecture hours and one three-hour lab per week. Laboratory fee \$175.

10 Introduction to Biology

Study of the chemistry of life, the organization of cell and the molecular processes inside of cells. This course emphasizes the genetic basis of life and includes an introduction to biotechnology. Designed for 2+2 Pre-Nursing students as a prerequisite for microbiology, human anatomy and human physiology. Three hours of lecture per week. Must be accompanied by **Biology 11**.

11 Introduction to Biology Laboratory

Laboratory to accompany **Biology 10**. Includes techniques for studying organic molecules, cell biology and genetics. One lab per week for three hours. Laboratory fee: \$175

12 Human Nutrition

This course is an overview of human nutrition. Concepts from biology, chemistry, biochemistry, anatomy and physiology are used to describe the nutrients and their function in the body. Focus is on the physiological need for food and promotion of healthy eating practices as they relate to optimum body function and disease prevention.

15 Human Anatomy

Study of the gross and microscopic structure of the human body. This course, emphasizing the structural relationships and functional aspects of gross anatomy, proceeds from the cell to tissues to organs. A strong high school science background is recommended. Three hours of lecture per week. Concurrent enrollment in **Biology 16** is required for enrollment in **Biology 15**. Limited to majors in biology, health science, kinesiology, and nursing or by consent of instructor. Does not qualify for Area B.

16 Human Anatomy Laboratory

Laboratory to accompany **Biology 15**. Laboratory will be taught from dissected human material, models and microscopic slides to allow students to learn from direct experience. One three-hour lab per week. Must be concurrently enrolled in **Biology 15**. Laboratory fee \$175.

25 Human Physiology

Study of the function of the major organs and organ systems of the human body. This course, emphasizing regulation and integration, proceeds from general cell function to an overview of the controlling mechanisms and finally to the individual systems. A strong high school science background is recommended. Three hours of lecture per week. Concurrent enrollment in **Biology 26** is required for enrollment in **Biology 25**. Limited to majors in biology, health science, kinesiology, and nursing or by consent of instructor. Does not qualify for Area B.

26 Human Physiology Laboratory

Laboratory to accompany **Biology 25**. The laboratory consists of experiments and demonstrations designed to incorporate principles of physiology. One three-hour lab per week. Must be concurrently enrolled in **Biology 25**. Laboratory fee \$185 (includes lab manual).

40 Introductory Microbiology

The biology of microorganisms including bacteria, viruses, and fungi, with emphasis on those forms of medical importance to man. Three hours of lecture per week. Must be concurrently enrolled in **Biology 41**.

41 Introductory Microbiology Laboratory

Laboratory to accompany **Biology 40**. Includes techniques for culture, isolation, characterization, and identification of microorganisms. One lab per week for three hours. Must be concurrently enrolled in **Biology 40**. Laboratory fee \$175.

50 General Biology

A one semester introduction to the basic principles and concepts of biological science. Designed for students not majoring in biology. Three hours of lecture per week. Must be concurrently enrolled in **Biology 51**. Fulfills Area B requirement.

51 General Biology Laboratory

Laboratory to accompany **Biology 50**. One lab per week for three hours. Must be concurrently enrolled in **Biology 50**. Laboratory fee \$175.

52 The Symbiotic Universe

An interdisciplinary science course which in addition to inter-science syntheses forges into areas of theology, philosophy, the social sciences, and the nature of good and evil. It is designed for both non-science and science majors, and fulfills an Area B requirement. The course explores original ideas concerning the role played by symbiosis in the origin of the universe, the earth, and life on earth, and in the development of the earth's ecosystems. It argues that phases of creation are organized around the principles of symbiotic mutualism. It suggests that such cooperation is dictated by the laws of physics and therefore was established at the moment of creation. This universal thread of symbiosis is evident in the formation of atoms, elements and matter, chemical interactions, star and planetary systems, and simple to complex life forms. It drives evolution from the primordial soup to cells, multicellular organisms, populations, communities and ecosystems, and human societies as well. One lab per week for three hours. Laboratory fee \$175.

55 Ocean World

An introductory course that examines the ocean world and its inhabitants. Topics include physical and chemical properties of sea water; tides and currents; geological principles; coastal and open ocean habitats; life in planktonic and benthic communities; coral reef, hydrothermal vent and mangrove ecosystems. Three hours of lecture per week. One lab per week for three hours. Fills Area B requirement. Laboratory fee \$175.

80 Human Biology

This is a course to connect basic biology concepts using the human as an illustrative example. Basic scientific processes and the concepts of human biology will be explored through lecture and laboratory exercises. Topics will include science and society, the chemistry of living things, structure and function of cells, genetics, anatomy and physiology of the organ systems, reproduction, cancer, aging, evolution, human impacts, and environmental issues. Open to all students interested in discovering the scientific process and the concepts of human biology. One three-hour lab per week. Fills Area B requirement.

81 Human Biology Laboratory

Laboratory to accompany **Biology 80**. One lab per week for three hours. Must be concurrently enrolled in **Biology 80**. Laboratory fee \$175.

88 Biology of Women

Biology of Women is an introduction to the structure, physiology, and genetics of women across the life span. The first half of the course will explore the genetic, hormonal, and developmental basis of gender. We will study physiology and development from conception, through puberty, pregnancy, and aging. The latter part of the course will deal with specific health concerns of women and focus on predominantly or uniquely gender-related illnesses and their physiologic basis. The laboratory is intended to demonstrate the varied processes of science and the scientific method using women's biology as the basic subject material. Open to men and women. Fulfills area B requirement. Laboratory fee \$175.

89 Biology of Women Laboratory

Laboratory to accompany **Biology 88**. One lab per week for three hours. Must be concurrently enrolled in **Biology 88**. Laboratory fee \$175.

UPPER DIVISION

*Each upper-division course has prerequisites of **Biology 1, 1L and 2, 2L** with a grade of C- or better in each of these prerequisites.*

100 Comparative Anatomy

The course examines vertebrate form and function through the topics of vertebrate evolution, functional morphology, and development, along with the study of soft tissues, organ systems, and skin. Three lecture hours and two labs per week. Laboratory fee \$175.

*Offered in alternate years. Prerequisites: **Biology 1, 1L and Biology 2, 2L**.*

102 Developmental Biology and Embryology

Explores the processes and patterns of fertilization and embryonic development of animals with an emphasis on mechanisms controlling cell differentiation and morphogenesis. Three lecture hours and one lab per week. *Prerequisites: **Biology 1, 1L and Biology 2, 2L and Chemistry 104, 106**.* Laboratory fee \$175.

Offered in alternate years.

105 Genetics

Principles of biological inheritance in animals, plants, and including some consideration of classical, molecular, population and human genetics.

Three hours per week of lecture and one lab per week for four hours.

*Prerequisites: **Biology 1, 1L and Biology 2, 2L**.* Laboratory fee \$175.

110 Parasitism and Symbiology

A comprehensive course in parasitology, focusing on the many facets of symbiosis common to every level of biology. It embraces the three basic types of intimate interrelationship between different species of organisms: parasitism, mutualism and commensalism. This course examines an array of interactions in all three types of interrelationships, at many levels of interdependency. All five kingdoms, from bacteria, protozoa, and fungi to plants and animals, are studied. Three lecture hours and one lab per week. *Prerequisites: **Biology 1, 1L and Biology 2, 2L**.* Laboratory fee \$175.

Offered in alternate years.

Curriculum Biology

113 Marine Biology

Examines marine life in terms of physiological, evolutionary, systematic and ecological principles. Topics covered include: marine prokaryotes, unicellular eucaryotes and the multicellular eucaryotes (i.e., the invertebrates, vertebrates and marine plants). The organization of and interrelationships among marine organisms and their environments are considered from an ecosystem perspective. Shallow and deep benthic, intertidal, estuarine, coastal water, coral reef and open ocean systems are examined in detail. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L.** Laboratory fee \$175.

Offered in alternate years.

115 Theory of Evolution

Historical development of evolutionary theories. Modern concepts concerning the process of organic evolution, including population genetics, natural selection, and the origin of species. Topics on macroevolution, including adaptation and extinction. Three hours of lecture per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L.** **Biology 105** highly recommended.

Offered in alternate years.

116 History and Philosophy of Biology

Development of the major concepts of biology from antiquity to the modern era, with a consideration of what these developmental sequences show about the nature of the scientific process. Three hours of lecture per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L.**

Offered in alternate years.

119 Research Design and Biostatistics

Principles of experimental design, sampling methodologies, data collection and analysis are discussed, along with practical applications of these areas in biological experimentation. Course includes use of computers. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L.** Laboratory fee \$175.

120 Vertebrate Zoology

Advanced study of the vertebrates, with attention to phylogeny, morphology, and natural history of the major vertebrate groups. Laboratory and field work emphasize taxonomy of local forms, methods of study, and special projects. Three lecture hours and one lab/field period per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L.** Laboratory fee \$175.

Offered in alternate years.

122 Comparative Animal Physiology

The functions of the major organ systems of vertebrate and invertebrate animals. Emphasis on general principles of function as exemplified in the major animal phyla. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$175.

Offered in alternate years.

125 General Ecology

An examination of the classical and emerging concepts of ecology from a primarily but not exclusively descriptive perspective. Topics include: comparative study of marine, freshwater and terrestrial systems; global warming; population ecology; the decomposition cycle; nutrient cycling; concepts related to niche theory, fitness, competitive exclusion, natural selection, and evolution. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L.** Laboratory fee \$175.

127 Systemic Physiology

Fundamental principles of general mammalian physiology combined with physiology of organ systems; including integrative and homeostatic mechanisms. Emphasis is on human physiology with examples taken from mammalian systems. Application of these principles to interpretation of disease is included. Laboratory includes human and mammalian experiments with emphasis on instrumentation and interpretation of results. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$175.

130 Microbiology

An introduction to the structure, physiology, and genetics of microorganisms with focus on bacteria and viruses. The application of fundamental knowledge about these organisms to problems of medical microbiology is included. Laboratory involves application of bacteriological techniques to the study of taxonomy, physiology and genetics of bacteria and viruses. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$175.

Offered in alternate years.

132 Cell Biology

A special topics course in which selected areas of current interest in cell biology are studied. Choice of topic varies (e.g., membrane structure and function, nerve and muscle, control of cell division, cellular immunology). Emphasis is placed on experimental methods and answering the question "How do we know what we know?" Lab includes extensive exposure to cell culture methods. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$175.

Offered in alternate years.

135 Biochemistry

An introduction to the metabolism of proteins, lipids, and carbohydrates. Consideration is given to the properties of enzymes and enzyme catalyzed reactions in the cell. Applications to human function, disease, and diet are included. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$185.

137 Molecular Biology

An introduction to the structure and function of the genetic apparatus. This course is a study of what genes are and how they operate, and includes recent discoveries in the areas of DNA, RNA, and protein synthesis in both prokaryotes and eucaryotes. Laboratory includes both discussion and practice of techniques used in genetic engineering. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$185.

139 Immunology

An introduction to the immune system: its components, how it functions, how it is regulated and how it is protective. The immune response and our ability to react to such a diversity of molecules with specificity are discussed in detail. In addition, the immuno-logic basis for tissue/organ transplant rejection, disease prevention vaccines and cancer immunotherapy are presented. Three hours of lecture and one lab period per week. *Prerequisites:* **Biology 1, 1L and Biology 2, 2L, Chemistry 104, 106.** Laboratory fee \$175.

142 California Flora and Communities

Survey of selected plant communities of California. Includes a dual emphasis on field recognition of important plant families and genera of these communities and an understanding of the relationship of the component species to their environment. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** and **Biology 2, 2L**.

Laboratory fee \$175.

Offered in alternate years.

144 General Botany

The study of plant biology at an advanced level, including topics in the structure and development, reproductive patterns, taxonomy, identification, phylogeny, and distribution of major plant groups. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** and **Biology 2, 2L**. Laboratory fee \$175.

Offered in alternate years.

146 Plant Ecophysiology

The functional aspects of plant life and the relation of plants to their physical, chemical, and biological environment. Emphasis on the vascular plants. Three lecture hours and one lab/field period per week.

Prerequisites: **Biology 1, 1L** and **Biology 2, 2L**. Laboratory fee \$175.

Offered intermittently.

152 Conservation Science

Conservation biology is a field of biological science that draws upon the principles of ecology, genetics and evolution in an effort to understand the patterns and processes underlying the biological diversity of our planet. The course examines the current status of our scientific understanding of biodiversity, threats to biodiversity resulting from human activities, and strategies to conserve and restore the integrity of the earth's biological systems. Course activities include case studies, computer modeling and field trips. Three hours of lecture and one lab/field period per week.

Prerequisites: **Biology 1, 1L** and **Biology 2, 2L**. Laboratory fee \$175.

Offered in alternate years.

197 Special Study

An independent study course for students whose needs are not met by courses available in the regular offerings of the department. Permission of the instructor and the department chair required. Laboratory fee, when appropriate, \$175.

199 Special Study—Honors

A research course for upper-division majors with a B average in biology. Permission of instructor and department chair required. Laboratory fee, when appropriate, \$175.

BUSINESS ADMINISTRATION

The major in business administration is designed to broadly educate students in the business sciences. Students receive excellent preparation for professional management positions in financial services, manufacturing operations, consumer marketing, human resources, and strategic planning. The major also prepares students for graduate school in business administration or law school. In addition, the department offers an honors concentration in financial services and a marketing concentration for those who wish to add focus and intensity to their program. The department also offers an international concentration for students who are interested in a career with international exposure.

FACULTY

Eric J. Kolhede, Ph.D., *Professor, Chair*
Norman S. Bedford, Ph.D., *Professor*
Neal Bischel, M.S., M.B.A., *Lecturer*
Rebecca Carroll, Ph.D., *Professor*
John C. Cassidy, Ph.D., *Associate Professor*
Peter Clapp, J.D., *Instructor*
Tom Cleveland, Ph.D., *Transamerica Professor of Financial Services*
Mary Coe, M.B.A., *Lecturer*
Larisa Genin, D.B.A., *Assistant Professor*
William Halpin, J.D., *Adjunct Professor*
Jo Ann Heydenfeldt, Ph.D., *Lecturer*
Yung Jae Lee, Ph.D., *Associate Professor*
Samuel Lind, Ph.D., *Associate Professor*
Barbara McGraw, J.D., Ph.D., *Professor*
Alan Ross, J.D., *Lecturer*
Nelson Shelton, Ph.D., *Lecturer*
Donald W. Snyder, Ph.D., *Professor*
Melinda R. Thomas, J.D., *Associate Professor*
Diana Ting Liu Wu, Ph.D., *Professor*
Michelle Zak, Ph.D., *Adjunct Professor*

LEARNING OUTCOMES

- **COMMUNICATION SKILLS:** Develop graduates whose oral and written communications are clear, persuasive and professionally delivered.
- **RESEARCH & QUANTITATIVE SKILLS:** Develop graduates with statistical skills to analyze and generate viable solutions for complex business problems.
- **STRATEGIC MANAGEMENT SKILLS:** Develop graduates able to formulate integrative strategic plans that enable an organization to manage change effectively and enhance its performance.
- **FUNCTIONAL AREA SKILLS:** Develop graduates able to apply principles of financial, marketing, and operations management to solve business problems.
- **POLITICAL / LEGAL / ETHICAL SKILLS:** Develop graduates able to make business decisions that are legally and ethically responsible and reflect the interests of all stakeholders.
- **MANAGEMENT / HUMAN RESOURCES SKILLS:** Develop graduates who understand human behavior in organizations, appreciate diversity, and are able to apply organizational and management theory to become effective leaders and productive team members.
- **GLOBAL CONTEXT OF BUSINESS:** Develop graduates who understand the role of global business in the operational and strategic success of business organizations.
- **INFORMATION TECHNOLOGY SKILLS:** Develop graduates who understand the role of information systems in the operational and strategic success of business organizations.

MAJOR REQUIREMENTS

Business Administration majors must take **Accounting 1** and **2**, **Economics 3** and **4**, **Math 3** or **27** (or the sequence of **Math 13–14**), and **BusAd 40** prior to the junior year. A grade of C– or better must be earned in each of these courses. All of these lower-division courses must be completed prior to enrolling in the upper-division courses for the major.

A student majoring in business administration must maintain a cumulative grade point average of at least 2.0 both in the major and overall. The majority of the courses required for the major must be taken at Saint Mary's College. The following upper-division courses, if required for the student's program, must be taken at Saint Mary's College: **Business Administration 100 (A,B,C), 121, 125, 126, 140, 181, 182.**

LOWER DIVISION

The following 6 courses, which should be completed by the end of the sophomore year:

Accounting 1, 2

Economics 3, 4

BusAd 40 Statistics

Mathematics 3 or 27 or the sequence of **Math 13–14**. **Math 3** is not open to seniors.

UPPER DIVISION

Total upper-division requirements: 9 courses

The following 7 core courses:

BusAd 120 Law and Business

BusAd 123 Financial Management

BusAd 124 Marketing or **BusAd 125 Marketing of Financial Services**

BusAd 131 Organization Theory

BusAd 132 Operations Management

BusAd 140 Strategic Management

BusAd 181 Ethical, Social, Political Issues in Business or

BusAd 182 Business, Economics, and Catholic Social Ethics

And two elective requirements from the following:

Economics 105 Micro-Economic Theory

Economics 106 Macro-Economic Theory

BusAd 121 Advanced Legal Topics in Business

BusAd 126 Advanced Marketing

BusAd 127 Business Communication

BusAd 175 Management Information Systems

BusAd 180 International Business

Or an approved course from another department.

Students who entered Saint Mary's College during the 2005–2006 academic year have the option of meeting the following upper-division requirements instead of the program of upper-division courses set forth above.

BusAd 120 Law and Business

Economics 106 Macro-Economic Theory

BusAd 123 Financial Management

BusAd 124 Marketing

BusAd 131 Organization Theory

BusAd 132 Operations Management

BusAd 140 Strategic Management

BusAd 181 Ethical, Social, Political Issues in Business or

BusAd 182 Business, Economics, and Catholic Social Ethics

And one elective requirement from the following:

BusAd 121 Advanced Legal Topics in Business

BusAd 126 Advanced Marketing

BusAd 175 Management Information Systems

BusAd 180 International Business

Economics 105 Micro-Economic Theory or an approved course from another department.

TOTAL COURSE REQUIREMENTS FOR MAJOR: 15 COURSES

MINOR REQUIREMENTS

A student may earn only one minor in the School of Economics and Business Administration. The requirements for a minor are: **Accounting 1, 2; Economics 3, 4; BusAd 40, 120, 123, 124**; two additional upper-division business administration courses.

SUGGESTED BUSINESS ADMINISTRATION MAJOR PROGRAM

Some courses are offered only in one term of the year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered. Since the upper-division courses for majors (see Upper Division, above) require **Economics 3, 4; Accounting 1, 2; BusAd 40, Math 3 or 27** (or the sequence of **Math 13–14**), students are expected to complete these lower-division courses in their freshman and sophomore years. Waiver of prerequisites or class standing requires the approval of the department chair. Students may not transfer for credit in the major more than two upper-division courses.

It is expected that majors will complete at least **BusAd 120, 123, and 124** prior to their senior year. It is recommended that majors will complete **Bus Ad 181** or **182** prior to their senior year.

Majors must take **BusAd 140** in the spring term of their senior year.

BusAd 140 is not offered in the fall term. All lower-division requirements, plus **BusAd 120, BusAd 123, BusAd 124, BusAd 131, BusAd 132, and BusAd 181** (or **182**) must be completed prior to enrolling in **BusAd 140**.

CONCENTRATIONS

The marketing concentration, international concentration, and the honors concentration in financial services have certain special requirements. (See descriptions of these programs on the pages that follow.)

MARKETING CONCENTRATION

A central purpose of the marketing concentration is to enable undergraduate students to acquire a thorough knowledge and understanding of the broad context in which marketing decisions should be made. Thus, in addition to taking specific marketing courses and other business-related courses, the curriculum includes an interdisciplinary component, intended to familiarize students with external macro-environmental conditions and other factors that must be taken into account in order to formulate sound strategic marketing plans.

A minimum major grade point average of 2.5 in a business administration program will be required for admission to the concentration. It will be necessary to maintain a major GPA of at least 2.8 in order to graduate in the concentration.

LOWER DIVISION

Same requirements as business administration major, but should be completed by the end of the sophomore year.

Curriculum Business Administration

UPPER-DIVISION CORE REQUIREMENTS

BusAd 181 Ethical, Social, Political Issues or BusAd 182 Business, Economics, and Catholic Social Issues

BusAd 180 International Business

BusAd 123 Financial Management

BusAd 132 Operations Management

BusAd 124 Marketing or BusAd 125 Marketing of Financial Services

BusAd 126 Advanced Marketing

BusAd 142 Strategic Marketing Management (capstone course)

Communication 116 (Advertising) or Communication 117 (Public Relations)

INTERDISCIPLINARY ELECTIVES

Choose two courses from the following with at least one course chosen from psychology, anthropology, or sociology:

Philosophy 10 Plato and Philosophical Inquiry

Philosophy 11 Aristotle and Philosophical Method

Psychology 1 Introduction to Personal-Social Psychology

Psychology 160 Social Psychology (Prerequisite: Psychology 1)

Anthropology 1 Introduction to Social and Cultural Anthropology

Sociology 2 Introduction to Sociology

Anthropology 112 Race and Ethnicity

(Prerequisite: Anthropology 1 or Sociology 2)

Anthropology 121 World Cultures

(Prerequisite: Anthropology 1 or Sociology 2)

Another approved upper-division Anthropology or Sociology course

Economics 105 Micro-Economic Theory.

See the chair of the Department of Business Administration for further information or to apply for admission.

INTERNATIONAL CONCENTRATION

The international concentration is designed for students whose career view extends beyond U.S. borders. It provides an opportunity to study other countries, languages, and cultures, and includes the experience of living abroad.

The concentration requires completion of the business administration major courses, plus **BusAd 180, International Business**. Additional requirements are:

- Two cross-cultural courses.
- Two regional specialty courses.
- Three college terms in a foreign language.
- One term of the junior year abroad.

The additional courses can normally be counted for Area A requirements or January Term credit. A listing of approved courses is available from the coordinator of the international concentration. The foreign language courses, together with **Accounting 1, 2**, and **BusAd 40**, should be completed prior to the start of the junior year.

A major grade point average of at least 2.5 in a business administration program is required for admission to the concentration; a major GPA of at least 2.8 is required to graduate in the concentration.

See the coordinator of the international concentration or the chair of the Department of Business Administration for further information or to apply for admission.

HONORS CONCENTRATION PROGRAM IN FINANCIAL SERVICES

An honors concentration is offered to all qualified business administration majors. The program is designed for students motivated to explore critical business disciplines in greater depth, focus, and intensity. The program utilizes the financial services industries as its integrating theme and is intended to prepare students for professional careers in a variety of fields, including finance, as well as for graduate study in business, law, and other disciplines. Admission requires a major grade point average of at least 2.75 in a business administration program or special permission of the department chair.

A minimum GPA of at least 2.75 in the major is required in the Concentration. Students achieving at least a 3.0 GPA in the major shall receive Department Honors in the Concentration. Students should note that if they do not achieve at least a 2.75 GPA, they should have taken Business Administration 132 Operations Management as required for the major in Business Administration.

LOWER DIVISION

Same requirements as business administration major, but should be completed by the end of sophomore year.

UPPER DIVISION

Core required courses

BusAd 100 (A,B,C) Senior Honors Forum

BusAd 123 Financial Management

BusAd 125 Marketing of Financial Services

BusAd 181 Ethical, Social, and Political Issues in Business or BusAd 182

Economics 106 Macroeconomic Theory

Economics 130 Money, Credit and Banking

or Economics 136 Investments

Students are advised to take **BusAd 123, BusAd 125, and BusAd 181**

(or **182**) in their junior year.

ELECTIVE REQUIREMENTS

Choose one

BusAd 120 Law and Business

BusAd 131 Organization Theory

BusAd 132 Operations Management

BusAd 180 International Business

DOUBLE CONCENTRATION IN MARKETING AND FINANCIAL SERVICES

A double concentration in Marketing and Finance (Financial Services) is offered to all qualified business administration majors. In order to graduate with this double concentration, the student must take all of the courses required in the separate concentrations except for one provision, i.e., the student can take either **BusAd 142** (Strategic Marketing Management) or **BusAd 100C** (the third course in the Senior Honors Forum). **BusAd 132** and **180** are required courses, rather than elective courses, for those pursuing the double concentration in Marketing and Financial Services.

Admission into this double concentration program, as is the case for being admitted solely into the Honors Concentration Program in Financial Services, requires a major grade point average of at least 2.75 in a business administration program or special permission of the department chair.

A minimum GPA of at least 2.75 in the major is required to graduate with the double concentration. Students achieving at least a 3.0 GPA in the major shall receive Department Honors in the Financial Services component of the double concentration. Students should note that if they do not achieve at least a 2.75 GPA, they should have taken **BusAd 132 Operations Management** as required for the major in Business Administration.

PREREQUISITE GRADE

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

C O U R S E S**LOWER DIVISION****20 Introduction to Business**

A general survey and introduction to the functional areas of organization, accounting, production, personnel, marketing, and finance. Orientation to business fields, careers, and opportunities. Not open to upper-division majors.

40 Business Statistics

Introduction to statistical concepts used to assist in making decisions under conditions of uncertainty. Topics include the collection and analysis of data, probability and probability distributions, hypothesis testing, linear regression, and correlation. This course may not be taken for credit in addition to **Mathematics 4** or **Psychology 3**.

UPPER DIVISION

BusAd courses numbered 100 or above are open to juniors and seniors only. BusAd majors who seek to enroll in these courses must have completed all lower-division BusAd major requirements as well as any specified upper-division prerequisites. Non-majors should consult the chair.

100 A, B, C Senior Honors Forum

A yearlong capstone course, principally for the honors concentration in financial services. The course integrates the major functional areas of business viewed in the broader context of strategic management and decision-making from a long-term perspective. The course utilizes the framework of strategic planning and long-term business and social implications, focused by in-depth analytical techniques.

The course includes direct application of the skills and theories developed in consulting and/or research assignments. Teams operate in the field with Bay Area business, government, and other institutions addressing problem-solving in actual practice with and for “clients.”

BusAd 100 A,B,C, to be taken in the senior year, is required for students in the honors concentration in financial services and may be taken by other majors with permission of the department chair. It provides three upper-division credits in the major and enrollment is required in each of the senior-year terms (fall, January Term, and spring). The courses must be taken in one academic year, beginning with the fall term. *Prerequisites:* **BusAd 123, 125, 181** or **182; Economics 106**. All must be completed prior to beginning **BusAd 100 A,B,C** or permission from the instructor must be obtained.

120 Law and Business

Introduces students to the history, philosophies, and structure of the U.S. legal system, then focuses on the central elements of that system to which they are likely to be exposed during their business careers. Provides them with an understanding of contract principles, business torts, white-collar crime, business organization structures, and other related topics.

121 Advanced Legal Topics in Business

This course offers an analysis of how business managers can effectively operate their businesses in an environment of ever-increasing involvement of the legal system in business affairs. Discusses the origins of the various statutory and regulatory schemes and how they relate to public policy, covering such areas as securities regulation, insider trading, intellectual property rights, anti-trust legislation, fair competition practices, environmental protection, trade unions, employment regulations, product safety and consumer protection. *Prerequisite:* **BusAd 120**.

Curriculum Business Administration

123 Financial Management

A study of the organization and financial administration of business enterprise. The course includes such topics as financial analysis, value and value theory, risk analysis, investment decisions, corporate finance and theory, working capital management and related topics.

124 Marketing

The principles of major areas of marketing decision-making that confront organizations. Topics include the utilization of marketing information systems as well as the formulation and implementation of integrated product, pricing, distribution, and promotion strategies.

125 Marketing of Financial Services

A study of the principles of marketing as applied to service firms. Special emphasis is placed on major areas of marketing decision-making that confront financial services businesses. Topics covered include the utilization of marketing information systems as well as the pricing, distribution, and promotion of services. This course may not be taken for credit if **BusAd 124** has been taken. This course meets the **BusAd 124** requirement.

126 Advanced Marketing

A detailed treatment of marketing research, strategic marketing planning and the development of fully integrated marketing programs. Topics include market analysis, marketing mix strategies, product positioning, market segmentation, and related social and ethical issues. This course includes direct application of the material in a marketing consulting project for a business firm or nonprofit organization. *Prerequisites:* **BusAd 124** or **125**. **BusAd 126** is not offered in the spring term.

127 Business Communication

This course emphasizes the kinds of communication students can expect in complex organizations with multiple audiences. Grounded in competition, course material includes in-depth categorical editing, organizational strategies for informative and persuasive writing and speaking, construction and presentation of arguments, and use of executive summaries.

131 Organization Theory

A study of the structure, functioning, and performance of organizations, and the impact of psychological and sociological variables on the behavior of groups and individuals within them. Discussions include theories of motivation, leadership, decision-making, power and influence, group dynamics, corporate cultures, ethics, technology, global structures, and diversity management.

132 Operations Management

This course studies the design, implementation and evaluation of processes in the business firm. Processes are a collection of activities that convert inputs into outputs of goods and services that create value for customers. Value is represented by factors such as lower costs together with improved quality and is intended to give the firm a competitive advantage. Strategies are presented to solve the operational problems associated with creating value. Emphasis is given to factors having a significant impact on processes, such as globalization, supply chains, technology, information and data flows, and cultural, geopolitical or environmental challenges.

140 Strategic Management

A capstone course which must be taken in the spring term of the senior year, it integrates the major functional operating areas of business firms viewed within the broader context of strategic management, i.e., the process of managerial decision-making and actions that determine the long-run performance of business organizations. *Prerequisites:* **BusAd 120**, **123**, **124**, **131**, **132** and **181** (or **182**). This course may not be taken for credit if **BusAd 100** is taken. **BusAd 140** is not offered in the fall term.

142 Strategic Marketing Management

A capstone course, principally for the marketing concentration, that must be taken in the spring term of the senior year. The course integrates all aspects of the process of strategic marketing planning, inclusive of utilizing data collected from marketing information systems and marketing research to inform an organization's strategic marketing plan. The course examines each component of a strategic marketing plan, including targeting, positioning, pricing and promotional strategies. Topics also include the integration of the firm's strategic marketing plan with the organization's overall mission and strategic plan. *Prerequisites:* Completion of the concentration's **two interdisciplinary electives** as well as: **BusAd 181** (or **182**), **123**, **124** (or **125**), **126**, **132**, and **180**. This course may not be taken for credit if **BusAd 100** or **BusAd 140** is taken. **BusAd 142** will not be offered in the fall term.

175 Management Information Systems

An overview of business applications of information technology. How networked computers, data, technical specialists, and managers combine to form an information system. The role of information systems in marketing, finance, production, and other areas. Ways to create and use information systems.

180 International Business

The special opportunities and risks firms face as a result of the rapid globalization of business. The economic, cultural, and institutional factors that must be considered; the marketing, financial, managerial, and strategic considerations that lead to success.

181 Ethical, Social, and Political Issues in Business

This course examines the social, political, and ethical contexts of business structures and practices. Students gain greater awareness of social and public policy issues affecting the firm and learn to use moral reasoning to make business decisions that are both economically and ethically sound.

182 Business, Economics, and Catholic Social Ethics

An alternative version of **BusAd 181**. Covers the same subject matter, but adds Catholic social thought to the framework studied.

195 Internship

Work-study program conducted in an appropriate internship position under the supervision of a faculty member. Normally open to junior and senior students only. Permission of instructor and department chair required.

196 Issues and Topics in Business Administration

Analysis of topics, issues or business practice not covered by the regular course offerings of the department or expanded treatment of same that is covered in regular department course offerings. Subject of the course will be announced prior to registration each semester when offered.

197 Special Study

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of the instructor and department chair required.

199 Special Study—Honors

An independent study or research course for upper-division majors with a B average in business administration. Permission of the instructor and department chair required.

CHEMISTRY

The Chemistry Department seeks to offer a versatile academic program that will prepare students for a variety of options upon graduation: employment in industry, graduate work in chemistry or related fields, entry into professional schools such as medicine or dentistry, or teaching at the K–12 level. Using a balance of theoretical and experimental work, the curriculum attempts to provide students with a solid understanding of fundamental concepts, the ability to reason through unfamiliar problems, the tools to investigate a topic in depth, and the communication skills that are needed to share information with others.

The department recognizes that since chemistry is a discipline whose primary focus is the underlying substance of the universe, it is important both independently and in relation to other fields of study. For these reasons the department strives to connect the curriculum to other disciplines and real-world examples whenever possible, and to routinely offer courses to meet the needs of students who are not science majors.

FACULTY

Jeffrey A. Sigman, Ph.D., *Associate Professor, Chair*

Kenneth J. Brown, Ph.D., *Professor*

Steven J. Bachofer, Ph.D., *Professor*

Valerie A. Burke, Ph.D., *Assistant Professor*

Joel D. Burley, Ph.D., *Associate Professor*

John S. Correia, Ph.D., *Professor, Emeritus*

Patricia Jackson, Ph.D., *Adjunct*

Alexander J. Pandell, Ph.D., *Adjunct*

Michelle L. Shulman, Ph.D., *Associate Professor*

LEARNING OUTCOMES

The learning outcomes for the Chemistry Department are organized into five general categories:

- **TOOLS** for learning
- **FUNDAMENTAL** knowledge and conceptual understanding
- **INVESTIGATIVE** skills
- **COMMUNICATION** skills
- **SOCIETAL AWARENESS** and concerns

ADMISSION REQUIREMENTS

Students planning a major in chemistry must present credits in one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remove any deficiencies in summer school. Students planning a science major should be particularly alert to the language proficiency requirement (see Program of Study, p. 42).

MAJOR REQUIREMENTS

The student with an interest in chemistry can pursue one of two options in chemistry or pursue a Biochemistry major (See Biochemistry major, p. 61) which integrates material from the fields of Chemistry and Biology. The department offers the standard chemistry major and chemistry major with an environmental concentration.

SUGGESTED CHEMISTRY MAJOR PROGRAM

A suggested four-year program of study for a major in chemistry is available from any Chemistry Department member. Note that all freshmen are required to complete two Collegiate Seminars in the first year, one each in the fall and spring terms. Two additional Collegiate Seminars must be completed before graduation, and other College requirements are specified in the Program of Study (see p. 42).

LOWER DIVISION

The following lower-division courses are required for the two majors in chemistry: **Chemistry 8, 9 (lab), 10, 11 (lab), 89; Mathematics 27, 28.** Each major has additional lower-division requirements as follows: For the standard chemistry major, **Mathematics 29** and **Physics 1, 2 (lab), 3, 4 (lab)** must also be completed. For the chemistry major–environmental concentration, students must also take: **Physics 1, 2 (lab), 3, 4 (lab)** or **Physics 10, 20 (lab), 11, 21 (lab)** and **Biology 1 (with lab), 2 (with lab).** The Biochemistry major has very similar requirements (See Biochemistry major, p. 61).

UPPER DIVISION

The two chemistry majors include the following core of upper-division courses: **Chemistry 104, 106, 114, 115, 130.** Each major concentration has additional upper-division requirements as follows:

For the standard chemistry major, students must take **Chemistry 108, 110, 111 or 119, 118, 197 or 199.**

For the environmental concentration, students must take **Chemistry 108 or 118, 119,** and any one other upper-division chemistry course. Also required are **Biology 125** and either **Biology 113, 146, or 152.**

Curriculum Chemistry

MINOR REQUIREMENTS

The minor in chemistry requires **Chemistry 8, 9 (lab)** and **10, 11 (lab)**, and any three upper-division chemistry courses excluding **Chemistry 104** and **106**.

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

2 Principles of Chemistry

An introduction to topics in organic chemistry and biochemistry for those students with an interest in the life sciences. Students may not enroll in this course until they have been sufficiently counseled as to whether it is appropriate to their needs. This course is designed for Nursing students only. Four lectures per week. Prerequisite: one year of high school chemistry, one year of algebra.

3 Principles of Chemistry Lab (.25)

To accompany Chemistry 2. A simplified introduction to experimentation in chemistry. One lab per week. Laboratory fee required.

8 General Chemistry I

A study of the fundamental principles of chemical science and the chemistry of the more common elements and their compounds. Four meetings per week. Prerequisite: High school chemistry.

9 General Chemistry Lab I (.25)

Laboratory to accompany Chemistry 8. Must be taken concurrently with that course. An introduction to experimentation in chemistry. One lab per week. Laboratory fee required.

10 General Chemistry II

A continuation of **Chemistry 8**. Four meetings per week. Prerequisites: **Chemistry 8** and **Chemistry 9**.

11 General Chemistry Lab II (.25)

Laboratory to accompany **Chemistry 10**. Must be taken concurrently with that course. One lab per week. Prerequisites: **Chemistry 8** and **Chemistry 9**. Laboratory fee required.

20 Concepts in Chemistry

A course especially designed to acquaint the non-science student with science as a way of thinking and to introduce important chemical concepts and their relation to human activities. Three lectures and one lab per week. Laboratory fee required.

89 Chemical Literature (.25)

A systematic investigation of the literature of chemistry and allied fields. One meeting per week.

UPPER DIVISION

Chemistry 8, 9 (lab), 10, and 11 (lab) with grades of C– or better are prerequisite to all upper-division courses. **Chemistry 104** and **106** are prerequisite to **Chemistry 108, 110, 111** and **130, 135, 136, and 138**. Except for **Chemistry 104** and **106**, the following courses are taught only in alternate years. **Chemistry 197** and **199** are offered as needed.

104 Organic Chemistry I

An introduction to the concepts of structure and reactivity of organic compounds. Four lectures and one lab per week. **Chemistry 104** is offered only in the fall term. Laboratory fee required.

106 Organic Chemistry II

A continuation of **Chemistry 104**. Four lectures and one lab per week. **Chemistry 104** is prerequisite to **Chemistry 106**, which is offered only in the spring term. Laboratory fee required.

108 Theory and Practice of Separation and Identification

A study of the separation, purification, and identification of compounds using chemical, chromatographic, and spectroscopic techniques. Two lectures and two labs per week. Laboratory fee required. Offered in alternate years.

110 Special Topics in Chemistry

An exploration of important areas in modern chemical research involving various elements of the discipline. The course includes reading and discussion of journal articles and may include use of the computer for molecular modeling, information retrieval, and analysis of data, depending on the selected topics. A prime learning objective of this course is to assist the student to use other instructional materials besides textbooks. Prerequisites: **Chemistry 89** and **Chemistry 130**. Offered in alternate years.

111 Advanced Organic Chemistry

An in-depth examination of the important mechanisms of organic reactions, the methods used to study them, and the relationship between structure and reactivity. Three lectures per week. Offered in alternate years.

114 Physical Chemistry I

A study of chemical theory, specifically thermodynamics, chemical kinetics, and quantum mechanics. Three meetings and one lab per week. Prerequisites: **Mathematics 27, 28**. **Chemistry 114** is offered only in the fall term. Laboratory fee required. Offered in alternate years.

115 Physical Chemistry II

A continuation of **Chemistry 114**. Three lectures and one lab per week. **Chemistry 114** is prerequisite to **Chemistry 115** which is offered only in the spring term. Laboratory fee required. Offered in alternate years.

118 Instrumental Chemical Analysis

A study of the principles used in the design and construction of instruments and their applications in chemistry. Two lectures and two labs per week. Laboratory fee required. Offered in alternate years.

119 Environmental Chemistry

A study of the theory and practice of water, air, and soil chemistry with emphasis on the problem areas within our environment. Three lectures and one lab per week. Laboratory fee required. Offered in alternate years.

130 Advanced Inorganic Chemistry

A study of the structures, reactions, and relationships of the elements and their compounds. Three lectures per week. Offered in alternate years.

135 Biochemistry (cross-listed with Biology)

A study of the biochemical principles with an emphasis on enzymes and metabolism. of biochemistry. Three lectures and one lab per week. Laboratory fee required. Offered every year. *Prerequisites:*

Biology 1, 1L, 2, and 2L.

136 Advanced Topics in Biochemistry

(cross-listed with Biology)

A further study of the biochemical principles with an emphasis on macromolecular structures, membrane related topics (structure, transport, signal recognition and transduction, and other topics not covered in Biochemistry. Three lectures and one lab per week. Laboratory fee required. Offered every year. *Prerequisite:* **Biochemistry 135 (Bio 135).**

138 Biophysical Chemistry

A study of the physical chemical aspects of biochemistry. Three lectures per week. Offered in alternate years. *Prerequisites:* **Mathematics 27, 28.**

197 Special Study

Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation. *Prerequisites:* senior standing and the consent of the faculty advisor. Laboratory fee required.

199 Special Study—Honors

Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation. *Prerequisites:* senior standing, a 3.0 GPA (minimum) in chemistry coursework, and the consent of the faculty advisor. Laboratory fee required.

CLASSICAL LANGUAGES

The specific aim of the Classical Languages Department is to provide a sufficient training for those majoring in classics to enable them to enter graduate studies in classics or various related fields of philosophy, ancient history, and archaeology (for example). The courses are broad enough in concept to satisfy the general cultural appetites of the college student, apart from any interest in further study.

Historically, the department has worked closely with the Integral Program: the lower-division Greek courses are identical to the language tutorial courses for the first two years.

Entering freshmen and transfer students will be placed in courses suitable to the level of their preparation.

FACULTY

John A. Dragstedt, Ph.D., Professor, Chair

Rali Christo, Ph.D., Adjunct

Michael Riley, Ph.D., Professor

Brother S. Dominic Ruegg, FSC, Ph.D., Professor Emeritus

LEARNING OUTCOMES

The learning outcomes for the Classical Languages Department fall under five headings:

1. **COMMAND** of grammar, syntax and morphology
2. **READING** knowledge of Greek and Latin
3. **INCREASED** communication skills
4. **FAMILIARITY** with classical scholarship
5. **BROADENED** awareness of historical linguistics

MAJOR REQUIREMENTS

LOWER DIVISION

CLASSICS MAJOR

By arrangement.

GREEK MAJOR

Greek 3 and 4 or an acceptable equivalent are prerequisite to all upper-division courses, except for Greek 163 and 166.

LATIN MAJOR

Latin 3 and 4 or an acceptable equivalent are prerequisite to all upper-division courses, except for Latin 163.

UPPER DIVISION

CLASSICS MAJOR

Eight upper-division courses combining study of Latin and Greek.

GREEK MAJOR

Eight upper-division courses focused on Greek.

LATIN MAJOR

Eight upper-division courses focused on Latin.

MINOR REQUIREMENTS

The minor in Latin requires Latin 101, 102, 110, and two electives in Latin. The minor in Greek requires Greek 101, 102, 106, and two electives in Greek.

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

GREEK

1 Elementary Greek

Beginner's course. Morphology, syntax, introduction to the reflective and scientific analysis of language. (Cross-listed as Integral 51.)

2 Elementary Greek

Continuation of Greek 1. Reading of texts of Plato and Aristotle.

Prerequisite: Greek 1. (Cross-listed as Integral 52.)

3 Intermediate Greek

Reading of selected authors, study of various types of discourse. Reading of Plato, Aristotle, lyric poetry, and drama. Discussion of logic, rhetoric, and dialectic. Prerequisite: Greek 2. (Cross-listed as Integral 53.)

4 Intermediate Greek

Continuation of Greek 3. Prerequisite: Greek 3. (Cross-listed as Integral 54.)

LATIN

1 Elementary Latin

Beginner's course. Morphology, syntax, exercises in composition and translation.

2 Elementary Latin

Continuation of Latin 1. Prerequisite: Latin 1.

3 Intermediate Latin

Reading of prose. Deepened study of language. Prerequisite: Latin 2.

4 Intermediate Latin

Reading of poetry. Prerequisite: Latin 3.

UPPER DIVISION**GREEK****101 Plato**

A reading of a shorter and a longer dialogue with consideration of the contemporary background, and the range of philological and philosophical questions. A number of the dialogues that are lesser-known are read and considered in translation. An attempt is made to view the totality of Plato's work and life.

102 Homer

A study of epic dialect and technique of composition; methods of historical and literary interpretation. The nature of myth and a comparison of the diverse forms of ancient epic in various cultures are topics.

103 Greek Historians

The history of Greek historiography is studied by examples of the methods of Herodotus, Thucydides, Xenophon and Polybius from their texts.

105 Greek Orators

Why rhetoric was the major science of antiquity is investigated. Examples are taken from the canon of Attic orators.

106 Greek Dramatists

Greek playwrights are studied in as broad a representation as possible: the tragedians, Aristophanes and Menander.

107 Aristotle

A study of Aristotle's scientific method and its relationship to metaphysics as exemplified in the *Physics* and *Metaphysics*, as well as of his concept of dialectic as opposed to that of Plato.

110 New Testament Greek

A sampling of Hellenistic Greek is studied as background, and the course then concentrates upon the Gospels and Paul in selection.

115 Greek Lyric Poets

Special attention is accorded Pindar. The history of Greek lyric is studied in examples.

160 Greek Literature in Translation

Texts of epic, dramatic, lyric, and historical and philosophical genres are presented and discussed, and their relationships to modern literature considered.

163 Greek History and Civilization

A study of the religious, social, political, and economic conditions of Ancient Greece (2000-250 B.C.) through history and archaeology. Selected ancient authors are read in their historical context. The course is the first half of a study of ancient history. (Cross-listed as **History 181**.)

Offered in alternate years.

166 Classical Archaeology

A study of the topography and monuments of Greece and Rome. Methods of archeological research.

199 Special Study—Honors

An independent study or research course for upper-division majors with a B average in Greek. Permission of the instructor and department chair is required. Course normally requires Greek composition. On an individual basis, students work with composition textbooks in order to submit for revision their own renderings into Classical Greek.

LATIN**101 Cicero**

The full variety of Cicero's texts is sampled, and he is located within the history of the Roman Republic.

102 Roman Historians

A study of representative texts of Sallust, Livy and Tacitus, with attention to the widest range of interpretative problems.

103 Patristic Latin

Texts of Tertullian, Augustine and Boethius are read, with special attention to *Confessions*.

104 Roman Comedy

A study of the plays of Plautus and Terence, with attention to contemporary social history and the traditions of the stage.

108 Horace

A study of Horace's major lyrics, with admission of various methods of interpretation for discussion.

109 Roman Law

The nature and history of Roman law is studied in translation. Its theoretical and historical relation to common law is examined.

110 Virgil

The entire corpus of Virgil's writing is sampled. Philosophical and literary problems are examined.

161 Latin Literature in Translation

Texts of all genres are considered. Historical background and mythological tradition are presented as well as connections to modernity.

163 Roman History and Civilization

A study of pre-Roman Italy and the growth of Rome into a worldwide empire (1000 B.C.–450 A.D.) through history and archaeology. Selected ancient authors are read in their historical context. The course is the second half of a study of ancient history. (Cross-listed as **History 182**.)

Offered in alternate years.

199 Special Study—Honors

An independent study or research course for upper-division majors with a B average in Latin. Permission of instructor and department chair is required.

COLLEGIATE SEMINAR

The faculty of the Collegiate Seminar program is drawn from all departments of the College. Since 1941, the Collegiate Seminar program has played a key role in the undergraduate academic experience at Saint Mary's College. In introducing students to the great writings that have shaped the thought and imagination of the Western world, the program aims to develop in students skills of analysis, critical thinking, interpretation and communication that will help them read and discuss significant works with increased understanding and enjoyment. More specifically, the program brings students into direct contact with the works of great minds—poets, philosophers, scientists, historians—to help them understand the ideas that have shaped the present. In addition, the Collegiate Seminar program sees these encounters as opportunities to cultivate habits of careful and disciplined reading so that students can discover for themselves the meanings embodied in any works that they may read, not just those drawn from the Great Books canon.

The Collegiate Seminar program involves all undergraduate students and faculty throughout the schools and academic departments of the College. For both students and faculty, engagement in the Collegiate Seminar program transcends individual disciplines and programs of study. The program is based on a genuine sense of collegiality and reflects the basic identity of the College as an intellectual community. It offers students and faculty of different departments the opportunity to meet and to interact. Though given to different ways of seeing and thinking, students and faculty join to share a common experience—the reading and discussion of the same great texts.

Classes meet around a seminar table in small groups so that each person can participate actively in the discussion. The faculty discussion leader establishes questions about the texts in order to challenge the students to develop, through the process of discussion, defensible interpretations of their own. Discussion entails the stating of opinions and the uncovering of assumptions; students present evidence to support their position or to defend it against objections; they respond to other students' views, exposing contradictions and clarifying ambiguities. Via substantial writing assignments, students continue their inquiry into the texts, developing a thesis supported by cogent analysis based on textual evidence. Through engagement in discussion and writing, students are encouraged to read actively, to think critically, to listen well, to converse in a spirit of cooperation, and to reflect upon and refine their ideas and opinions, developing skills they can use throughout their lives. All freshmen are required to take **Seminar 20** in fall and **21** in spring (regardless of graduation plans) and are expected to complete **122** during the sophomore year and **123** during the junior year. All transfer students enroll in **Seminar 110** and then take **Seminar 122** and **123** as required.

COLLEGIATE SEMINAR GOVERNING BOARD

Charles Hamaker, Ph.D., Associate Professor, Mathematics,
Director of the Collegiate Seminar Program
Deanne Kruse, M.A., Program Manager
Catherine Marie Davalos, M.F.A., Associate Professor, Performing Arts
Rebecca Engle, Ph.D., Adjunct, Performing Arts
Brother Martin Fallin, FSC, M.A., Lecturer
Robert Gardner, AFSC, M.A., Adjunct, Liberal and Civic Studies
Barry Horwitz, M.A., Adjunct, English and Drama
Barbara Grant, Ph.D., Professor, School of Education
Edward Porcella, Ph.D., Associate Professor, Integrated Liberal Arts
Virginia Smith, M.B.A., Adjunct, Accounting
Grete Stenerson, Lecturer
Michael Lisanti, M.B.A., Lecturer
Dana Herrera, Ph.D., Associate Professor, Anthro

LEARNING OUTCOMES

As a result of their participation in the Collegiate Seminar program, students will

- **DEVELOP** increased appreciation for great books as demonstrated by their habit of seeking out good reading.
- **GROW** in their understanding of some great ideas of humankind and of the problems and dilemmas that people have struggled with over the millennia.
- **GROW** in their intellectual curiosity.
- **GROW** in their appreciation and understanding of different ways of knowing (e.g., philosophical, literary, historical, scientific, artistic, etc.).
- **DEVELOP** simultaneously a tolerance for ambiguity and a desire for clarity, recognizing that ideas and human life are complex and not easily explainable.

C O U R S E S

20 Greek Thought

Homer, *The Odyssey*
 Aeschylus, *Agamemnon, Libation Bearers, Eumenides*
 Sophocles, *Oedipus Rex, Antigone*
 Thucydides, *Peloponnesian Wars*
 Aristophanes, *Lysistrata*
 Plato, *Meno, Apology, Crito, Phaedo*
 Aristotle, *Nicomachean Ethics*
 Euclid, *The Elements*
 Art Selections (artworks)
 Sappho, *poems*
 Euripides, *Bacchae*

The reading list is current but subject to modification. From some texts, selections are read.

21 Roman, Early Christian, and Medieval Thought

Epictetus, *The Handbook*
 Lucretius, *On the Nature of the Universe*
 Virgil, *The Aeneid*
 Plutarch, *Life of Coriolanus, Life of Mark Anthony*
 Genesis, 1–6
 Gospel of Mark
 Art Selections
 St. Augustine, *Confessions*
 Marie De France, “Prologue,” “Guigemar,” and “Equitan”
 St. Thomas Aquinas, *Summa Contra Gentiles*
 de Pizan, *The Book of the City of Ladies*
 Dante, *The Divine Comedy, “The Inferno”*
 Chaucer, *Canterbury Tales, “The Wife of Bath’s Tale,” “The Merchant’s Tale”*
 Rumi, *selected poems*
 Julian of Norwich, *Revelations of Divine Love*

Prerequisite: Seminar 20.

The reading list is current but subject to modification. From some texts selections are read.

110 Classical, Christian, and Medieval Thought

For transfer students only.

Homer, *The Odyssey*
 Aeschylus, *Agamemnon, Libation Bearers, The Eumenides*
 Thucydides, *Peloponnesian Wars*
 Plato, *Symposium*
 Sappho, *poems*
 Euclid, *The Elements*
 Aristotle, *Nicomachean Ethics*
 Virgil, *The Aeneid*
 Gospel of Mark
 Epictetus, *The Handbook (The Encheiridion)*
 St. Augustine, *Confessions*
 Julian of Norwich, *Revelations of Divine Love*
 Dante, *Inferno*
 Chaucer, *Canterbury Tales*

The reading list is current but subject to modification. From some texts, selections are read.

122 Renaissance, 17th- and 18th-Century Thought

Machiavelli, *The Prince*
 Luther, *On Christian Liberty*
 Bartolome de las Casas, *Devastation of the Indies*
 Cervantes, *Don Quixote*
 Shakespeare, *King Lear*
 Adam Smith, *Wealth of Nations*
 Galileo, *The Starry Messenger*
 Descartes, *Discourse on Method*
 Hobbes, *Leviathan*
 John Locke, *Second Treatise of Government*
 Sor Juana Ines de la Cruz, “Letter to Sor Filotea De La Cruz”
 Voltaire, *Candide*
 Rousseau, *Discourse on Inequality*
 Wollstonecraft, *A Vindication of the Rights of Woman*
 Jane Austen, *Emma*
 Lippi, “La Vergine Col Figlio” (art)

Prerequisite: Seminar 21 or 110 and sophomore standing

The reading list is current but subject to modification. From some texts selections are read.

123 19th- and 20th-Century Thought

Newman, *The Uses of Knowledge*
 Darwin, *on the Origin of Species*
 Whitman, *Leaves of Grass, selection*
 Marx, *Wage-Labour and Capital*
 Weber, *The Protestant Ethic and the Spirit of Capitalism*
 Neruda, *Selected odes*
 Kafka, *Metamorphosis*
 Thoreau, *Walking*
 Freud, *Dissection of the Psychical Personality*
 Shaw, *Pygmalion*
 Woolf, *Mrs. Dalloway*
 Picasso, “Guernica” (art)
 Unamuno, *St. Emmanuel The Good, Martyr*
 Garcia Marquez, *Love and Other Demons*
 A.M. Turing, *Computing Machinery and Intelligence*
 Malcolm X, “The Ballot or the Bullet”
 Martin Luther King, *Letter from Birmingham Jail*
 Toni Morrison, *Beloved*
 Nietzsche, *Genealogy of Morals*
 Flannery O’Connor, *A Good Man is Hard to Find*

Prerequisite: Seminar 122 and junior standing

The reading list is current but subject to modification. From some texts, selections are read.

Curriculum Collegiate Seminar

144 Multicultural Thought

Selected readings from 20th-century multicultural authors of the United States, especially from California. Readings continue the dialogue with authors from previous seminars, give renewed attention to questions raised in those contexts, and address contemporary issues as well.

Prerequisite: Seminar 20 or 110.

145 World Traditions

Readings from the traditions of Asia, Africa, and the Middle East that raise basic human questions of courage, compassion, loyalty, and wisdom. These works from around the world are selected to extend the themes and ideas from both the Western Tradition sequence and the Multicultural Thought seminar to a truly global conversation. *Prerequisite:*

Seminar 20 or 110.

190 Co-Leader Apprenticeship (.25)

A course designed for specially selected, experienced seminar students assigned to assist a faculty member as student co-leader for a specific seminar class. As co-leaders, students participate as discussion facilitators and models in a seminar they have already completed. Meetings with assigned seminar faculty by arrangement. May be repeated for credit.

192 Introduction to Methods and Field Experience in Elementary Level Discussion Groups (.25)

Prerequisite: Seminar 122

For course description, see Liberal and Civic Studies on p. 124.

COMMUNICATION

Recognizing that the mission of Saint Mary's College is to instill a liberal arts, Catholic, and Lasallian character into all areas of the College community, the goal of the Department of Communication is to incorporate these traditions into a curriculum that identifies the process of communication as a primary means by which we construct social reality, recognize and analyze social processes, and effect social change. We see the content of the field as complex and interdisciplinary, and thus seek to pursue the continuing goals of improving the effectiveness of our communication, enhancing creativity and productivity in ourselves and others, promoting a sense of social reality that is fair and just for all members of society, and ensuring the continuation of critical contemplation as a means of strengthening and enriching the social good. We therefore encourage ethical and systematic inquiry into a broad range of areas, including mass and alternative media, rhetoric, interpersonal, communication, new media and digital culture, organizational communication, visual studies, ethics, intercultural communication and cultural studies.

Communication, as an academic field, draws upon the arts, the social and natural sciences, and the professions. The communication faculty have interdisciplinary backgrounds that enrich the academic and cultural environment of the department. The curriculum is both conceptual and applied with core courses preparing the student for an in-depth exploration of one or more areas of inquiry.

FACULTY

Scott Schönfeldt-Aultman, Ph.D., *Assistant Professor, Chair*

Shawny Anderson, Ph.D., *Associate Professor*

Margaret Dick, Ph.D., *Assistant Professor*

Sue Fallis, Ph.D., *Associate Professor*

Cathy B. Glenn, Ph.D., *Adjunct Professor*

Dan Leopard, Ph.D., *Assistant Professor*

Rev. Michael A. Russo, Ph.D., *Professor*

Kusum J. Singh, Ph.D., *Professor*

Edward E. Tywoniak, M.F.A., Ed.D., *Associate Professor*

MAJOR REQUIREMENTS

Students who major in communication take a total of 11 courses, seven of which are required and four electives. Of the four electives, two must be upper-division application courses denoted by the word "Application" after the title.

CORE COURSES

Lower division **Communication 2, 3, 10.**

Upper division **Communication 100, 110, 111, and 196.**

Four courses, two of which are application courses denoted by the word "Application" after the title.

MINOR REQUIREMENTS

Students who minor in communication take a total of six courses, three of which are required and three electives. Of the three electives, one must be an upper-division application course denoted by the word "Application" after the title.

CORE COURSES

Lower division **Communication 2 and 3.**

Upper division **Communication 100.**

Plus three upper-division electives (one of which is an upper-division application course).

PREREQUISITE GRADE

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

COURSES

LOWER DIVISION

2 Communication and Social Understanding

This course intends to acquaint students with ways of critically assessing the everyday communication practices and texts (spoken, visual, and mediated) which construct and transmit social knowledge. Introduces students to issues such as language, meaning, rhetoric, persuasion, definition, mediation, representation, visual culture, social knowledge, understanding the "self," the relationship between culture and communication, the social construction of reality, and the assessment of the influence of mass communication. Students will participate in in-depth discussions based in primary texts of communication theory and produce analytical projects that demonstrate their grasp of course content.

3 Communication Inquiry

This intensive discussion course utilizes important communication texts as the basis for learning many of the questions and terms that define the discipline of communication. Readings will concentrate in the areas of Interpretation, Identity, Rhetoric, and Culture to better understand how we construct culture, society and the self through the various forms of communication, and how we analyze those constructions. Emphasis will be on developing the ability to use the readings to build theoretical literacy, to interpret written and visual texts with that theory, and to use the theory to analyze notions of identity.

10 Argument and Advocacy

Communication scholar, Rod Hart, writes that advocacy "is the human creature's most natural way of changing the world. It is also the most civilized way of doing so. Bombs, torture, and mayhem change the world too, but those are primitive modalities and they lead to unstable outcomes. Symbolic influence is better. It lasts longer and it's less noisy." In this spirit, this course examines general principles of argument and advocacy as they relate to rhetorically creating change in different spheres of social life. Students will explore how the conventions of argument change—and how advocacy functions—in law, science, religion, and politics. Students will develop an understanding of argument and evaluation theories, while also embodying those theories by developing practical advocacy and critical appraisal strategies.

Curriculum Communication

UPPER DIVISION REQUIREMENTS

Not open to first-year students.

100 Communication Theory

This course provides students with a review of major theories applicable to communication among individuals, within organizations, in politics and in the elite and mass media. Through readings and discussion of seminal core texts, students are encouraged to judge for themselves the strong and weak portions of alternative concepts, models and theoretical concepts, as well as to evaluate the empirical methods from which these theories are derived.

110 Quantitative Methods

An introduction to communication research approaches that allow us to generalize our understanding to specific instances. For example, we might wish to investigate the influence of mediated political message characteristics on voting behavior or how nonverbal cues influence the formation of romantic relationships. The course provides an overview of research designs, sampling, data collection, and data analysis for the empirical construction of these knowledge bases. *Prerequisite:* 2, 3, 10. Transfer students need permission of the chair.

111 Qualitative Methods

This course introduces students to qualitative methodology and offers students an opportunity to design and practice qualitative methods. Topics addressed will include origins of qualitative methodology, ethnography, participant observation, interviewing, formulating research questions, collection and analysis of data, writing the literature review, and authoring the qualitative-grounded essay. *Prerequisites:* 2, 3, 10. Transfer students need permission of the chair.

196 Senior Capstone

Senior standing required. Students conceptualize and conduct their own research methodological approach (including performative or narrative) addressing a socially significant communication issue under the approval and supervision of an instructor. Students are encouraged to explore a question/issue that will represent the culmination of their undergraduate experience and reflect their finest work as a college student. At the conclusion of the term, students will present their work to interested members of the college community. *Prerequisites:* 100, 110, 111. Transfer students need permission of the chair.

UPPER DIVISION ELECTIVES

Two of the 4 must be upper-division application courses, denoted by the word "Application" after the title

105 International Communication

A review of our "global village," which is dangerously divided not only by power struggles and interest conflicts but by message flows that create confusion and justified or unjustified suspicion. Special attention is given to the role of the United Nations (and its specialized agencies dealing with communication) as a vital mode of cross-cultural communication among the leaders of nations, and to the role of the media in defining global policy issues.

106 Intercultural Communication

An exploration of intercultural communication within various national contexts, though primarily U.S.-based. The courses will include an examination of the roles of identity, history, power, language, cultural values, nonverbal communication, migration, cultural space, popular cultural communication, and relationships. Students will also become familiar with intercultural communication theories and with approaches to studying intercultural communication. Seeks to provide a basis for comprehending the relationship between culture and communication and for understanding cultural practices, differences, and similarities.

107 Political Communication

The interplay of the press, politics and public policy is a key feature in understanding our democracy today. This course examines the role of communication, information, and media technologies in the electoral and legislative processes. Special attention is given to how the Internet and other media have altered the political landscape.

109 Visual Communication

In this course, students study visual culture, learn to do visual analysis, and explore key ideas in visual communication including visual methodologies, such as compositional interpretation, semiotics, discourse analysis, and psychoanalytic analysis. Possible topics include exploration of the visual components of gay window advertising, video games, video camera technology, photography, film, television, news, the body, comics, theme parks, and museums. Other possibilities include discussing art, representations of race, and taking a walking visual tour of campus.

112 Interpersonal Communication

Upper-level course treating major theories and concepts in interpersonal communication. Lecture, discussion, readings, and activities integrating concepts such as nonverbal communication, listening, intimate relationships, family relationships, interracial relationships, conflict, conflict management, forgiveness, negotiation, gender, perception and self-concept, technology's role in communication, as well as relationship development, maintenance, struggles, and termination.

113 Rhetorical Criticism

This course will provide students the opportunity to learn and practice rhetorical criticism. Students will analyze artifacts (textual, visual, online) by employing methods such as Neo-aristotelian criticism, cluster criticism, fantasy-theme criticism, feminist criticism, generic criticism, ideological criticism, metaphor criticism, narrative criticism, pentadic criticism, generative criticism, and queer criticism.

116 Advertising and Civic Engagement [Application]

This course is designed to give students an understanding of both the theory and practice of advertising through the medium of civic engagement projects. The first half of the course will allow you to study the underlying theories of the practice of advertising; in the second half, students will have the opportunity to apply these theories as they generate and possibly implement advertising campaigns for on-campus clients.

117 Public Relations [Application]

This course provides an in-depth understanding of the theories of public relations and the ways in which they are practiced throughout our society, both in the marketplace and in the political realm. Emphasis is on application of these theories in student-authored projects that focus on civic engagement in the community. This course affords students the opportunity to research, plan, execute, and evaluate a public relations campaign.

118 Media Law

This course examines the function of the laws regulating media and communication and explores how legal, political, social, administrative, economic, and technological factors contribute to determining public policy on media issues. Of primary concern is the First Amendment's relationship to intellectual property, torts, and telecommunication law.

122 American Journalism [Application]

An introduction to the craft of news writing and reporting in print and electronic news media. Historical development of newspapers, journals, blogs, and magazines — in print, on television/radio, and online; emphasis on journalism as a profession and ethical conduct.

123 Sports Journalism [Application]

American culture, its contests and celebrations have moved from the sports page to the front page. This course explores the history, literature and practice of sports journalism in print, TV/radio, and new media. Students will examine issues of gender and ethics, develop editorial criteria for sports coverage, and learn the "best practice" in writing for print and broadcast. *Prerequisite: 122.*

125 Introduction to Media, Technology, and Culture

This introductory core course focuses on the critical and technical concepts and skills necessary for understanding communication practices in the 21st century. The course emphasizes three aspects of digital literacy: computer literacy, information literacy and visual literacy. As the digital revolution has become commonplace, this course places today's communication technologies in a broader historical context. The course involves both theory and practice. Students will be required to create multimedia projects, as well as learn key theories about digital communication strategies and approaches in a global, networked digital age. This course is the prerequisite to all upper-division media application courses.

132 Audio Production [Application]

Recognizing the importance of the sonic arts in contemporary forms of media, this course introduces students to: (1) basic acoustical theory, (2) musical concepts as related to media production, (3) aesthetic and technical elements of sound design, (4) audio field recording, and (5) non-linear audio editing and post-production techniques. *Prerequisite: 125.*

133 Video Production [Application]

This course introduces students to the basics of digital video production. Topics covered include: (1) introduction to film language and sound design, (2) video camera basics and video-production workflow, (3) cinematography and lighting, (4) non-linear video editing, and (5) post-production techniques. *Prerequisite: 125.*

143 Advanced Media Production I [Application]

This course is a continuation of media skills and concepts developed in **132** and **133**. These are upper-division media courses that delve into areas of specialization and advanced applications in media production. Possible topics include web design, digital photography, motion graphics, video game design, animation, DVD authoring, and advanced audio engineering. *Prerequisite: 132 or 133.*

144 Advanced Media Production II [Application]

This course is a continuation of media skills and concepts developed in **143**. These are upper-division media courses that delve into areas of specialization and advanced applications in media production. Possible topics include web design, digital photography, motion graphics, video game design, animation, DVD authoring, and advanced audio engineering. *Prerequisite: 143.*

147 Persuasion

This course examines the theory and practice of persuasive communication in a variety of forms ranging from public relations campaigns to visual media, political debate, film, fiction, religion, and music. Course emphasizes the utility of classical and modern rhetorical frameworks for understanding contemporary persuasive efforts in a broad range of contexts, as well as other persuasive theories, including Robert Cialdini's influence theory, Sherif's social judgment theory, and Miller's information processing theory.

158 Film

This course examines film history and film theory through the lens of communication. As a dominant mode of communication and as a major art form, the study of film itself ranges from theatrically-based Hollywood films to digital cinema. This course emphasizes the centrality of film to the visual imagination and the development of visual culture.

161 Communication and Social Justice [Application]

This course engages the power of communication as a transformative act. In the pursuit of social justice, communication can be a tool, a weapon and a witness on behalf of community service, social change and political struggle. The role of communication in relation to social justice is not just studied abstractly, but passionately practiced and embodied through real-world projects and first-hand experiences. This course involves a service-learning component.

163 Seminar in Special Topics

These are topical, special-interest courses exploring an area of study or particular problem in the field of communication. Topics cover the range of communication theory, rhetoric and persuasion, law and public policy, and visual media.

170 Communication Management [Application]

The development of techniques and strategies for formal rhetorical argument as applied to informal and formal group processes in contemporary businesses. Includes communication management within multicultural settings, discussion and analysis of organizational needs assessment, communication auditing, and decision-making.

190 Student Media Practicum (.25)

One-quarter academic credit may be applied to student participation in radio, video, visual, film, journalism, internship, digital media, public relations, advertising or independent study. Macken Collegiate Forensics Program may be taken for full or fractional credit.

**Does not satisfy an area requirement.*

195 Internship

Work in an appropriate internship position in the field of communication, under the supervision of a faculty member. Normally open only to communication majors in the senior year, with approval of the department chair and supervising instructor. Majors may qualify with a B average or better.

**Does not satisfy an area requirement.*

197 Special Study

An independent study or research course for upper-division majors with a B average or better in communication courses. Permission of the instructor and department chair required.

COMPUTER SCIENCE

See *Mathematics and Computer Science* (p. 127).

CROSS-CULTURAL STUDIES

Students who intend to pursue careers or graduate work in such fields as bilingual education, community services, or international relations, or who wish to broaden their program of studies, may petition to establish an interdisciplinary major in Cross-Cultural Studies. Such a major must include courses from at least three disciplines and consist of nine upper-division courses with at least two chosen from each of the three disciplines. Lower-division courses will depend upon the various disciplines chosen.

For information regarding the composition of the interdisciplinary cross-cultural major, students should contact the chairs of the appropriate departments that form the major. The major must be approved by these department chairs and by the dean of the School of Liberal Arts.

Appropriate courses might be chosen from the departments of Anthropology, Economics, English, History, Modern Languages, Philosophy, Politics, and Psychology, Sociology.

ECONOMICS

Economics is often called the “science of choice.” The economics major helps develop clear, rational problem-solving skills useful in business, government, and everyday life. Additionally, the economics major provides an understanding of economic institutions and policies today and as they have developed over time.

The major in economics leads to either a bachelor of science or a bachelor of arts, depending on the student's area of interest. The bachelor of science major is a quantitatively oriented program that provides excellent preparation for graduate studies and careers in economics or business administration. The bachelor of arts major is a social science-oriented program that is ideal for students planning professional studies and/or careers in law, teaching, business, or the public or nonprofit sectors.

The courses required for both majors combine a core of economic theory with the opportunity for students to explore a wide range of applications and/or to pursue in-depth a personal interest area in economics. For exposure to the breadth of economics, the department recommends that majors choose their elective economics courses to include one from each of the following groups:

- A. Micro-economic issues, applications and policy (**Economics 135, 150, 152, 170, 180**)
- B. Macro-economic issues, applications and policy (**Economics 130, 136**)
- C. International Perspectives (**Economics 160, 190, 192**)
- D. Historical and institutional perspectives (**Economics 111, 160**)

The appropriate group for **Economics 100, 195** and **197** will vary with chosen course focus.

Economics majors desiring a more concentrated focus or preparing for a career in law should consult with an economics advisor for assistance in selecting elective courses in economics and the allied disciplines.

The economics minor is an excellent complement to many majors such as politics, history, mathematics, communication, accounting, and business administration. The minor provides students with a core of economic theory and a sampling of the many fields of economics.

FACULTY

William C. Lee, Ph.D., *Professor, Chair*

Roy E. Allen, Ph.D., *Professor*

Ravi Bhandari, Ph.D., *Associate Professor*

Kara T. Boatman, Ph.D., *Associate Professor*

Jerry J. Bodily, Ph.D., *Professor*

Kristine L. Chase, Ph.D., *Professor*

Richard H. Courtney, Ph.D., *Associate Professor*

Joan U. Hannon, Ph.D., *Professor*

Hugh J. McAllister, Ph.D., *Professor*

Asbjorn Moseidjord, Ph.D., *Professor*

Donald W. Snyder, Ph.D., *Professor*

Theodore Tsukahara, Ph.D., *Professor*

LEARNING OUTCOMES

When students have completed the economics major, they will be able to:

- **ACCESS** and interpret existing published economic research and economic data.
- **SUMMARIZE** and explain economic issues, concepts and debates effectively.
- **ANALYZE** and explore economic issues critically; and design, conduct, and report on original economic research.

INTERNSHIPS

Students who want to combine study with practical experience in economics should contact the department in advance for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in **Economics 195**.

HONORS

Majors who maintain at least a B average in economics may qualify to complete an honors thesis in their senior year. Honors thesis candidates normally begin the thesis project in **Economics 120** or **142** and, with permission of the instructor and department chair, complete it in **Economics 199**.

Majors and minors who maintain a GPA of 3.0 overall and 3.0 (3.25 for minors) in their economics courses will be considered for induction into and a lifetime membership in the Saint Mary's chapter of Omicron Delta Epsilon, the internationally recognized Economics Honors Society.

MAJOR REQUIREMENTS

LOWER DIVISION

BACHELOR OF SCIENCE DEGREE

Principles of Micro-/Macro-Economics (Economics 3, 4)

Statistics (may be satisfied by BusAd 40, Politics 100, Mathematics 4 or Psychology 103)

Mathematics 27 and 28 or 27 and 38

BACHELOR OF ARTS DEGREE

Principles of Micro-/Macro-Economics (Economics 3, 4)

Statistics (may be satisfied by BusAd 40, Politics 100, Mathematics 4, or Psychology 103)

One of the following: Mathematics 3, 27, or any upper-division mathematics course *except* Mathematics 101.

UPPER DIVISION

BACHELOR OF SCIENCE DEGREE

Economics 102, 105, 106, 141, 142, and four additional full-credit upper-division courses in economics, not to include Economics 199.

Majors desiring a more concentrated focus or preparing for a career in law should consult with an economics advisor for assistance in selecting elective courses.

BACHELOR OF ARTS DEGREE

Economics 102, 105, 106, and 120. Five additional full-credit upper-division courses in economics (**not to include Economics 199**). Majors desiring a more concentrated focus or planning a career in law should consult with an economics advisor for assistance in selecting elective courses in economics and the allied disciplines. Bachelor of arts majors who have completed the appropriate prerequisites in math and statistics may include Economics 141–142 among their upper-division economics elective courses.

Two courses from among the following allied disciplines:

Anthropology: 114, 123, 130

History: 104, 105, 117, 134, 136, 137, 151, 154, 161, 162, 172

Philosophy: 108, 113, 115, 116

Politics: 101, 104, 106, 107, 110, 111, 114, 120, 130, 135

Sociology: 120, 124, 134

Waivers of prerequisites or class standing require the approval of the department chair.

Some upper-division courses (including the required courses 120, 141, and 142), may be offered in alternate years only. The student must determine, prior to his/her registration for the junior year, in a conference with his/her advisor, which courses are currently being given in alternate years so that he/she will have an opportunity to complete all required courses in a timely manner.

MINOR REQUIREMENTS

A student may earn only one minor in the School of Economics and Business Administration. The minor in economics requires successful completion of seven courses: **Principles of Micro/Macro Economics (Economics 3, 4)**; **Statistics** (may be satisfied by **BusAd 40, Politics 100, Mathematics 4** or **Psychology 103**); **Micro/Macro-Economic Theory (Economics 105, 106)**; and two additional full-credit upper-division economics courses.

Minors desiring a research experience in economics may include in their upper-division economics electives **Economics 120** or (with the appropriate math and statistics prerequisites) **Economics 141–142**.

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

3 Principles of Micro-Economics

Introduction to the concepts and tools of micro-economic analysis.

Micro-economics is concerned with individual economic units including representative consumers, firms, and markets. Topics include resource allocation, income distribution, and price, wage, and quantity determination in competitive and noncompetitive markets. Micro-economic analysis, based in models of the rational decision-making behavior, is applied to selected current economic issues.

4 Principles of Macro-Economics

Introduction to the concepts and tools of macro-economic analysis.

Macro-economics is concerned with the relationship between major economic aggregates including firms, households, and government. Topics include the determination of the level of aggregate economic activity, inflation, and unemployment, as well as government's ability to achieve a full employment, non-inflationary Gross Domestic Product using fiscal and monetary policy. Macro-economics is applied to current economic issues including economic growth, business cycles, the government budget, and the policies of the Federal Reserve.

10 Economics and Society

A non-technical, introductory approach to micro- and macro-economics principles and issues designed for students with little or no background in economics who desire to learn what it's about. Students are introduced to the tools, terminology, and analytical methodology of economics through their application to a number of real-world social, political, and economic issues. Economics 10 does not substitute for **Economics 3** or **4**, and may not be taken by those who have completed **Economics 3–4** (previously 1–2).

Offered in alternate years.

UPPER DIVISION

Principles of Micro-/Macro-Economics are prerequisite to all upper-division courses except **Economics 100, 111, 150, and 180**.

100 Issues and Topics in Economics

Analysis of a selected theme, topic, issue, era, or region not covered by the regular course offerings of the department. Subject of the course will be announced prior to registration each semester when offered. Course will not be offered each semester but may be repeated for credit as content varies.

102 Development of Economic Thought

The course explores the historical and theoretical foundations of economic theory, with an emphasis on the classical political economists of the 18th and 19th centuries through a critical reading and analysis of the original works of important economic thinkers like Adam Smith, David Ricardo, Karl Marx and John Maynard Keynes. The course seeks to understand the relevance of these early economists to modern economic theory and issues.

105 Micro-Economic Theory

An intermediate-level analysis of the motivation and behavior of producers and consumers under alternative market structures. Particular emphasis is placed on price determination and resource allocation, as well as the application of theory to real-world issues. *Prerequisite:* **Mathematics 3** or equivalent.

106 Macro-Economic Theory

An intermediate-level analysis of the aggregate interrelationship between consumers, business, government, and the foreign sector in the determination of national income, employment, price levels, and economic growth rate. Particular emphasis is placed on policy alternatives available to mitigate unsatisfactory performance of these variables. *Prerequisite:* **Mathematics 3** or equivalent.

111 Economic History of the United States

Historical view of the development of the United States economy with particular emphasis on economic growth, income distribution, and structural and institutional change in the 19th and 20th centuries. Course themes include the evolution of market structures, business organization, trade and technology; the history of American living standards, income distribution and poverty; immigration, race and gender roles; business cycle history; the changing role of government and the rise of the American-style welfare state. Students are provided an historical perspective on the origins of current economic issues.

Offered in alternate years.

120 Research Seminar

This seminar is designed to develop the student's ability to do economics research. Methods of economics research are examined and each student conducts a research project, from the initiation of the concept to be examined through hypothesis testing and evaluation of test data, under the guidance of the instructor.

Offered in alternate years.

130 Money, Credit, and Banking

A description and analysis of the role of money, credit and financial institutions in a modern economy. Special emphasis is placed on the financial markets and the banking system in the United States. The course examines the structure and impact of the Federal Reserve System on financial markets, interest rates, inflation and the economy in general, as well as the role of central banks in the world financial markets. *Prerequisite:* **Economics 106** or consent of instructor.

135 Public Finance

An analysis of government taxing and spending activities using theoretical, empirical, and institutional material. Topics include optimal provision of collective goods, cost-benefit analysis, tax incidence, policies aimed at efficient level of externalities such as pollution, income redistribution, models of democratic and bureaucratic decision-making, and the design of government procurement contracts.

Offered in alternate years.

136 Investments

Description and analysis of the securities markets (bonds, stocks, etc.) from the viewpoint of the private investor. The student is introduced to asset valuation theories as well as the basis of portfolio selection. Particular emphasis is placed on the trade-off between risk and return, both for the individual assets and in a portfolio context. *Prerequisite:* **BusAd 40** or equivalent.

141–142 Methods of Quantitative Analysis

The first part of this two-semester sequence explores the ways in which economists use mathematical techniques—especially linear (matrix) algebra and differential calculus—to represent and “solve” a wide range of theories, problems and hypotheses. Applications include the firm's profit maximization and the consumer's optimization of utility.

Prerequisite: **Math 27–28** or **Math 37–38** and **Economics 105**.

The second part of the sequence is about how economists use statistical data to estimate and predict relationships between different economic variables. The goal is to have students become educated consumers and producers of econometric analysis; the former by studying how other economists make use of econometric methods in their work, and the latter by doing estimations (running regressions) themselves using statistical software packages. Students will conduct an in-depth econometric research project on the topic of their choice.

Prerequisites: **BusAd 40** or equivalent and **Economics 141**.

Offered in alternate years.

Curriculum Economics

150 Environmental and Natural Resources Economics

All economic activity involves an exchange with the natural environment. Natural resources are used in production and consumption and then returned to the environment in some form of waste. The class focuses on how a market economy actually handles these exchanges and develops criteria for judging the economy's performance in this regard. Important questions include the following: Are we exhausting our natural resources? Will we run out of cheap energy? What is the appropriate balance between economic standard of living and environmental quality? Can we rely on market forces to achieve the appropriate balance or do we need government intervention?

Offered in alternate years.

152 Labor Economics

An extension and application of micro-economic theory to analysis of labor market processes that determine the allocation of human resources, as well as the level and structure of wages, employment and working conditions. The course devotes considerable attention to the public and private institutions (e.g., labor laws and unions) and sociological forces (e.g., prejudice and discrimination) that interact with demand and supply forces. Labor market models that take account of economic, sociological, and institutional forces are used to explain recent trends and patterns in the level and distribution of wages, employment, working conditions, and union membership. The models are also used to analyze the impact on labor markets of changes in trade, technology, immigration, family structures, and social norms; and to evaluate the efficiency and equity effects of government, business, and union policies.

Offered in alternate years.

160 Comparative Economics Systems

The production and distribution of goods and income and the material welfare of people—the longtime concerns of economics—can be achieved in many different ways. This course examines capitalism, socialism, traditional village economies, and other ways to organize economic activity. Case studies from around the world will include less developed as well as developed countries, China, Russia, Latin America, the Middle East, and Africa. The course also examines the new globally integrated economy, based significantly on the U.S. model, and how it impacts various regions of the world.

Offered in alternate years.

170 Industrial Organization

Industrial organization is the study of firms, markets and strategic competition. The course will examine how firms interact with consumers and on one another, primarily using the tools of game theory. Topics include competitive strategies, price discrimination, antitrust policy, mergers, and advertising. Upon completion of the course, students should be able to examine real-world mergers and other firm strategies with a critical eye and predict market outcomes and consumer impacts. *Prerequisites: Economics 3, Economics 105* or consent of instructor.

Offered in alternate years.

175 Multinational Enterprises*

This course examines multinational enterprises (MNEs) and foreign direct investment (FDI) from a number of perspectives, including motivations for international expansion, the economic impact of such expansion on home and host countries, and the political economy of MNEs. By the end of the course, students should understand why MNEs exist, under what conditions they can cause economic benefit or harm, and the complex interaction between MNEs and home and host country governments. *Prerequisites: Economics 3, 4, and 105.*

180 Sports Economics

Economic principles are used to analyze issues in the professional and amateur sports industries. Topics include league history and structure, labor issues, stadium financing, player salaries, competitive balance and the role of the NCAA. The economic perspective helps students better understand the industry and its economic, social and cultural significance. *Prerequisite: Economics 3.*

Offered in alternate years.

190 International Economics

An analysis of what determines the patterns of merchandise and services trade between countries, as well as an in-depth study of international financial markets. Special topics to be covered include: protectionism, economic reforms in Eastern Europe and China, the Third World debt crisis, and the future international trade environment.

Offered in alternate years.

192 Economic Development

A broad overview of the leading topics in development economics, with an emphasis on the application of economic theory to problems of economic development in Latin America, Africa, and Asia and the practical policy issues and debates. Topics include the definition and measurement of economic development, macro-economic theories of growth and structural change, poverty and inequality, population, human capital, agriculture and rural development, migration, environment, trade, debt, liberalization and structural adjustment, foreign investment and foreign aid.

Offered in alternate years.

195 Internship

Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only. Permission of instructor and department chair required.

197 Special Study

An independent study or research course for students whose needs are not met by the regular courses in the curriculum. Permission of instructor and department chair required.

199 Special Study—Honors

Independent study and research in an area of interest to the student culminating in a written thesis presenting the issue, methods of analysis, and research findings. Normally open only to seniors with at least a B average in economics who have completed **Economics 120** or **Economics 141–142** with a grade of B or better. (Seniors may be allowed to concurrently enroll in **Economics 142** or **120** and **199**). Permission of instructor and department chair required.

EDUCATION

The School of Education offers undergraduate courses in education as preliminary preparation for a career in teaching and as part of a liberal education for the citizen and prospective parent. Visits to local schools provide opportunities for students to examine education as a possible career. Each January Term a supervised field experience in early childhood, elementary and secondary schools is available to undergraduates to help them clarify their career choices. Upper-division students (juniors and seniors) may be admitted to certain graduate-level courses with the approval of the appropriate program director. Ordinarily, a maximum of four education courses is permitted toward the undergraduate degree. Such courses may be applied toward teacher certification requirements, and may be counted toward a master's degree if not needed to fulfill undergraduate degree requirements. Students who plan to teach should consult with a School of Education advisor early in their undergraduate years to ensure that they understand the state of California requirements (academic and professional) for the various teaching credentials. (This applies both to elementary and secondary teaching and to special education.) Early advising may prevent costly mistakes in programming.

The prospective elementary teacher ordinarily majors in Liberal and Civic Studies or the Integral Program. The prospective secondary teacher generally majors in a field that he or she plans to teach in secondary schools. Saint Mary's College currently offers approved teaching majors (subject matter preparation programs) in art, biology, English, French, government, history, mathematics, physical education and Spanish. Students planning to earn a teaching credential should take a course in Health (Kinesiology 12), the United States Constitution (History 17), and cardiopulmonary resuscitation.

FACULTY

Nancy Sorenson, Ph. D., Professor, Dean of the School of Education
Ernest Baumgarten, Ph.D., Associate Professor
Marguerite Dawson Boyd, Ph.D., Professor
Gerald J. Brunetti, Ph.D., Professor
Keith Campbell, Ph.D., Associate Professor
Patricia Chambers, M.A., Associate Professor, Coordinator, Early Childhood Education and Montessori Education Programs
Victoria B. Courtney, Ed.D., Professor
Carolyn Daoust, Ph.D., Associate Professor
Nancy Dulberg, Ed.D., Assistant Professor
Laurie Edwards, Ph.D., Professor
Colette Fleuridas, Ph.D., Professor
Sharon Gegg, M.A., Lecturer
John Gertz, Ph.D., Adjunct
Barbara Grant, Ph.D., Associate Professor, Academic Chair, Multiple Subject
Laura Heid, Ph.D., Professor, Director, Graduate Counseling
E. Gail Kirby, Ed.D., Adjunct, Administrator Coordinator for Single Subject, Program Director for Educational Specialist Program and Tesol Program
Kaetlyn Lad, Ph.D., Associate Professor
Elaina Rose Lovejoy, Ph.D., Professor
Susan Marston, Ed.D., Associate Professor
Mary Kay Moskal, Ed.D., Assistant Professor
Gemma L. Nierman, Ph.D., Adjunct
Mary Parish, Ed.D., Adjunct, Associate Dean
Katherine D. Perez, Ed.D., Professor
Joan Peterson, Ed.D., Professor, Academic Chair, Single Subject
Donald Phelps, M.Ed., Lecturer
Heidimarie Rambo, Ph.D., Adjunct
Joan Skolnick, Ed.D., Professor
Suzy Thomas, Ph.D., Adjunct
William Tschida, M.Ed., Adjunct, Program Director for Educational Leadership Program

TEACHERS FOR TOMORROW

Incoming freshman students, as well as qualifying sophomores and juniors, who are committed to becoming elementary teachers may apply for the Teachers for Tomorrow (TFT) program. This program enables students to integrate education coursework and field experiences in elementary schools with their undergraduate course of study. They earn their bachelor's degree at the end of four years and their multiple subject credential at the end of their fifth year. Students may also pursue a Master of Arts in Teaching (MAT) degree in their fifth year by fulfilling additional coursework and research components. For further information, please see Liberal and Civic Studies Program, p. 124.

MONTESSORI PROGRAM

Undergraduates who are interested in teaching may participate in the Montessori Teaching Certificate Program. The College has a Montessori laboratory that is fully equipped with Montessori materials. The Liberal and Civic Studies Program undergraduate major includes a minor in Montessori thought, which offers courses from the Certificate Program leading to early childhood or elementary certification by the American Montessori Society. This coursework prepares the student for career opportunities in a variety of early educational settings. It is a prerequisite to the paid internship which takes place at the graduate level and leads to the awarding of international certification. Programs must be planned with the coordinator of Montessori Education Programs and the Liberal and Civic Studies advisor. No specific majors or examinations are required for Montessori certification. Courses for the Montessori thought minor may be selected, in consultation with the student's advisor and the Montessori Education coordinator, from among the following courses:

EDUC 119, Field Experience in Early Childhood, Child in the Family and Community
EDUC 144, Cognitive Development
ECE 163, Mathematics: Conceptual Learning
MONT 161, Philosophical Perspectives

Curriculum Education

ELECTIVES (.5 credits required)

ECE 165, Curriculum Foundations

ECE 164, Language and Reading Development

ECE 131, Positive Discipline/ Classroom Management (.5)

ECE 167 and 168, Creative Arts I and II (.25 each)

MONT 111, Field Experience (.25)

MONT 112, Field Experience (.25)

The School of Education publishes a separate bulletin for its graduate programs. Write School of Education, Saint Mary's College of California, P.O. Box 4350, Moraga, CA 94575-4350, or phone (925) 631-4700.

C O U R S E S

LOWER DIVISION

EDUC 30 Foundations of Academic Achievement I (.5)

A three-week summer residential program that provides entering students with an academic, social and motivational orientation to life at Saint Mary's College. In a series of "info-searches," students discover the resources for solving day-to-day student problems. Instructors emphasize the keys to academic success: good note-taking, test-taking, vocabulary-building, essay-writing, and informal public-speaking skills.

EDUC 31 Foundations of Academic Achievement II (.25)

Designed to help first-year students develop specific skills necessary for a successful college experience, this course is specially tailored to the needs of High Potential Program students. It is a sequel to the summer orientation program. During weekly sessions, students discuss the importance of time management, communication skills (oral and written), reading comprehension, critical thinking, interpersonal skills, and self-esteem development. *Prerequisite:* EDUC 30.

EDUC 32 Foundations of Academic Achievement III (.25)

The course addresses a number of skills college students, particularly those from "under-represented" populations, tend to overlook when pursuing an advanced degree, e.g., composing an effective résumé and cover letter and developing interview and other job-related skills. The course text follows the journey of a student of color who experiences personal and professional success at a predominantly white middle-class institution. Students submit an expository essay in the form of a personal assessment of their first-year experience at SMC. *Prerequisite:* EDUC 31.

EDUC 40 College Survival 101 (.25)

Many students begin college with unclear assumptions about what it takes to be successful. This course encourages freshmen and first-year transfer students to undertake the journey of learning more about themselves as students in the classroom, as student leaders, as individuals adjusting to residential living with a diverse student body. Weekly discussions focus on helping freshmen to better understand the learning process and to acquire the basic academic survival skills that are key to mastery of the college experience. Readings, journal writing and field trips required.

EDUC 119 Child, Family, Community–

A Field Experience in Early Childhood (1)

This class offers an opportunity for undergraduates to work with young children (third grade and below) in a school or early childhood setting. Seminar discussions focus on your future role as parents, public policy makers and educators. In addition to future considerations you will be facing, the course provides an introduction to the teaching and childcare profession and also satisfies the State of California Multiple Subject Credential requirement for fieldwork before entering credential programs. How various programs (Montessori, Conventional, etc.) address children's needs and parental responsibilities in making childcare choices are considered. This section satisfies the Children's Center Permit requirement for an ECE course on Child and the Family and Community.

EDUC 122 Field Experience in Education

An opportunity for undergraduates interested in education to participate in a school or other education setting as tutors, aides, coaches, etc., depending on the students' interests and abilities. Students are responsible for arranging their own placements in the San Francisco Bay Area. Placements must be approved by the instructor. Course activities also include readings and seminar discussions pertinent to the education experience as well as completion of a journal and other written assignments.

EDUC 124 Introduction to Methods of Teaching Mathematics and Science in the Elementary Schools (.25)

Open to sophomore students in the Teachers for Tomorrow Program, this course builds on the students' experiences as math and science learners and their observations of children as learners. Using readings, activities and other assignments, the course introduces the student to how elementary school children's understanding of mathematics and science develops, and to the pedagogical implications of this developing understanding. The course also provides an overview of the content of the elementary mathematics and science curricula. Students enrolled in this course must be taking or have taken at least one required science course and the second required mathematics course during this term.

EDUC 144 Cognitive Development

An in-depth study of theories and research in cognitive development, especially Piaget. Emphasis on the relation of intellectual development to the total development of the child. Required for the Montessori minor and AMS certification. Field trips, research, and observations required.

EDUC 160–161 Resident Advisor Training (.25)

A program of in-service education for resident advisors, providing theory and practical skills in procedural issues, emergency and first-aid techniques, paraprofessional counseling and crisis intervention skills, alcohol and drug abuse, and other pertinent matters. Combined with practical experience in residential living. Open only to current resident advisors.

EDUC 162–163 Advanced Resident Advisor Training (.25)

A continuation of the resident advisors in-service education program providing for further skill development and exploration of relevant issues associated with the position. An integration of student developmental theory, paraprofessional student affairs and counseling skills, and personal growth opportunities through training and practical experience in residential living. Open only to current resident advisors who have completed one year of experience and EDUC 160, 161.

EDUC 173 Interpersonal Communication for the Healthcare Provider

This course introduces students to Robert Carkhuff's Human Resources Development Model, and focuses on specific interpersonal helping skills that have shown to result in positive client relationships. Application of this model to divergent cultures and lifestyles is emphasized. The course uses experiential learning activities, lecture and discussion.

EDUC 197 Special Study

An independent study or research course for the undergraduate whose needs are not met by the other courses in the curriculum. Requires submission of a proposal, acceptance of supervision responsibilities by a School of Education instructor and approval of the dean. Montessori Thought (Leads to Montessori Teaching Certificate Program).

ECE 131 Positive Discipline and Classroom Management (.5)

Understanding and implementing positive techniques leading to self-discipline on the part of the child. Introduction to professional responsibilities and classroom management techniques based on Montessori, Wood, Clark, and other theorists. Field work and seminars.

ECE 159 Practical Life Curriculum (1)

Understanding the philosophical and theoretical foundations of the Montessori practical life curriculum and its relation to fostering independence, responsibility, and self-esteem. Preparing the environment and creating materials. The value of task analysis in creating curriculum. (See ECE 165)

ECE 160 Conceptual Curriculum (1)

Understanding the philosophical and theoretical foundations of sensorial, concrete experiential learning using the Montessori sensorial curriculum. Providing keys to the understanding of concepts through the use of concrete representations of abstractions. The Aristotelian discarding of matter by means of the Three-Period Lesson. (See ECE 265)

ECE 163 Mathematics: Conceptual Learning

Montessori mathematical materials, their function, and use in the child's learning experience with emphasis on conceptual learning through self-discovery. Progression from the concrete to the abstract with comparison to current mathematical methodologies. Relating the materials to their theoretical structures and the development of logicomathematical thought.

ECE 164 Language and Reading Development

Theories of language acquisition; development of oral and symbolic language; and the integration of reading theories with contemporary educational thought. Comprehensive review including the use of the language experience approach, phonics and linguistic approaches to the development of pre-reading, reading, and writing skills and the role of multicultural literature in promoting inclusive classrooms. (Emphasis on writing-to-read progression.) Montessori language materials, their function and use in child learning experience.

ECE 165 Curriculum Foundations

Understanding the philosophical and theoretical foundations of practical life and sensorial curriculum. The importance of teaching daily living skills to foster independence and responsibility and education of the senses as basis for future abstract learning. *Note: This course combines course components of ECE 159 and ECE 160, for 1 credit each, if taken separately.*

ECE 166 Study of the Sciences: Natural, Physical and Social (1)

An integration of Montessori curriculum areas within the study of the natural and social sciences: physical and political geography, geology, physics, astronomy, history, peoples of the world, zoology, and botany. Multicultural and ecological issues are emphasized within the context of the inter-relatedness of all of life.

ECE 167 Creative Arts I (.25)

Integrating musical experiences, including increasing auditory awareness and discrimination, and rhythmic movement activities into the total environment.

ECE 168 Creative Arts II (.25)

Facilitation of children's creative explorations in visual, graphic and manipulative art experiences using a wide variety of media. Includes application of Montessori philosophy and methodology in the art curriculum.

Curriculum Education

MONT 111 Advanced Field Observations in Early Childhood Education (.25)

Development of observation skills and an introduction to a variety of children's environments. Observations in various settings (public and private, infant/toddler, ECE and elementary school programs, day care, and child care centers, etc.) Exploration of skills and techniques of observation and descriptive, analytical reporting. Fieldwork and seminar required.

MONT 112 Advanced Field Observations in Early Childhood Education (.25)

Development of observation skills and an introduction to a variety of children's environments. Observations in various settings (public and private, infant/toddler, ECE and elementary school programs, day care, and child care centers, etc.) Exploration of skills and techniques of observation and descriptive, analytical reporting. Fieldwork and seminar required.

MONT 161 Montessori Philosophy in a Cultural Context (1)

This course examines the philosophical foundations of Montessori education in a developmental context and within the further context of the family and the community. Along with, and embedded in the Montessori philosophy, students will consider the psychology of parenting practices, parent-teacher relationships, locating community and professional resources and the critical value of full inclusion.

CROSS CULTURAL PROGRAMS

CLAD 510 Lecto-Escritura for the Bilingual Child

The course covers instructional delivery in bilingual classrooms, methodology for the teaching of reading and writing in Spanish, and factors to consider in the selection of materials for instruction and assessment. Course prepares teachers for BCLAD Test 4.

CLAD 520 Latino Origins and Heritage

A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious, and political values of the culture and the similarities and differences between Latin American nations. Cross-listed with **Spanish 161**.

EDUCATION

EDUC 210 Learning, Development and Cognition in a Social Context

Psychological principles and major learning theories applied in education and counseling. Stages of growth focusing on biological, psychological, and social development, and education of the whole child. Synthesis of affective and cognitive perspectives, right/ left hemisphere brain function, language development and interaction, and sex-role socialization from birth through adult phases. Developmental issues and their effects on individuals and families in schools and marriage, family, child counseling settings. (Separate sections are given for Multiple and Single Subject Credential programs.)

ELEMENTARY EDUCATION

(MULTIPLE SUBJECT CLAD EMPHASIS)

ELCD 253 Teaching Reading in Elementary Schools

Current theories and methods of teaching reading in elementary schools. Development of reading curriculum. Emphasis on scope and sequence of instruction and its evaluation. Application to diverse cultural communities. 35 hours plus field visits.

ELCD 345 Curriculum and Instruction: Social Science and the Humanities

Methods and curriculum with social science emphasis for the self-contained classroom, including cross-cultural teaching, group process, integrated curriculum, classroom management, creating learning environments, critical thinking and planning. Development of integrated thematic curriculum.

ELCD 410 Culture/Equity and Language/Equity

This course covers the nature of culture, ways to learn about students' cultures and ways teachers can use cultural knowledge to enhance student learning. Cultural contact and cultural and linguistic diversity in California and the United States are examined. A major focus is the role of languages within the classroom and school in relation to learning, and the impact of these on issues of equity, self-esteem and empowerment. Historical perspectives and social issues are explored in relation to issues of power and status as they are manifested in the classroom and school culture.

3 + 2 ENGINEERING PROGRAM

Through the 3+2 Engineering Program, Saint Mary's offers students the benefits of a liberal arts education while allowing them to pursue an engineering degree. Students spend their first three years at Saint Mary's taking physical science, mathematics, humanities, and social science courses. The final two years are completed at an engineering school approved by the program's director. Saint Mary's has transfer agreements with two engineering schools: University of Southern California in Los Angeles and Washington University in Saint Louis. These agreements assure that, once you have completed the required courses at Saint Mary's, you will be able to complete the course work at those schools in two years. In addition Washington University guarantees admission to our students who have a grade point average of 3.25 or above. Upon completion of all academic requirements students are granted two degrees: a bachelor of arts from Saint Mary's College and a bachelor of science in engineering from the university they have chosen for completing the final two years of the program.

FACULTY

Chris Ray, Ph.D., *Director; Professor of Physics and Astronomy*

LEARNING OUTCOMES

After completing the Engineering Program at Saint Mary's, students will have a working knowledge of the physical world and mathematics and a developed ability to reason and communicate. These gains will allow the students to succeed in the specialized engineering courses taken after transferring and to work effectively as an engineer upon graduation.

REQUIREMENTS

Students must satisfy the following requirements at Saint Mary's: Three years of study with the completion of 27 transferable course credits and a cumulative grade point average of 3.0 or better.

Completion of the following courses:

Mathematics 27, 38, 39, 134

Computer Science 21

Physics 1, 2 (lab), 3, 4 (lab), 60

Chemistry 8, 9 (lab), 10, 11 (lab)

English 4, 5

Collegiate Seminar 20, 21, 122

Religious Studies (one course)

Area A, Humanities (two courses)

Area C, Social Sciences (two courses)

Math/Science electives (four courses)

Other courses may be required or recommended for entrance into particular engineering majors. The student must consult with the 3+2 Engineering Program director regarding his/her course of study.

ENGLISH

FACULTY

Sandra Anne Grayson, Ph.D., Professor, Chair

Chester Aaron, M.A., Professor Emeritus

Marilyn Abildskov, M.F.A., Associate Professor

Carol L. Beran, Ph.D., Professor

Edward Biglin, Ph.D., Professor

Clinton Bond, Ph.D., Professor

Glenna Breslin, Ph.D., Professor

David J. DeRose, Ph.D., Professor

Janice Doane, Ph.D., Professor

Graham W. Foust, Ph.D., Associate Professor

Brother Ronald Gallagher, FSC, Ph.D., Associate Professor

Wesley Gibson, M.F.A., Associate Professor

Robert E. Gorsch, Ph.D., Professor,

Rosemary Graham, Ph.D., Professor

Brenda L. Hillman, M.F.A., Professor

Barry D. Horwitz, M.A., Adjunct

Jeannine M. King, Ph.D., Associate Professor

Kathryn Koo, Ph.D., Associate Professor

Hilda H. Ma, M.A., Ph.D. cand., Assistant Professor

Lisa Manter, Ph.D., Professor

Molly Metherd, Ph.D., Associate Professor

Rafael Alan Pollock, Ph.D., Professor Emeritus

Naomi Schwartz, M.A., Adjunct

Christopher J. Sindt, Ph.D., Associate Professor

Norman Springer, Ph.D., Professor Emeritus

Phyllis L. Stowell, Ph.D., Professor Emerita

Lysley Tenorio, M.F.A., Associate Professor

Denise Witzig, M.A., Adjunct

Ben Xu, Ph.D., Professor

LEARNING OUTCOMES

When students have completed a program of study in English, they should be able to:

- **ENGAGE** in informed, active reading, bringing to bear a broad base of literary, historical and cultural knowledge.
- **READ** critically a wide range of literary texts, with an awareness of the theoretical assumptions behind various interpretive strategies, and of the ability to choose appropriate methods of inquiry and to formulate clear questions.
- **APPLY** a variety of reading strategies, combining critical detachment with the intellectual, imaginative, and emotional engagement necessary for appreciation.
- **WRITE** clear, well-reasoned prose in a variety of situations (academic, professional, social) for a variety of audiences, being able to support an argument with appropriate, thoughtfully analyzed evidence.
- **CONVERSE** articulately about texts and interpretations, understanding that interpretation is often a dialogic, collaborative process.

MAJOR REQUIREMENTS

LOWER DIVISION

English 19, 29

These courses must be taken in sequence.

English 19 is prerequisite to English 29. English 29 is prerequisite to English 167, 168, and 170

UPPER DIVISION

English 103, 104, 175

One course from the following literary criticism courses:

167, 168, 170

One course from the following American literature surveys:

150, 151, 152

One course in English or American literature before 1800

One course in English or American literature before 1900

Four additional courses in English. No more than one of these may be lower-division.

The department recommends the study of foreign languages. Especially those students who plan to do graduate work towards higher degrees should consult their advisors about work in other languages (e.g., German, Italian, French, Spanish, Latin, and Greek).

A major in dramatic arts is available through the Department of Performing Arts. Requirements for this major include electives chosen from among English 182, 183, 184, 185.

TEACHING CREDENTIAL IN ENGLISH

The major in English has been accepted, with certain modifications, as meeting the subject matter preparation requirements of the State of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT examinations. It is still necessary to take a sequence of education courses. At Saint Mary's, these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the coordinator of the Subject Matter Preparation Program in English and the director of the Single Subject Credential Program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

SPECIAL NOTE:

Students who successfully complete two years in the Integral Program before declaring an English major are exempt from the Shakespeare, the pre-1800, and the pre-1900 requirements.

MINOR REQUIREMENTS

ENGLISH MINOR

A minor in English requires **English 19, 29, and 175**; and three upper-division English electives.

CREATIVE WRITING MINOR

The creative writing minor is designed for students who wish to explore their creative potential as writers. The creative writing minor is an excellent place for students who wish to gain a greater appreciation of the art of writing, who may wish to pursue a career in writing or journalism, or who simply wish to develop their academic or business writing skills by applying the techniques offered in creative writing classes to their writing at large.

A minor in creative writing requires **English 19, 25**, and two semesters of **26**; and a total of three upper-division courses from among the following:

English 100: Advanced Composition (may be repeated for credit as content varies)

English 102: Creative Writing Workshop (may be repeated for credit in fiction, poetry, creative non-fiction, drama, and screenwriting).

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

3 Practice in Writing

Designed to enable students to bridge the gap between their present level of writing competency and that expected of students entering **English 4**. Focus on developing and organizing ideas, constructing complex sentences, and enhancing proofreading and editing skills. Team-taught to allow individualized instruction. Enrollment in each section limited to 15. Grade of at least C– prerequisite to enrollment in **English 4**.

**Does not satisfy an area requirement.*

4 Composition

Students write analytical, expository, and persuasive essays; they also study examples of good writing. Students are expected to produce thoughtful, lively essays characterized by a clear thesis, adequate development of ideas, careful organization, coherent paragraphs, and sentences that employ the conventions of standard written English.

English 4 teaches a writing process from developing ideas through careful revision. Instructors often employ a peer-editing approach, in which students present their work to classmates, who respond with suggestions for improvement. This procedure teaches critical reading skills and helps students to become effective editors of their own and others' writing. A grade of at least C– is prerequisite to enrollment in **English 5**.

**Does not satisfy an area requirement.*

5 Argument and Research

Students continue to develop the rhetorical and critical-thinking skills they need to analyze texts and to structure complex arguments. In addition, the course gives students practice in exploring ideas through library research and in supporting a thesis through appropriate use of sources. Students write and revise three or more essays, at least one of which is a substantial research essay that presents an extended argument.

**Does not satisfy an Area requirement.*

19 Introduction to Literary Analysis

A course to introduce skills of analysis and interpretation that will help students to understand and enjoy works of literature and to articulate their understanding in discussion and essays. Special attention is given to literary terms and conventions and to the problems involved in writing about works of literature. Required for English majors, this course begins the major and is prerequisite to **English 29**.

23 American Voices

An introduction to some of the many voices that constitute the diverse literary cultures of the United States. Readings may include novels, poems, short stories, slave narratives, Native American chants, or diaries and letters organized around a theme or issue. Examples of possible offerings: The Immigrant Experience, Race and Sexuality in America, The City in American Literature, American Autobiography, or Growing up in America.

25 Creative Writing: Multi-Genre Studies

An introduction to the critical and creative techniques and vocabularies of the major genres of creative writing—poetry, fiction, nonfiction, playwriting, and screenwriting. Students will be introduced to the craft and the skill-sets of these genres while learning to explore their own written voice in a workshop-style environment.

26 Creative Writing Reading Series (.25)

Students enrolled in this course attend the public events of the Creative Writing Reading Series have an opportunity to meet visiting writers and discuss the writing and performances of the readers in the series. (Course may be repeated for credit. Students in the Creative Writing Minor must take this course twice.)

29 Issues in Literary Study

An introduction to the disciplinary concerns relevant to the study of English and American literature. Through critical reading and discussion of literary texts, students engage with the following topics: canonical status, modes of reading, the goals of interpretation, the role of the reader and political criticism. *Prerequisite:* **English 19**. This course is a prerequisite for **English 167, 168 and 170**.

Curriculum English

UPPER DIVISION

100 Advanced Composition

Designed to help hesitant writers who would like to become confident, and competent writers who would like to become masterful. Students read exemplary prose of various kinds and write, discuss, and revise their own essays. Emphasis—on the research paper, the critical essay, the personal essay, the journalistic article—may vary. *Prerequisite:* English 4 and 5.

101 Writing-Tutor Workshop (.25)

Training in the art of helping fellow students develop, organize, and articulate their ideas in writing. Students develop tutoring skills through practice and discussion in a workshop setting.

102 Creative Writing

Offerings rotate among poetry, fiction, screenwriting, and playwriting. May be repeated for credit as genre varies.

103 British Literature I

Chronological study of British literature from the Middle Ages to 1700, including Chaucer, Shakespeare, and Milton, with attention to close reading and historical context. English 103 is not prerequisite to English 104.

104 British Literature II

Chronological study of British literature from the Neoclassic, Romantic, Victorian, and Modern periods, with attention to close reading and historical context. A variety of lyric, dramatic, narrative, and satiric works by authors such as Pope, Blake, Wordsworth, Austen, Keats, Mary Shelley, Dickens, Woolf, Yeats, and T.S. Elliot are covered. English 103 is not prerequisite to English 104.

105 Children's Literature

Intensive readings in imaginative literature for children, with emphasis on the period from the 19th century to the present. Topics include history, enduring themes, forms of fantasy, conventions, and relationship to adult literature.

110 Linguistics

An introduction to the scientific study of language. Language as a system: phonetics, phonology, morphology, syntax, semantics, and discourse. Language in context: language in relation to history, culture, social class, region, ethnicity, and gender. Language considered biologically: language as a uniquely human characteristic, brain development, first- and second-language acquisition, and animal communication systems.

111 Topics in Linguistics

Study of specialized topics in linguistics, e.g., language and thought, language acquisition, second-language acquisition, sociolinguistics, and language and literature.

115 Chaucer

Studies in the poetry of Chaucer with emphasis on the *Canterbury Tales*; a study of Chaucer's language directed toward the ability to read the poetry with ease and understanding.

118 20th-Century Literature

Reading and discussion of major works of literature written since 1900. Poetry, fiction, drama, or essays included.

119 Contemporary Literature

Reading and discussion of contemporary poetry, fiction, drama, or essay, with occasional inclusion of other media.

120 The Short Poem

Study of the development of lyric poetry written in English from the 16th century to the present.

125 Film

Viewing and discussion of films with emphasis on theory, history, and aesthetics of film. Fee charged.

126 Film

Viewing and discussion of films of a particular genre, country, or director. Examples: American comic film, Japanese film, film noir, films of Hitchcock. Fee charged. May be repeated for credit as content varies.

130 Single Author

Intensive study of the major works of one important author. Some attention to background and biography. May be repeated for credit as author varies.

138 Short Fiction

Close reading of short stories and novellas of the 19th and 20th centuries.

140 Studies in Literary Genre

Exploration of a particular literary genre. Examples of possible offerings: Satire, Tragedy, Comedy, Memoir, Science Fiction, Detective Fiction, and Nature Writing.

141 Studies in Medieval Literature

Study of British literature through 1500, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Chaucer and His Contemporaries; Fabliau and Romance; the Arthurian Tradition; Medieval Allegory and Enigma; the Sounds of Poetry—Prosody from Beowulf to Skelton.

142 Studies in Renaissance and 17th-Century Literature

Study of British literature from 1500 to 1660, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Renaissance Drama Exclusive of Shakespeare; 16th-Century Poetry; 17th-Century Poetry; Prose of the English Renaissance; Tudor Humanism and Its Opponents.

143 Studies in Restoration and 18th-Century Literature

Study of British literature from 1660–1800, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Tory Satirists; Johnson and His Circle; Prose Precursors and Novels; Pre-Romantic Poetry; the Emergence of the Professional Woman Writer.

144 Studies in 19th-Century Literature

Study of British literature from 1800–1900, focusing on the period as a whole or on some aspect of it. Examples of possible offerings: Romantic Poetry; Victorian Poetry, the Social Problem Novel; The 1840s—Poetry, Prose, Essays; the “Woman Question” in the 19th Century.

150 American Literature Before 1800

Study of American prose, poetry, and fiction of the 17th and 18th centuries with particular attention to the representation of cultural diversity. Readings may include Native American literature, Puritan journals and poetry, prose by the Founding Fathers, and “domestic” novels by women.

151 American Literature 1800–1900

Study of American prose, poetry, and fiction of the 19th century from the Transcendentalists to 1900, with particular attention to the representation of cultural diversity. Readings may include the literary traditions of Native Americans, African-Americans, immigrants, and women.

152 20th-Century American Literature

Study of American prose, poetry and fiction of the 20th century, with particular attention to the representation of cultural diversity. Readings may include writers representing modernism, the Harlem Renaissance, the Jazz Age and the Great Depression, the literary traditions of Chicano-, Hispanic-, and Asian-Americans.

153 American Ethnic Writers and Oral Traditions

Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Asian-Americans, American Jews, specific black cultural groups, Hispanic-Americans or Chicano communities.

154 Studies in African-American Literature

Study of some aspect of the African-American literary tradition. Examples of possible offerings are: Oral Tradition and Slave Narratives, African-American Novelists, the Harlem Renaissance, Contemporary African-American Poets, etc. May be repeated for credit as content varies.

160–161 Development of English Fiction

Studies in the origin and development of the English novel with attention to foreign influences. (English 160 is not prerequisite to 161.)

162 The American Novel

Studies in the range of varieties of the American novel.

163 The Other English Literature

Studies in literature in English outside the English and American traditions. Examples: the Commonwealth Novel, the African Novel in English, Writers of the Caribbean, and Canadian Literature. May be repeated for credit as content varies.

167 Literary Criticism

Readings in the development of critical theory from Aristotle to Coleridge. *Prerequisite: 29.*

168 Literary Criticism

Readings in 19th- and 20th-century criticism and aesthetics. *Prerequisite: 29.*

170 Problems in Literary Theory

Intensive study of the varying problems in literary theory. Examples of recent course offerings: Metaphor, Symbol, and Myth; Philosophy in Literature; Historical Perspectives in the Study of Literature; Perspectives in Comparative Literature; and Comparing Literary Kinds. May be repeated for credit as content varies. *Prerequisite: 29.*

171 Literary Movements

Study of groups of writers related by time, place or interest. Examples of possible offerings are: The Metaphysical Poets, Modernism, the Bloomsbury Group, Negritude, American Expatriates, Surrealism, Feminist Literature, the Tory Satirists. May be repeated for credit as content varies.

173 Women Writers

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-century British Novelists; Contemporary Women Poets; and American and Canadian Short Story Writers. May be repeated for credit as content varies.

175 Shakespeare

Close study of selected major plays and poems with attention to developing the ability to read the plays with ease and to experience them with pleasure. May be repeated for credit as topic varies.

Curriculum English

180 Milton

Study of the minor poems, of *Paradise Lost* and *Paradise Regained*, and of representative prose works such as the *Areopagitica*. Attention will be given to Milton's life and times.

182 The Drama

Critical appreciation of ancient, modern, and contemporary forms of drama. May include film and television. Attention is given to plays as works designed for performance. Emphasis on the structure and forms of dramatic texts.

183 Topics in Drama

Intensive study of a group of plays as products of their times and places. Examples of possible offerings are: Theater of the Absurd, Women Playwrights, Mythic Drama, Expressionist Drama, Restoration Drama. The plays are considered as works designed for theatrical production. May be repeated for credit as topic varies.

184 Contemporary Drama

Introduction to current plays by American and British playwrights. Attention is given to plays as works designed for theatrical production.

185 Individual Dramatist

Intensive study of the major works of one important dramatist. Some attention to background, biography, and criticism, as well as to the plays as works designed for theatrical production. May be repeated for credit as content varies.

190 Advanced Seminar

A seminar open to both juniors and seniors with at least a 3.3 average in the major. The seminar is designed through consultation between students and faculty.

197 Special Study

An independent study or research for students whose needs are not met by courses available in the regular offerings of the Department of English. Permission of the instructor and the department chair required.

198 Senior Honors Thesis (Independent Study)

Directed reading and research under the supervision of a department faculty member, culminating in the writing of an academic thesis. Senior standing required. Course admission by application with department chairperson.

MASTER OF FINE ARTS PROGRAM IN CREATIVE WRITING

The MFA Program in Creative Writing is a two-year course of study in the genres of fiction, nonfiction, and poetry. The program takes as its central mission the education and formal training of serious writers and is distinguished by its commitment to the writer as an intellectual functioning within a cultural context.

Combining work in writing, craft, and literature, the MFA program requires completion of a creative master's thesis and ten courses, including intensive writing workshops, craft seminars and literature courses.

C O U R S E S

200 MODERNISM AND MODERNITY

For the purposes of this course, "modernism" refers to the international artistic movement that involved many art forms and responded to a sense of social breakdown in the early part of the twentieth century. At the heart of modernism lay the notion that the social, political, religious and artistic structures of human life may, in fact, be falsehoods or fantasies. As a result of this new sense of reality, aesthetics had to be revised: Order, narrative, and unity began to reflect a *desire* for coherence rather than a mirror placed in front of nature. Some of the defining characteristics of modernist work are the following: social criticism, particularly of Victorian social mores; a radical re-examination of the nature of reality and time; construction out of fragments or "images"; alienation from accepted beliefs and social structures; an awareness of the nature of consciousness. That said, the definition of modernism should be fluid and allowed to evolve over time.

Through lecture and discussion, the course will cover many of the movements of modernism, including symbolism, decadence, futurism, cubism, expressionism, dadaism, and surrealism, offering approaches to a selection of literary texts from the period. In addition, the course will consider modernism after the second World War, looking for connections between modernism and the contemporary period.

211 FICTION WORKSHOP

This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students will grapple with the questions of voice, point of view, dramatic movement, structure, rhythm, and imagery, as well as with any and all issues of art and craft that arise from the individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

212 POETRY WORKSHOP

The primary aim of this course is to allow the students as much freedom as possible in their writing while teaching them the skills to identify their strengths and weaknesses. The most important work for the student will be to locate his or her style or voice, with encouragement to produce at least one new poem per week. By the end of the course, the students should develop the terminology and the critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they will analyze their own poems—with particular attention to their development over the semester.

214 CREATIVE NONFICTION WORKSHOP

This course gives students the opportunity to explore material in various areas of nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point-of-view, and theme, as well as any other elements of nonfiction writing that will emerge from individual manuscripts. By the end of the course, the students should develop the terminology and the critical skills for revising nonfiction, and should develop a good understanding about issues and trends in the genre.

221 TUTORIAL IN FICTION

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve his/her craft.

222 TUTORIAL IN POETRY

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve his/her craft.

224 TUTORIAL IN CREATIVE NONFICTION

Students will meet over the course of the semester with the instructor of the workshop for individual sessions to review strengths and areas for revision of manuscripts. The instructor will suggest additional reading, ideas for revision, writing exercises, and specific areas where a student might improve his/her craft.

231 CONTEMPORARY FICTION

A careful study of a range of important works by contemporary writers of novels and short stories with attention to thematic and formal analysis. Writers to be studied may include Martin Amis, Margaret Atwood, Michael Cunningham, Don DeLillo, Nadine Gordimer, Louise Erdrich, Carole Maso, Toni Morrison, Alice Munro, Joyce Carol Oates, and John Edgar Wideman.

232 CONTEMPORARY POETRY

This course will examine a variety of different trends in contemporary poetry and enable students to distinguish between some of the most important voices. The course is likely to explore the relations between contemporary poets and some of their precursors with an eye toward how these writers have affected such post-World War II movements as the confessional school, the beats, open field, the New York School, the Black Arts Movement, and the Language poets. It will also consider the poetry of the present day in which there is far less of a consensus as to which poets, trends, or schools are central.

234 CONTEMPORARY CREATIVE NONFICTION

This course is a literary survey of contemporary nonfiction, including the personal essay and narrative nonfiction. Students will investigate the relationship between art and culture, between the writer and his or her society. The course will place special emphasis on formal analysis of themes and patterns in contemporary writing. Writers likely to be included are Jo Ann Beard, Joan Didion, Dave Eggers, Lucy Grealy, Pico Iyer, Mary Karr, Philip Lopate, Richard Rodriguez, Terry Tempest Williams, and Tobias Wolff.

250 ALTERNATE GENRE

A writing workshop course in an alternative genre, such as playwriting, screenwriting, or young adult fiction. This course explores the form's tradition, techniques and possibilities, and focuses on the analysis and discussion of student works-in-progress.

261 CRAFT SEMINAR IN FICTION

This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics—narrative structure in the novel, point of view, or dialogue—and others may be thematic in nature—historical fiction, realism, or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

262 CRAFT SEMINAR IN POETRY

This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics—figuration, the line, or open field theory—and others will be thematic in nature—politics and poetics, revolution and poetics, psychoanalysis and surrealism, nature poetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress.

264 CRAFT SEMINAR IN CREATIVE NONFICTION

This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics—narrative structure, point of view, or dialogue—and others may be thematic in nature or explore a subgenre of nonfiction—personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

280 INTERNSHIP

Students have the opportunity to pursue internships either for elective credit or as an extracurricular activity. The teaching internship is designed to permit the student to observe the conduct of a college course and to share the pedagogical activity of a supervising instructor. Students also have the opportunity to receive credit for internships in publishing, arts administration, or teaching writing in the community. Though students may pursue an internship in publishing or arts administration at any time in their studies, the Program encourages students to do so in their second year. Furthermore, teaching internships are only available to second-year students.

290 THESIS

During the spring semester of the second year, each MFA candidate is required to pursue a tutorial course of study under the direction of an assigned faculty writer in the student's genre. Through this tutorial, the student performs the revision necessary to turn two years of writing into a coherent, polished book-length thesis: a collection of essays, poems, or short stories; a novel, a memoir, or other book-length work of nonfiction. Students meet with their thesis director several times during the semester to confer on the following aspects of the thesis: final revision and editing of individual pieces to be included in the manuscript, selection and arrangement of material, and coherence of the work as a whole. The student takes an oral examination with the thesis director and second reader in order to assess the student's knowledge of contemporary literary aesthetics and how they relate to his/her work. Upon satisfactory completion of the thesis and the oral exam, the thesis director and second reader approve the thesis.

Students are admitted to the program primarily on the strength of a manuscript of original work submitted with the application, which will be judged according to its literary merit and its indication of the author's readiness to study writing and literature on a graduate level.

For more information, contact the MFA Program in Creative Writing, P.O. Box 4686, Saint Mary's College, Moraga, CA 94575-4686, or phone (925) 631-4457 or (925) 631-4762.

ETHNIC STUDIES

Ethnic Studies at Saint Mary's focuses on all U.S. ethnic groups, with particular attention paid to the major underrepresented minority groups: African American, Latino, Asian American/Pacific Islander and Native American. The program offers a multidisciplinary minor encompassing courses from many curricular areas, among others: anthropology, the arts, economics, history, politics, psychology, communication and sociology. Courses that fulfill this minor help students learn about the contributions that each group has made to American society, and address issues of social justice, discrimination, immigration and globalization. The Ethnic Studies minor complements the College's commitment to social justice and to fostering a diverse community that respects and appreciates cultural difference.

FACULTY ADVISORY BOARD

Mary McCall, Ph.D., Professor of Psychology, Interim Director

Shawny Anderson, Ph.D., Associate Dean of Liberal Arts

Reid Davis, Ph.D., Adjunct Professor of Performing Arts

Cynthia Ganote, Ph.D., Assistant Professor of Sociology

Dana R. Herrera, Ph.D., Assistant Professor of Anthropology

Gretchen Lemke-Santangelo, Ph.D., Professor of History

Alvaro Ramirez, Ph.D., Professor of Modern Languages

Scott Schonfeldt-Aultman, Ph.D., Assistant Professor of Communication

Lysley Tenorio, M.F.A., Assistant Professor of English

LEARNING OUTCOMES

After the completion of the minor, students will:

- **UNDERSTAND** the history and social theories relevant to a critical analysis of African American, Latino, Native American and Asian American/Pacific Islander ethnic groups
- **APPLY** these theoretical and analytical frameworks to gain insight into an increasingly complex, multicultural and interdependent world
- **EXPERIENCE** a community setting that works with or serves one of the groups identified above through a service-learning course, community-based research or their senior project.

MINOR REQUIREMENTS

For successful completion of the Ethnic Studies minor, students must complete the following three courses:

Ethnic Studies 001: Introduction to Ethnic Studies

Collegiate Seminar 124: Multicultural Thought

Ethnic Studies 196: Senior Thesis and Portfolio (to be taken only after successful completion of **ES 001**, with a grade of C– or higher, and two upper division electives in the minor).

Students must also choose three upper division courses, one from each of the following three areas:

Ethnic Groups and Identity: This area includes courses that address the role ethnicity plays in one's individual, social, and political experiences and identity. The courses listed below are representative of courses that would fulfill this area.

Anthropology 123: Ethnic Groups in the United States

Sociology 116: New Immigrants and Refugees

Communication 104: Intercultural Communication

History 136: Immigration and Ethnic Relations in American History

Politics 110: Minority Politics

Psychology 165: Cross-Cultural Psychology

Arts and Literature: Within Ethnic Studies, the role of Arts and Literature is not only to reflect the social reality of ethnic experience in the United States, but also to shape and transform that reality. Students will examine competing notions of identity and community that emerge in the literary and artistic expressions of U.S. writers and artists. The courses listed below are representative of the types of courses that fulfill this area.

English 154: Studies in African-American Literature

Performing Arts 130: Theatre of American Culture

Art History 166: The Artist in 20th Century Society

Modern Languages 150: Chicano/Chicana Literature

Socioeconomics and Inequality: This area includes courses that address the relationship between ethnicity and economic, political and social inequalities in contemporary society. The courses listed below are representative of the types of courses that fulfill this area.

Sociology 120: Social Movements and Social Change

Economics 152: Labor Economics

Politics 115: Theories of Justice

Religious Studies 117: Wealth and Poverty in the Bible

Students work closely with a faculty advisor throughout the course of their program. Advisors help each student organize the details of their personalized minor in order to address each student's interests and fulfill the requirements.

Students should secure approval for any course from the Director of the minor before taking the course to ensure it meets the criteria. Students who have taken courses in the past who believe they may meet the criteria should meet with the Director.

PREREQUISITE GRADE

Any course with a prerequisite taken in this program assumes a grade of C– or better in the prerequisite course

CORE COURSES

I Introduction to Ethnic Studies

This course provides an introduction to the complex nature of racial and ethnic populations in the United States. It seeks to understand the diverse traditions and cultures of the people of the United States in order to gain an appreciation for American diversity. It offers a critical understanding of the origins and impacts of settler colonialism, conquest, slavery, war and immigration on the development of the U.S. We will examine the ways in which race and ethnicity intersect with gender, class, sexuality, citizenship and nationality in order to better understand how systems of power and inequality are constructed, reinforced and challenged. This course fulfills an Area C requirement.

ENVIRONMENTAL SCIENCE AND STUDIES PROGRAMS

The Environmental Science and Studies programs instill in students knowledge from many disciplines. This knowledge is applied to the study and management of the environment. Students examine the structure, function, and dynamics of ecosystems, the interaction between physical and living systems, and how human enterprise is adversely affecting environmental quality. They explore how environmental degradation and pollution can be lessened or prevented by the application of sound management principles derived from ecological theory. In the study of the environment, students obtain the satisfaction of working toward an understanding of the natural systems around them, the opportunity to acquire the skills necessary to participate in the solution of serious environmental problems and the insights essential to a successful search for rational alternatives to present forms of ecosystem mismanagement. The programs foster critical thinking and holistic ways of knowing, and offer a variety of specific approaches—from the experimental protocols of the natural sciences to ones that are similar to those of the social sciences and humanities. It seeks to achieve a balance between the empirical and normative aspects of environmental study. The bachelor of arts program involves less scientific rigor than the bachelor of science and places more emphasis on the social sciences, humanities and the arts.

The location of Saint Mary's College, near urban and suburban centers as well as a diversity of natural areas including tidal, freshwater, estuarine, and marine systems; a delta, mountains, lakes, deserts, forests, valleys and scrub lands, allows access to an impressive array of study sites ranging from the relatively undisturbed to the severely impacted. Internships are available to offer first-hand experience in a variety of fields.

FACULTY

William E. Perkins, Ph.D., *Director of Environmental Science and Studies Program*

Roy Allen, Ph.D., *Professor of Economics (Natural Resource Economics and Human Ecology)*

Steven Bachofer, Ph.D., *Professor of Chemistry (Environmental Chemistry)*

Carla C. Bossard, Ph.D., *Professor of Biology (Plant Science, Ecology, Terrestrial Systems)*

Michael Black, Ph.D., *Professor of Political Science*

Glenna Breslin, Ph.D., *Professor of English (Nature Writing)*

Joel D. Burley, Ph.D., *Associate Professor of Chemistry (Atmospheric Chemistry, Environmental Chemistry)*

Gerard M. Capriulo, Ph.D., *Fletcher Jones Professor of Biology (Marine Science, Ecology, Invertebrates)*

Lawrence R. Cory, Ph.D., *Professor of Biology (Evolution, Environmental Perturbations)*

John Ely, Ph.D., *Associate Professor of Sociology and Anthropology (Society and the Environment)*

Brian Jersky, Ph.D., *Professor of Mathematics (Biostatistics)*

Philip Leitner, Ph.D., *Professor of Biology (Desert Ecology, Animal Physiological Adaptations)*

Gretchen Lemke-Santangelo, Ph.D., *Professor of History (U.S. Environmental History)*

Lidia R. Luquet, Ph.D., *Associate Professor of Mathematics (Environmental Systems and Biological Modeling)*

Asbjorn Moseidjord, Ph.D., *Associate Professor of Economics (Environmental Economics)*

Ronald P. Olowin, Ph.D., *Professor of Physics and Astronomy (Geosciences, Environmental Modeling, Astronomy)*

Roy Wensley, Ph.D., *Professor of Physics and Astronomy (Computational and Ecosystem Modeling)*

LEARNING OUTCOMES

When students complete the Environmental Science and Studies programs, they will be able to:

- **RECALL** and synthesize the knowledge derived from biology, chemistry, physics, earth science, economics, and political science to better understand the earth's environment.
- **COMPREHEND** environmental problems from multiple perspectives.
- **EVALUATE** the credibility of varying sources of information on environment.
- **DISPLAY** cognizance of ethical considerations and be mindful of them when constructing solutions to environmental problems.
- **RECOGNIZE** the interconnectedness of earth's ecosystems and human dependence on them.
- **COMMUNICATE** skillfully, in organizing and presenting a seminar, in writing a scientific report of research findings, and in designing a visual presentation regarding environmental findings.
- **KNOW** how to find information from library sources, original scientific literature, and from the Internet on environmental topics.
- **DEMONSTRATE** competence in using the basic types of equipment utilized in gathering information on the environment.
- **RECOGNIZE** processes and patterns of environmental interactions.

CURRICULUM AND COURSE REQUIREMENTS

The Environmental Science and Studies programs have two avenues of study: one, a less scientifically rigorous program, leading to the bachelor of arts degree and the other, to the bachelor of science degree which offers two areas of concentration: the environmental biology and earth sciences concentration and the environmental chemistry concentration.

The bachelor of science major requires completion of 18 courses; the bachelor of arts requires completion of 14. Also, the Environmental Science and Studies program hosts an ongoing seminar series with three presentations per year, coordinated by the program director. This series includes broad areas of interest related to the environment, from poetry to science, and will include field trips to sites of interest on occasion. All majors in the program will be required to attend at least six of these special events in addition to their course requirements. All environmental science and studies majors will also be required to do either a research internship or a senior research thesis (such as the ongoing summer research program in the School of Science) or a senior project.

ENVIRONMENTAL SCIENCE MAJOR

ENVIRONMENTAL BIOLOGY AND EARTH SCIENCE CONCENTRATION

Required: 18 courses and senior project

TEN REQUIRED LOWER DIVISION COURSES

Math 27 Calculus 1 or Math 13 and 14 to equal Math 27
 Math 28 Calculus 2
 Phys 10–11 General Physics 1 or Phys1–2 General Physics 1
 Phys 20–21 General Physics 1 or Phys 3–4 General Physics 2
 Bio 1 General Bio 1
 Bio 2 General Bio 2
 Chem 8–9 General Chemistry 1
 Chem 10–11 General Chemistry 2
 EES 40 Geology and the Earth or EES 100 Hydrology
 EES 92 Environmental Science

EIGHT UPPER-DIVISION COURSES

Five required courses

Biol 119 Research Design and Biostatistics
 Biol 125 Ecology
 Econ 150 Environmental Economics or Econ 4 Macro-economics
 or Econ 100 Issues and Topics in Economics
 EES 110 Geographic Info Systems or Chem Environ Chem
 Pol 135 Environmental Politics or Pol 136 Environmental Law
 and Regulation

Three electives from the following

Biol 113 Marine Biology
 Biol 114 Marine Ecology
 Biol 142 Cal Flora
 Biol 144 General Botany
 Biol 146 Plant Ecophysiology
 Biol 152 Conservation Science
 Biol 197/199 Independent Research
 EES 100 Hydrology
 EES 140 Environmental Geology/National Disaster
 Senior Project
 EES 197 Special Studies

ENVIRONMENTAL CHEMISTRY CONCENTRATION

Required: 18 courses and a senior project

TEN REQUIRED LOWER-DIVISION COURSES

Math 27 Calculus 1 or Math 13 and 14 to equal Math 27
 Math 28 Calculus 2
 Phys 10–11 General Physics 1 or Phys1–2 General Physics 1
 Phys 20–21 General Physics 1 or Phys 3–4 General Physics 2
 Bio 1 General Bio 1
 Bio 2 General Bio 2
 Chem 8–9 General Chemistry 1
 Chem 10–11 General Chemistry 2
 EES 40 Geology and the Earth
 EES 92 Environmental Science

EIGHT UPPER-DIVISION COURSES

Six required courses

Biol 125 Ecology
 Chem 104 Organic Chemistry 1
 Chem 106 Organic Chemistry 2
 Chem 108 Separation & Ident or Chem 118 Instrumental Chem
 Chem 119 Environmental Chemistry
 Pol 135 Envir. Politics or Pol 136 Envir. Law and Regulation

Two of the following

Biol 114 Marine Ecology
 Biol 135 Biochemistry
 Biol 144 General Botany
 Biol 146 Plant Ecophysiology
 Biol 152 Conservation Science
 Chem 130 Advanced Inorganic Chemistry
 Chem 197 or 199 Independent Research
 EES 100 Hydrology
 EES 110 Geographic Information Systems
 EES 140 Environmental Geology/National Disaster

Senior project or research internship

EES 197 Special Studies

Curriculum Environmental Science and Studies Programs

ENVIRONMENTAL STUDIES MAJOR

Required: 14 courses and a senior project

Five required courses

Bio 50 General Biology
Biol 125 Ecology or Equivalent
EES 60 Urban Environmental Issues
EES 92 Environmental Science
Politics 100 Research Methods or AnthroSoc 132 Research Methods
or Biol 119 Research Design and Biostatistics or Math 4

Three electives from the following:

Biol 55 Ocean World
EES 40 Geology and the Earth
EES 75 Wetlands
Biol 113 Marine Biology
Biol 142 Cal Flora
Biol 144 General Botany
Biol 146 Plant Ecophysiology
Biol 152 Conservation Biology
EES 100 Hydrology
EES 140 Environmental Geology/Natural Disasters

Six electives from the following:

Biol 52 Symbiotic Universe
Bus 181 Ethical, Social and Political Issues in Business
Econ 100 Issues and Topics in Economics
Econ 150 Environmental Economics
Eng 140 Nature Writing
EES 110 Geographic Information Systems
Hist 130 Environmental History
Hist 150 Latin American Environmental History
Hist 160 Environmental History of China
Lib Study 122 Nature and the Sacred
Phil 117 Philosophy of Nature
Phil 170 Environmental Ethics
Pol 135 Environmental Politics
Pol 136 Environmental Law and Regulation
Sociology 134 Society and the Environment

Senior project

EES 197 Special Studies or other departmental 197 courses

ENVIRONMENTAL SCIENCE AND STUDIES PROGRAM—MINORS

MINOR IN ENVIRONMENTAL STUDIES

Eight courses

Bio 50 General Biology
EES 60 Urban Environmental Issues
Biol 125 Ecology or Equivalent
EES 92 Environmental Science

Four social science/humanities courses from the major electives

MINOR IN ENVIRONMENTAL SCIENCE

Six courses

Bio 50 General Biology
EES 92 Environmental Science

One of the following

EES 40 Geology and the Earth
EES 100 Hydrology
EES 60 Urban Environmental Issues

One of the following

Biol 113 Marine Biology
Biol 142 Cal Flora
Biol 144 Botany
Biol 146 Ecophysiology

Two of the following

Biol 119 Research Design and Biostatistics
Biol 125 Ecology or Bio 75
Biol 142 Cal Flora
Biol 152 Conservation Science
EES 110 Geographic Information Systems

MINOR IN EARTH SCIENCE

New environmental science and studies minor for those students who desire greater exposure to the earth sciences.

Five Courses

EES 40 Geology and the Earth
EES 50 Historical Geology
EES 100 Hydrology
EES 110 Geographic Information Systems
EES 140 Environmental Geology/Natural Disasters

ENVIRONMENTAL AND EARTH SCIENCE

The School of Science offers several courses that cover various aspects of earth science and a number of interdisciplinary courses dealing with issues critical to earth's environment and human society. These courses are valuable to those with an interest in environmental or earth science topics that will increase their basic understanding of the earth and its environment and for those whose careers would benefit from such understanding. *Environmental and earth science used to be called natural science.*

FACULTY

Steven Bachofer, Ph. D., Professor

Carla C. Bossard, Ph. D., Professor

Gerard M. Capriulo, Ph. D., Professor

William E. Perkins, Ph. D., Adjunct Professor

C O U R S E S

LOWER DIVISION

40 Geology and the Earth

A general introductory course in earth sciences, with emphasis on physical geology and its effect on the environment. The earth's structure, composition and physical features create the geological environment for mankind. The physical environment such as climate also has an effect on the geological environment, and both in turn can affect the living environment of societies on the earth through the processes of earthquakes, landslides and floods. Some of the major environmental problems facing mankind today are discussed from their geologic perspective. Offered in the fall semester with three hours of lecture per week. No prerequisites, but must be accompanied by **Environmental and Earth Science 41**.

**This course fulfills the Area B lab science requirement.*

41 Lab

Lab to accompany **Environmental and Earth Science 40**. One lab per week for three hours. Local field trips are part of the course. Laboratory fee: TBA.

50 Historical Geology

A general introductory course in earth sciences, with emphasis on historical geology leading to an understanding of the geologic record of life (paleontology) and environments (stratigraphy). The course starts with a discussion of the historical development of geologic ideas that lead to an understanding of the major earth systems. Plate tectonics, mountain building and structural deformation, the basic elements of stratigraphy, and sedimentary environments are discussed along with correlation and dating techniques. The second segment of the course focuses on the biosphere, reviewing the diversity of six kingdoms of life and their historic fossils. The fossil record is then integrated with the geologic record, as well as the general stratigraphy and paleontology for the various geologic eras and periods of the earth's history. Offered in the spring semester with three hours of lecture per week. No prerequisites, but must be accompanied by **Environmental and Earth Science 51**.

**This course fulfills the Area B lab science requirement.*

Curriculum Environmental and Earth Science

51 Lab

Lab to accompany **Environmental and Earth Science 50**. One lab per week for three hours. Local field trips are part of the course.

Laboratory fee: TBA.

60/61 Urban Environmental Issues

By studying brownfields and Superfund sites, students in the Environmental Science and Studies Program may find this course particularly useful. A significant portion of the student's grade will depend on his or her input to classroom discussions and the student team project. The student teams should research a few possible sites at one location (dependent on class enrollment). As the class progresses, we will invite in some guest speakers representing government agencies, community outreach organizations, and possibly developers to allow students to explicitly hear from individuals representing the different perspectives involved in a redevelopment area. The class will have also both group and full-class discussions. This course fulfills the Area B lab science requirement with a weekly three-hour lab section. An important goal is to give back to the community while we study these redevelopment activities.

92 Introduction to Environmental Science

Physical, chemical, biological, and cultural dimensions of environmental problems are examined in this course. It surveys the historical roots of these problems and then considers components such as population pressure, air and water pollution, global change, desertification, deforestation, biodiversity loss, habitat destruction, land use planning, energy and other resource utilization, acid rain, global warming, and public health. An introduction to ecological principles is provided. Course fulfills the Area B requirement. Must be accompanied by **Environmental and Earth Science 93**.

93 Lab

Lab to accompany **Environmental and Earth Science 50**. One lab per week for three hours. Local field trips are part of the course.

Laboratory fee: TBA.

UPPER DIVISION

100 Hydrology—Rivers and Groundwater

An introduction to hydrology, with specific emphasis on rivers and streams as well as groundwater. In the first half of the course, we examine all the facets of the water cycle, properties of water and issues related to surface water problems. In the second half, we work more closely with groundwater issues, Darcy's Law and subsurface flow problems. Groundwater contamination and general water quality issues will also be discussed. Special emphasis will be given to the hydrology of northern California. Offered every other year in the spring term. Three hours of lecture per week. No lab, but problem sets. *Prerequisites:* Area B math course or permission of instructor.

110 Geographic Information Systems

Maps have been used for thousands of years, but it is only within the last few decades that the technology has existed to combine maps with computer graphics and databases to create geographic information systems, or GIS. GIS are used to display and analyze spatial data, which are tied to a relational database. This connection is what gives GIS its power: maps can be drawn from the database and data can be referenced from the maps. When a database is updated, the associated map can be dynamically updated as well. GIS databases include a wide variety of information: geographic, economic, social, political, environmental and demographic. Although these systems started in the earth sciences, they have rapidly expanded into the business and government arenas to the point where today, over 80 percent of the applications are found in city planning, business evaluations, marketing, rapid response systems and a plethora of other activities. In the class and lab exercises, students learn to use ArcView 9.1, one of the standard GIS application programs, and identify and solve basic mapping problems. Examples include database generation, map generation, interpretation of environmental and marketing data, the analysis of these data for pattern recognition and final presentation graphics. By the end of the course, a student should be a competent user of ArcView 9.1. Offered every other year in the fall term with three hours of lecture and a three-hour lab. *Prerequisites:* Area B math course or permission of the instructor. Laboratory fee: TBA.

140 Environmental Geology—Natural Disasters

A course that concentrates on natural disasters and major environmental issues. Concerned with how the natural world operates, and in so doing destroys humans and their works. We examine specific geologic hazards (volcanoes, earthquakes, floods etc.) and explore how one might either predict their occurrence or ameliorate their results. We later examine some the major environmental issues facing the world, culminating with an extended examination of climatic change. Man's influence on each of these areas will be examined in some detail. Offered every other year in the spring term. Three hours of lecture, no lab but problem sets. *Prerequisites:* Area B math course or permission of the instructor. Laboratory fee: TBA.

HEALTH SCIENCE

The School of Science offers an interdisciplinary major in Health Science. This program provides a solid foundation in natural science and human biology. The Health Science major is appropriate for students who intend to pursue careers in physical therapy, occupational therapy, optometry and public health, as well as other health professions requiring a strong science background, such as medicine, dentistry or veterinary science. The student must meet with the Director of Health Science on admission to the College to design a course of study that will meet his/her individual needs and interests:

FACULTY

Karen Cowman, B.S., M.A., *Director of Health Science*

LEARNING OUTCOMES

When students have completed the Health Science major, they will be able to:

- **MATRICULATE** at graduate programs for physical therapy, occupational therapy, physician assistant, optometry, public health, chiropractic medicine, speech pathology and audiology, nutrition, and other health professions programs.
- **MATRICULATE** at professional schools of medicine, dentistry, and veterinary medicine.
- **ENTER** careers in the health professions that require post-graduate certificate studies, such as radiology technician, medical assistant, dental hygienist, dental assistant, imaging technician, medical scribe, nuclear medicine technologist, science laboratory research assistant, and many others.

MAJOR REQUIREMENTS

The Health Science major comprises 18 lower and upper division courses, many with corresponding laboratories, as detailed below.

LOWER DIVISION

Biology 1, 1L (laboratory); **Biology 2, 2L** (laboratory);
Biology 15, 16 (laboratory); **Biology 25, 26** (laboratory)
Chemistry 8 & 9 (laboratory); **Chemistry 10, 11** (laboratory)
Mathematics 27; Mathematics 28
Physics 10, 20 (laboratory); **Physics 20, 21** (laboratory)
Psychology 10

UPPER DIVISION

In addition, a minimum of seven upper division courses are to be taken from Biology, Psychology, Kinesiology (two from each department) and Chemistry. The selection of upper division courses for this major must be approved by the Director of Health Science. The approved upper division elective course list is as follows:

BIOLOGY: Lower division courses may be required as prerequisites.

- 100 Functional Vertebrate Anatomy**
- 102 Embryology and Development**
- 105 Genetics**
- 119 Research Design and Biostatistics**
- 127 Systemic Physiology**
- 130 Microbiology**
- 132 Cell Biology**
- 135 Biochemistry**
- 139 Immunology**

KINESIOLOGY: No lower division Kinesiology courses are required as prerequisites.

- 102 Structural Biomechanics**
- 107 Nutrition for Sport and Physical Activity**
- 109 Care and Prevention of Athletic Injuries**
- 110 Exercise Physiology**
- 117 Human Motor Performance**
- 118 Issues in Community Peer Health**
- 119 Therapeutic Exercise and Physical Therapy Modalities**
- 120 Advanced Athletic Training**

PSYCHOLOGY: Lower division courses may be required as prerequisites.

- 110 Psychobiology**
- 115 Health Psychology**
- 139 Human Development**
- 141 Infancy and Childhood**
- 142 Adolescent Development**
- 143 Adult development**
- 148 The Exceptional Individual**
- 152 Abnormal Psychology**
- 160 Social Psychology**

Students who want to prepare for careers in fields such as human performance and athletic training may take an interdisciplinary program of study through the Kinesiology Department. For information, contact the Chair of that department.

C O U R S E S

Description of courses can be found on the following pages of this catalog:

- Biology:** Pages 62–67
- Chemistry:** Pages 73–75
- Kinesiology:** Pages 119–122
- Mathematics:** Pages 127–131
- Psychology:** Pages 159–162

HISTORY

In offering a disciplined study of the past, the History Department attempts to provide perspective on a wide variety of issues that arise out of the tensions societies have to face in every generation—tensions between freedom and authority, between reason and faith, between free will and impersonal forces. The department aims to promote the ability to read critically and to write coherently, and it also attempts to meet the needs of students with varying objectives: the history major, the student from another department seeking a broader background for his or her own discipline, or the student who is simply curious about a specific age, society, or problem. In each course the history faculty seeks to cultivate understanding rather than simply memorization of facts, in the belief that the experience gained through systematic analysis of historical issues equips students not only for the teaching of history or for advanced study in history and related fields but also for the study of law, journalism, or library science; for the pursuit of careers in local, state, or national public service; and for business positions that demand literate, imaginative, and resourceful people.

The department also participates in interdisciplinary majors in area studies: American Studies, Latin American Studies, and European Studies. For requirements in American Studies, consult with the department chair. For Latin American and European Studies, see International Area Studies, p. 115.

FACULTY

Brother Charles Hilken, FSC, Ph.D., *Professor, Chair*

Carl J. Guarneri, Ph.D., *Professor*

Ronald Isetti, Ph.D., *Professor Emeritus*

Gretchen Lemke-Santangelo, Ph.D., *Professor*

Katherine S. Roper, Ph.D., *Professor*

Myrna Santiago, Ph.D., *Associate Professor*

E. Elena Songster, Ph.D., *Assistant Professor*

LEARNING OUTCOMES

When students fulfill the requirements of the history major they will be able to:

- **THINK** historically, read critically, write coherently, and speak persuasively.
- **SITUATE** major historical events within their proper chronological, geographical, thematic, and comparative context.
- **CONNECT** and integrate historical knowledge, grasp the ethical and moral dimensions of history, and appreciate the complex, often multi-causal origins of past events.
- **IDENTIFY** and interpret a wide variety of historical sources, both primary and secondary.
- **EXPLAIN** the value and application of historiography and various historical methods, approaches and theories.
- **EVALUATE** and critically assess the validity of historical evidence and interpretations.
- **USE** primary and secondary sources to construct sophisticated, persuasive, and logical interpretations of historical problems and events.

MAJOR REQUIREMENTS

LOWER DIVISION

History 1, 2, or 4, 5; 17, 18. (**History 1, 2** is the World History sequence; **History 4, 5** is the Western Civilization sequence. Students may combine **History 1** and **5** or **History 2** and **4**, but may not combine **History 1** and **4** or **History 2** and **5**.)

UPPER DIVISION

Students majoring in history must complete eight upper-division history courses, including:

One course in specific problems of research and writing (**History 103**) and one course in either historical interpretation (**History 104**) or historical theory (**History 105**).

Two upper-division courses in two of the following areas of concentration and one in a third area of concentration (at least one area of concentration must be in Asian, African, or Latin American history).

United States: **History 130** (when applicable), **131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142**

Latin America: **History 150** (when applicable), **151, 152, 153, 154, 155**

Medieval Europe: **History 110** (when applicable), **111, 112, 113**

Modern Europe: **110** (when applicable), **113, 114, 115, 116, 117, 118, 119**

Africa: **History 170** (when applicable), **171, 172**

Asia: **History 160** (when applicable), **161, 162**

An upper-division elective, chosen from any of the History Department's courses.

Students intending to work toward advanced degrees should consult with their advisor about foreign language preparation.

TEACHING CREDENTIAL IN SOCIAL SCIENCE

The major in history, with a special distribution of courses and with the addition of certain courses in anthropology, economics, politics, and sociology, has been accepted as meeting the subject matter preparation requirements of the state of California for a teaching credential in Social Science. Completion of the approved program waives the CSET Social Science Exam. It is still necessary to pass the CBEST exam and to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that students thinking of a teaching career consult both the coordinator of the Subject Matter Preparation Program in Social Science in the Department of History and the director of the Single Subject Credential Program in the School of Education to make sure that all the pre-requisites for the credential are fulfilled.

MINOR REQUIREMENTS

The minor in history requires the following

Any two lower-division history courses; **History 103, 104 or 105**; two additional upper-division courses, each to be in a different area of concentration.

PREREQUISITE GRADE

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

C O U R S E S**LOWER DIVISION****1 World History**

An introduction to history through the study of world societies, from the Paleolithic age to the 17th century, focusing on the development and interaction of the major civilizations of the Middle East, the Mediterranean world, East Asia, Latin America, Africa, India and Southeast Asia, and North America. Readings are based on primary sources and differing historical interpretations.

2 World History

An introduction to history through the study of world societies from the 17th century to the present day, focusing on the themes of modernization, industrialization, imperialism, Third World development, and cultural exchange. Readings are based on primary sources and differing historical interpretations.

4 History of Western Civilization

An introduction to history through the study of Western Civilization from its origins in the Mediterranean world to the age of discovery in 15th-century Europe. Readings include primary sources as well as works dealing with issues of interpretation.

5 History of Western Civilization

A study of Europe's political, social, economic, and cultural evolution from the 16th century to the present, focusing on major aspects of modernization through reading and discussion of primary documents and differing historical interpretations.

17 History of the United States

A survey course in American history which begins with the European discovery of the New World and ends with the era of Reconstruction following the Civil War. The approach is chronological, with emphasis on major historical interpretations.

18 History of the United States

A survey course in American history which begins with the end of Reconstruction and moves forward to the present day. The approach is chronological, with emphasis on major historical interpretations.

24 SSMPP Advising/Portfolio (.25)

A quarter-credit activity course that supports freshmen, sophomores, and first-semester juniors who are enrolled in the Single Subject Matter Preparation Program in the Social Sciences (SSMPP). It includes advice of course scheduling, assistance with self-assessment portfolios, instruction in pedagogy and classroom technology, guidance with lesson plans and assessment, and help with career planning.

UPPER DIVISION

Freshmen are not admitted to upper-division courses.

100 Problems and Issues in World History

Analysis of a selected theme, problem, era, or region not covered by regular course offerings of the department. Topics are announced prior to registration each semester.

103 Proseminar in Historical Research

This seminar develops the student's ability to do historical research by focusing on a specific historical problem or development through intensive, systematic use of a wide range of sources. Each student carries out a research project under the guidance of the instructor. The topic of every proseminar is announced and described prior to registration each semester.

104 Historical Interpretation

This seminar introduces students to questions of historical methods; its content focuses on major methodological controversies and interpretations within a specific area of history, to be determined by the instructor. Examples of such areas include interpretive issues of the Middle Ages, the Third Reich, or the New Deal. Prerequisites may vary according to the topic and instructor.

Curriculum History

105 Modern Approaches to History

A study of the development of history as a scholarly discipline beginning with fundamental questions of method and research, followed by analysis of major controversies stemming from contemporary approaches to historical research and to public history. In addition, resident historians discuss the problems they encounter in their research and writing.

110 Problems and Issues in European History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

111 Early Medieval Europe

A study of the early development of medieval society and institutions, emphasizing the formative influences of classical, Christian, and Germanic culture in the creation of the Middle Ages. The course traces the Middle Ages from A.D. 300 to 1000, considers such issues as medieval monasticism and the papacy, the rebirth of empire under Charlemagne, the origins of feudal society, and the effects of Byzantine culture and the rise of Islam upon the Latin West.

Offered in alternate years.

112 The High and Later Middle Ages

A study of the years A.D. 1000 to 1450, that period in which the seeds of medieval culture, sown during the 700 preceding years, come into full flower—the age of the Crusades and chivalry, Romanesque and Gothic architecture, St. Francis, St. Thomas, and Dante. The course is divided into thematic sections treating the relationship between the Christian and Muslim worlds, papal-imperial politics, social and economic changes, the rise of the universities, and the waning of the Middle Ages.

Offered in alternate years.

113 The Age of the Renaissance

An exploration of the rise of humanism in Europe between 1350 and 1550. The course focuses upon the educational and artistic movements that began in Italy and spread north to the rest of Europe. Attention is given to providing a social and political context for the cultural achievements of the period. Renaissance culture will be examined in light of its classical and medieval roots.

Offered in alternate years.

114 Early Modern Europe

A survey of 16th-century European society, emphasizing social and political changes brought about by widespread religious reforms. Attention is given to key religious figures, such as Martin Luther, John Calvin and Theresa of Avila. This course will also explore cultural history, the impact of the printing press, and the spread of capitalism. Offered in alternate years.

115 Enlightenment and Revolution

Beginning with an examination of the political, social, economic, and intellectual aspects of the old regime, this course analyzes 18th-century challenges to that regime. The ideas of the philosophers, the upheavals of popular revolution in France, and the spread of revolutionary institutions by Napoleon's conquests are major issues for reading and discussion.

Offered in alternate years.

116 19th-Century Europe

A survey of the formation of modern European society from the French Revolution to the outbreak of World War I, emphasizing political, diplomatic, social, and ideological responses to industrialization, urbanization, and nationalism.

Offered in alternate years.

117 20th-Century Europe

A survey of European society from the outbreak of World War I to the present. Major themes include the failures of international stability, the problems of technological society, the effects of the Russian Revolution, the rise of fascism, the phenomenon of decolonization, and the development of the European Community, World War II and the Holocaust, the Cold War, in the aftermath of the collapse of the Soviet system.

Offered in alternate years.

118 History through Fiction: 19th-Century Europe

This course uses as its main source a selection of the abundant fiction produced by observers of the political, social, technological, and cultural revolutions that transformed European society in the 19th century. Class discussion analyzes the fictional realms they created and considers the extent to which their visions reflect social and historical reality, and the indications of the political and social perspectives they contain.

Offered in alternate years.

119 Germany: From The Third Reich to the Present

What made the triumph of Nazism in Germany possible and how complete was its downfall? This course examines many facets of these questions including Germany's historical tradition, Hitler's life, the nature of the Nazi dictatorship, Germany's role in World War II, and the evolution of the two Germanys through the Cold War and its European role since the reunification of 1990.

Offered in alternate years.

124 Advising/Portfolio (.25)

This quarter-credit activity course supports juniors and seniors who are enrolled in the Single Subject Matter Preparation Program (SSMPP). It provides SSMPP students with advising assistance, supervision of internship experiences, instruction in pedagogy and classroom technology, guidance on lesson plans and assessment, and assistance with credential program and graduate school admissions.

130 Problems and Issues in American History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

131 Colonial History of the United States

A study of three “experimental” societies in the New World: the “holy experiment” of the Quakers in Pennsylvania, the Puritan “city on a hill” in Massachusetts, and the plantation society of the Anglicans in Virginia. Emphasis is placed on religious, cultural, social, and political developments within the colonies, with due attention to the British imperial and mercantile systems.

Offered in alternate years.

132 The American Revolution and the Early Republic

A study of the American Revolution, the Confederation period, the ratification of the Constitution, and the Federalist decade. Emphasis is placed on intellectual, political, economic, military, and diplomatic history, as well as on major historical interpretations of the periods covered.

Offered in alternate years.

133 Era of the Civil War and Reconstruction

An examination of American society and politics from the Age of Jackson to the end of Reconstruction. Major focus is on the Civil War as the great crisis of national unity: the economic, political, social, and cultural forces that brought it on, and the new nation that emerged in its aftermath.

Offered in alternate years.

134 Recent History of the United States

A study of the Twenties, the origins of the Great Depression, the New Deal, America during World War II, and the postwar periods including the Civil Rights Movement, Watergate, the Reagan revolution, and the Bush and Clinton years. Emphasis is placed on social, cultural, and literary history. The course concentrates on domestic developments rather than on foreign affairs.

Offered in alternate years.

135 United States Foreign Relations: 1898 to the Present

An examination of the nation’s foreign affairs from the rise of imperialism in the late 19th century through the challenge of war and peace in the 20th century. U.S. policy is considered as the result of both domestic and foreign economic, political, and psychological influences.

Offered in alternate years.

136 Immigration and Ethnic Relations in American History

A study of immigrant groups in the United States from the Revolution to the present, assessing their response to and impact upon American society. Topics to be discussed include the foreign background of immigration, the problems of adjustment, assimilation and mobility in comparative perspective, ethnic politics and culture, nativism, Black migration, and the “melting pot” vs. “cultural pluralism” description of America.

Offered in alternate years.

137 United States History in Comparative Perspective

This course integrates American history into an international framework of analysis by exploring similarities and differences between the United States’ historical development and that of other nations. Topics include comparative approaches to indigenous cultures, colonization, revolution and nationalism, political systems, the frontier, slavery and race, reform, immigration, industrialism, and the welfare state.

Offered in alternate years.

138 American Culture since the Civil War

This course draws upon sources from American popular and high culture since the Civil War in order to examine key ideas, attitudes, and forms of expression in 19th- and 20th-century America and suggests their relationship to the changing social context.

Offered in alternate years.

139 History of Women in America

A study of the changing roles and status of American women from the Colonial period to the present. Topics considered include work and family life, the legal status of women, education, reform movements, and the campaigns for suffrage and women’s rights.

Offered in alternate years.

140 African-American History: 1619 to 1865

A study of the role and contribution of African-Americans in the development of United States history from the colonial era to the Civil War.

The course analyzes the concept and practice of slavery, the place of the African-American in the U.S. Constitution, the American colonial and post-colonial economy and the Black peoples, the factors that caused the Civil War and American domestic socio-political history.

Offered in alternate years.

141 African-American History: 1865 to the Present

A study of the political and social consequences of African-American emancipation from the Reconstruction era onward. The course emphasizes the African-American search for positive ways to implement constitutional and democratic principles. It also analyzes the importance and impact of “protest” as a socio-political phenomenon and culminates with the study of new forms of activism in the African-American community.

Offered in alternate years.

142 California

A study of California from its pre-contact beginnings to the present; its transformation from an Indian society to an ignored Spanish outpost, to Mexican domination, and finally to one of the fastest-growing states in the nation. The course deals with problems of change and growth as the Golden State enters the next century.

Offered in alternate years.

150 Problems and Issues in Latin American History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

Curriculum History

151 Contemporary Latin America

A survey of the history of the continent in the 19th and 20th centuries, focusing on the elusive search for democracy, the development of capitalism, and the various alternatives proposed by reformist and revolutionary movements and government over the decades.

Offered in alternate years.

152 Latin American Revolutions

A comparative study of the history of the major revolutionary movements and governments of Latin America in the 20th century—Mexico, Cuba, Chile, and Nicaragua—focusing on their origins, the composition of the participants, the international context of their development, and the goals, successes, and failures involved.

Offered in alternate years.

153 Latin America: Race and Society

The course traces the African heritage of Latin America, putting special emphasis on the Caribbean, Brazil, the Pacific coast of Central America and Venezuela, and the small countries of Surinam and Guyana. It examines the origins of the African population of Latin America, their contribution to the culture and economy of the region, and the continuing struggle against racism and discrimination.

Offered in alternate years.

154 Latin America and the United States

Over two centuries, relations between Latin America and the United States have varied from mutual admiration to distrust. Tracing these relations from the Monroe Doctrine to the present involvement of the United States in Central America, the course explores the questions: How has Latin America reacted to the United States' pursuit of its national interests and security in the region? What degree of success has the United States achieved in its objectives?

Offered in alternate years.

155 Latin American Environmental History

An introduction to the history and relations between humans and their environment in Latin America from the pre-Columbian era, through the colonial period and independence, and into the 20th century. Special emphasis is placed on Mexico, Brazil, and Central America to explore topics such as agriculture and environment, war and ecology, the history and fate of the tropical rainforests, industrialization and environmental destruction, development and conservation, and sustainable alternatives in the 21st century.

Offered in alternate years.

160 Problems and Issues in Asian History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

161 Modern Japan

The course begins in 1603 with the establishment of the Tokugawa Shogunate and ends with present-day Japan. Emphasis is placed on political, economic, cultural, and social history. Special attention is given to the "Japanese character" as it evolved historically. A major theme of the course is Japan's success in modernizing or Westernizing.

Offered in alternate years.

162 Modern China

The course begins in 1644 with the establishment of the Qing (Manchu) Dynasty and ends with present-day Communist China. Emphasis is placed on political, economic, cultural, and social history. The main themes of the course are China's struggle to modernize, and reaction and revolution in late 19th- and 20th-century China.

Offered in alternate years.

170 Problems and Issues in African History

Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Topics are announced prior to registration each semester.

171 African History to 1850

A study of human origins in Africa, Black migration, the expansion of Islam in Africa, the slave trade, and the rise of ancient kingdoms of Ghana, Mali, Zulu. The course searches for and establishes the cultural identity of Africa before slavery, and the influence of ancient Egyptian, Nubian, and Meroe cultures on subsequent sub-Saharan civilization.

Offered in alternate years.

172 African History Since 1850

A study of the major themes of state building, Islamic revolutions, colonialism, nationalism and pan-Africanism, the role of the military in recent decades, African decolonization and economic development in the context of the modern world. The course emphasizes the development of African contemporary culture in comparison with that of select nations and regions of the developed world.

Offered in alternate years.

197 Special Study

An independent study or research course in an area not offered by the department. Permission from the instructor and department chair is required.

199 Special Study—Honors

An independent study or research course for upper-division majors with at least a B average in history. Permission from the instructor and the department chair is required.

INTEGRAL PROGRAM

The Integral Program of liberal arts is founded on the wager that it is still possible to appreciate and to evaluate all the main kinds of human thinking. It is thought that students in the Program can learn enough of the technical languages of the natural sciences, mathematics, literary criticism, social sciences, philosophy, and theology to follow arguments in those disciplines. The Program is not an honors curriculum but is intended rather for anyone drawn to a comprehensive view of education, of the liberal arts.

The Program is divided into the seminar and the tutorials: Language, Mathematics, Laboratory, and Music. During the fourth year, seniors are asked to marshal their experiences from seminar and tutorials to write a major essay and then defend it before the tutors and the other students. The tutors are drawn from the various departments of the larger college.

The Program had its origin in a two-year study beginning in the fall of 1955 and financed with a grant from the Rosenberg Foundation. Brother Sixtus Robert Smith, FSC, and James L. Hagerty of the faculty joined with consultants from Saint John's College, Annapolis, the University of California Berkeley and Stanford University, to establish this "college-within-a-college." The first graduates were the class of 1960. From the beginning, a confident grasp of fundamental truths, a healthy skepticism toward passing dogma, and a reliance on reasoned deliberation has marked the graduates of the Program. The Program has received national accreditation from the American Academy for Liberal Education.

TUTORS

Theodore Tsukahara, Ph.D., Economics, Director

Brother Kenneth Cardwell, FSC, Ph.D., Rhetoric

Theodora Carlile, Ph.D., Dramatic Art

Steven Cortright, M.A., Philosophy

Alexis Doval, Ph.D., Theology

Brother T. Brendan Kneale, FSC, Emeritus

Joseph Lanigan, Emeritus

Jacob Lester, Ph.D., Biology

Brother Donald Mansir, FSC, Ph.D., Theology

Brother Raphael Patton, FSC, Ph.D., Mathematics

Rafael Alan Pollock, Emeritus

Edward Porcella, Ph.D., Philosophy

Michael Riley, Ph.D., Classical Languages

James Sauerberg, Ph.D., Mathematics

Roy Wensley, Ph.D., Physics

Brother Martin Yribarren, FSC, Ph.D., Music

LEARNING OUTCOMES

Students who complete the Program will demonstrate:

- Capacity for disciplined examination and discussion of fundamental ideas and questions, as treated or suggested by some of the great written texts.
- Acquaintance with variations in the kinds and degrees of knowledge attainable in different fields of inquiry, acquired through active use of the resources employed in those fields, e.g., experience, reflection, hypothesis, experiment, measurement, and inference.
- Basic general competence in reading and listening, and in the verbal and written formulation of judgments, distinctions, questions, and arguments.

REQUIREMENTS

As a separate curriculum, the Program offers a bachelor's degree proper to it. The degree is granted for the successful completion of the eight seminars, the eight tutorials in mathematics, the eight in language, the four laboratories, a tutorial in music, and the senior essay. Note that the College requires further the successful completion of four January courses and sufficient electives to bring the total to 36 courses. Those completing the first two years of the Program have fulfilled all requirements of the College in general education, except English and two January courses.

PREREQUISITES

Each course in the Program beyond the first semester depends in an obvious way entirely on the courses taken earlier, making it impossible to join the Program later than the freshman year. In extraordinary cases, a remedial course in January may allow a freshman entrance in February.

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

C O U R S E S

SEMINARS

11–12 Freshman Seminar

Homer, Aeschylus, Herodotus, Sophocles, Euripides, Aristophanes, Plato, Aristotle and Euripides.

113–114 Sophomore Seminar

The Law and Prophets, Psalms, Gospels and selected Epistles, Virgil, Lucretius, Tacitus, Plotinus, Epictetus, Augustine, Anselm, Aquinas, Dante, Chaucer, Rabelais, Machiavelli, Luther, Montaigne and Shakespeare.

115–116 Junior Seminar

Cervantes, Descartes, John of the Cross, Milton, Spinoza, Pascal, Corneille, Racine, Molière, Hobbes, Swift, Locke, Berkeley, Fielding, Leibniz, Hume, Boswell, Kant, Diderot, Rousseau, Voltaire, Blake and the Federalist Papers.

117–118 Senior Seminar

Goethe, Austen, Bernard, Hegel, Flaubert, Marx, Dostoevski, Kierkegaard, Melville, Twain, Tolstoi, Nietzsche, William James, Freud, Proust, Joyce, Heidegger, and a selection of modern authors.

196 Senior Essay (.25)

The writing and defense of an essay under the direction of a tutor chosen by the student. This course is directed by the leader of the Senior Seminar.

TUTORIALS

31–32 Freshman Mathematics

The Elements of Euclid, the Timaeus, introduction to the Almagest of Ptolemy.

133–134 Sophomore Mathematics

The Almagest, the Conic Sections of Apollonius, selections from On the Revolutions of Copernicus and the Epitome of Kepler.

135–136 Junior Mathematics

The Geometry of Descartes, Principia Mathematica of Newton, an introduction to calculus.

137–138 Senior Mathematics

The Theory of Parallels of Lobachevski, the Essays on Numbers of Dedekind, and Relativity by Einstein.

51–52 Freshman Language

Grammar and expression: introduction to Greek vocabulary, morphology and syntax, the nature and function of parts of speech, phrases and clauses. Thought and the author's language: exercises taken from Herodotus, Plato, Sophocles, Thucydides, the New Testament, Aristotle, Euripides and Sappho.

53–54 Sophomore Language

Logic and dialectic: analysis and translation of Greek authors, with emphasis on dialectical investigation in the Phaedo, the Theaetetus, the Sophist, the Phaedrus and Prior Analytics.

155–156 Junior Language

English and American poetry and rhetoric. Close reading and discussion of a comedy, a tragedy and a romance of Shakespeare, poems of Wordsworth, Keats, Dickinson, Stevens, Yeats; the political rhetoric in Jefferson, Lincoln and Martin Luther King, Jr.; works on prejudice by Melville, Hawthorne, Douglass and O'Connor.

157–158 Senior Language

Dialectic ancient and modern: caution on its limits, the Philebus and Parmenides, Aristotle's *Ethics* and *Metaphysics*, Aquinas' *On the Principles of Nature* and *On Being and Essence*, Kant's *Critique of Pure Reason* and Hegel's *Phenomenology and Logic*.

71–72 Freshman Laboratory

Observation, description and measurement in optics, astronomy, statics and acoustics. Field and laboratory study of plants and birds. Readings: Aristotle, Galen, Archimedes, Euclid and Ptolemy. Fee: \$75 per term.

74 Music I

Introduction to basic terminology, notation, diatonic scale, rhythm and chords. Reading of early texts on music and group participation in making music. Fee: \$75.

174 Music II

An optional extension to the Music I class for more careful treatment of theory and performance. This course is not required for the degree.

Integral 178 Junior Laboratory

Junior Laboratory combines readings and discussion with practical experiments. It is the examination of first principles of physics and chemistry. Readings range from Galileo, Black, Lavoisier, Dalton, Thompson, Gay Lussac, Avogadro, Cannizzaro, Berzelius, Faraday, Mendeleev, and others, concluding with a look at quantum theory. Course replaces **Integral 175**. Fee: \$75.

Integral 179 Senior Laboratory

Senior Laboratory focuses on the biological, beginning with Darwin and moving to heredity and genetics with Mendel, Sutton, Morgan, Wilson, Dawkins, Ruse and others. Course replaces **Integral 176**. Fee: \$75.

INTERNATIONAL AREA STUDIES

The international area studies (IAS) major is designed for students preparing for an increasingly global environment through multidisciplinary study of a region of the world. The course of study integrates several academic disciplines, language proficiency, cultural literacy, independent research, and residential experience abroad.

The major has been created for the independent research student. It requires maturity and a sense of adventure and is designed for those who are eager to live in and engage with a world shaped by globalization and transnational processes. The major appeals to those who have an inquiring mind and a desire to experience a different culture. This is a highly individualized major, aimed both to satisfy students' interests and to prepare them for positions of responsibility.

Students work closely with a faculty advisor throughout the course of their program. Advisors help each student organize the details of their personalized program.

FACULTY ADVISORY BOARD

Ron Ahnen, Ph.D., Associate Professor of Politics, Director of
International Area Studies

Ravi Bhandari, Ph.D., Associate Professor of Economics

Jennifer Heung, Ph.D., Associate Professor of Anthropology

Catherine Marachi, Ph.D., Assistant Professor of Modern Languages (French)

Alvaro Ramirez, Ph.D., Professor of Modern Languages (Spanish)

Maria Luisa Ruiz, Ph.D., Assistant Professor of Modern Languages (Spanish)

Paola Sensi-Isolani, Ph.D., Professor of Anthropology

MAJOR REQUIREMENTS

REGION SELECTION

Students select a region of the world in which they have a particular interest. Four choices are available: East Asia, Europe, Latin America, and a student defined region such as Africa that is selected by the student with the approval of the Director of International Area Studies.

LOWER DIVISION

Students must complete the following five courses:

Anthropology 1: Introduction to Social and Cultural Anthropology

Economics 3: Principles of Micro-Economics

Economics 4: Principles of Macro-Economics

History 2: World History

Politics 1: Introduction to Comparative Politics

UPPER DIVISION

IAS 100 Cultural Geography and Global Societies

IAS 196 Independent Study—Senior Thesis

Students must also select four of the suggested courses in the following interdisciplinary areas that focus on their chosen region: anthropology, economics, literature and art, history, and politics. *Students must see a faculty board member for a list of approved courses.*

Curriculum International Area Studies

DEPARTMENTAL CONCENTRATION

In addition to the above courses, international area studies majors must complete the requirements of a minor chosen from anthropology, economics, history, modern languages, or politics. The choice of minor will define two separate directions: one, with a minor in economics or politics, for those students who are interested in pursuing a graduate degree in international relations; the other, with a minor in anthropology, history, or modern languages, for those students who want to either pursue a graduate degree in their minor discipline or who are interested in working in an international environment.

LANGUAGE

Students must complete the equivalent of level four semesters in a foreign language appropriate to the region they select. Language study should correspond with the country where students wish to spend their overseas time.

STUDY ABROAD

Study abroad is a vital component to the IAS major and provides students with an important experience that allows them to truly understand the cultural complexities and lived experiences of their chosen region. The interdisciplinary courses and language courses taken by students will prepare them for exceptionally enriching cultural experiences. A student's choice of country should correspond with their language study. Majors are strongly encouraged to spend a minimum of one semester studying abroad in their selected region during their junior year. While abroad, students pursue a research project selected in consultation with their advisor that will help form the basis for the senior thesis.

SENIOR THESIS

On their return, as a one credit independent study course (196), students complete a thesis based on their research project. Students will write their thesis under the supervision of an advisor selected from the faculty of their minor discipline.

MINIMUM GPA

A minimum GPA of 3.0 is required for declaring an International Area Major.

CAREER OPPORTUNITIES

Graduates will be in a position to work for the ever-growing number of international agencies, organizations and businesses. Increasingly, language proficiency and overseas experience are requirements for jobs. Employers seek persons experienced and qualified to function in another language and culture.

Others go on to graduate school in international business, international study, or in their minor field. Most major universities have graduate area studies programs that offer a natural next step for students interested in further developing their expertise.

Beyond career advancement, many students will find that the immersion in another culture expands their understanding of the human experience and permanently enriches their lives.

Any course listed for this major that requires a prerequisite assumes a grade of C– or better in the prerequisite course. In addition, C is the minimum acceptable grade in IAS 100 and IAS 196 for credit toward the major.

CORE COURSES

100 Cultural Geography and Global Societies

This course exposes students to the breadth and excitement of the field of geography. Cultural geography studies the ways people shape and give meaning to their environment and allows us to look at the fascinating variety of human activity in the world—the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to social science topics such as agricultural patterns and practices, architecture, ethnic traditions and conflicts, gender, health, migration, population, political economy, poverty, religion, resource utilization social change and urban planning.
Prerequisite: Anthropology I.

This course may only be completed at Saint Mary's College.

196 Independent Study: Senior Thesis

As a culmination of their studies, students are required to work independently with a faculty member in order to complete a senior thesis. The thesis should display a student's ability to conduct independent research, write and critically think about salient issues related to their chosen minor and region. Sponsorship by an IAS board member (associated with the student's minor) and approval by the program chair is required. This course should be taken in the senior year.

This course may only be completed at Saint Mary's College.

JANUARY TERM

The faculty of the January Term Program is drawn from all departments of the College.

Since the early 1970's, the January Term Program has offered both students and faculty the truly unique opportunity to explore courses and experiences that depart from the constraints of the regular semester. Here students are encouraged to explore beyond their major/minor/core requirements. Each January, faculty forward a new curriculum comprised of content and approaches designed to stimulate the imagination and experiment with both subject matter and technique. Students and faculty are freed from disciplinary constraints to create innovative learning experiences.

The January Term Program involves all undergraduate students and faculty from across the College. Four January Term courses are required of most students; one January Term course is required for each year of full-time residency for transfer students. Students take only one class during the four weeks of January. On campus courses met four days a week and require study beyond those classroom hours. Students may also enroll in travel courses that provide academic rigor while experiencing relevant excursion opportunities. Some scholarship funds are available to defray travel costs for eligible students. Students can also pursue community engagement experiences. The January Term lends itself particularly well to such courses. As a participant in a community engagement course, students contribute a minimum of 30 and up to 150 hours of service at a local, national or international nonprofit organization, as well as attend the normal classroom hours of a traditional course.

Each January promises new and innovative opportunities. Since the students enroll in only one course, faculty members expect more and tend to increase the pace of instruction. Courses usually require broader reading, more reflection and careful writing, more thorough preparation for class meetings and greater individual initiative. January Term is designed to suspend the ordinary and engage the extraordinary!

JANUARY TERM COMMITTEE

Susan F. Fallis, Ph.D., Associate Professor, Communication Director
of the January Term Program

Chris O'Steen, Program Coordinator

Shawny Anderson, Ph.D., Associate Dean, School of Liberal Arts

Carla Bossard, Ph.D., Professor Biology

Larisa Genin, Ph.D., Assistant Professor, Business Administration

Michelle Shulman, Ph.D., Associate Professor, Chemistry

Denise Witzig, M.A., Adjunct, English

SAMPLE COURSES

(actual courses vary every year)

ON CAMPUS:

AMERICA AND THE RAILROAD: A MULTIDISCIPLINARY JOURNEY

Everyone loves trains! This class will explore the American railroad from a variety of academic perspectives. We will study the historical, economic, political, cultural and social significance of the American railroad. We will cover such topics as the building of the first transcontinental railroad; the contribution and struggles of Chinese-American railroad workers; the role of the railroads in building American capitalism; the importance of the Pullman Porters to African American history; the romance of the railroad in American literature, music, and film; the demise of the passenger-train era; the rise of the freight train era; and the life of contemporary hoboes.

We will go on short train excursions in California and visit several railroad museums, including the California State Railroad Museum in Sacramento. Students will be encouraged to complete a final project that best expresses their interpretation of the railroad and the role it has played in American society. Perhaps you will produce a documentary film about trains, write a short story or a series of poems about the railroad, create a photographic portfolio of the railroad, write a research paper on the history or politics of the railroad, do an oral history of a railroad worker, analyze the role of trains in children's literature, or write a sociological analysis based on interviews with Amtrak passengers. The possibilities are endless.

DESIGNER GENES: THE SCIENCE AND ETHICS OF NEW GENETIC TECHNOLOGIES

What is a gene? How does it work in our development as human beings and affect our behavior and physical and mental health? What are the consequences of the incredible technological developments that have occurred over the past 40 years in understanding, manipulating and "designing" genes? What kinds of choices might we face in the coming years as technologies continue to develop and create new ethical dilemmas that we may not even be able to dream of at this point?

The goal of this course is to introduce you to the basic science of genetics and genetic technologies that are now and will soon be available. We will examine genetic diseases, therapies, and the ethical dilemmas that arise when faced with making decisions about genetic technologies. We will take a look at our individual chromosomes, and the societal issues that the information contained therein provoke.

**TRAVEL:
THE MOVING MUSEUM: HISTORY, ART, AND ARCHITECTURE OF SPAIN**

This travel course through Spain offers a thorough and intensive exploration of Spain's history, art, and architecture. The course includes a required pre-travel orientation to familiarize students with the history of Spain and art/architecture terminology, as well as to begin the exploration of theme related questions. We will also cover travel protocols and preparation. A country that has undergone century after century of international activity and political change, travel in Spain affords students the opportunity to experience first hand the richness that results from multicultural blending from a European perspective. We will visit eleven cities representative of the different Spanish provinces and genres of art and architecture. We will explore how each cultural group has left its mark and how traditions have emerged and continue today. We will discover how each contribution in art and architecture, be it a cathedral from the Middle Ages, a castle, or a postmodern painting by Picasso, helps to create the rich tapestry of Spanish culture.

Each student will complete a final research project on an aspect relevant to the three major subject areas of the course. For example, students choose to study a particular architectural style, historical figure, painter, or city. Each student will synthesize his/her findings, and when the class visits that site, the students serve as the "expert" to present the information for the group. In this way, students are not merely passive tourists, but also active agents in creating a great trip for all.

**POVERTY AND PROMISE
IN NORTHEASTERN BRAZIL**

Though Northeastern Brazil is one of the most beautiful regions in the Americas, it is also among the poorest. In the areas along the Amazon River and its tributaries, residents live in dirt floored huts with only one central pump to serve as a source of clean water for an entire community. Our group will study the socioeconomics of the region during a series of required overnight retreats in the fall semester.

While in Brazil, we will work almost every day on community development projects, probably including ecological work, participation in programs for youth, and building and construction. The course itself will involve production of multimedia presentations about the people we encounter. We will present these to the campus and surrounding community in the spring semester.

**COMMUNITY ENGAGEMENT:
POVERTY, POLICY, AND PRESCHOOL
IN URBAN AMERICA**

For years education experts have said that there is a large and growing education gap in America that often starts before children enter public school. In this course we will seek to discover what important factors are faced by low-income minority children and what it will take to overcome the education gap in this country.

This service-learning course will provide an opportunity for students to learn about the education gap in America from an academic and experiential perspective. Students will examine factors related to early childhood education for children today and participate in service in a low-income early childhood setting. Experts from the field will facilitate discussions on topics including the need for and access to quality early education, cultural and family issues, and economic factors. A deep examination of the policy issues and proposals at stake today will allow students to make policy recommendations to the class based on their research and hands-on experience in the field.

KINESIOLOGY

FACULTY

William Manning, M.A., *Adjunct, Chair*
 Andrea Eagleman, Ph.D., *Assistant Professor*
 James Farris, M.S., *Adjunct*
 Sue Johannessen, M.A., *Lecturer*
 Craig Johnson, Ph.D., *Associate Professor*
 Deane Lamont, Ph.D., *Associate Professor*
 Derek Marks, Ph.D., *Assistant Professor*
 Steve Miller, Ph.D., *Associate Professor*
 Mark Nagel, Ed.D., *Lecturer*
 Sharon Otto, Ph.D., *Adjunct*
 Robert Thomas, M.A., *Lecturer*
 Megan Toma, M.S., *ATC, Lecturer*

LEARNING OUTCOMES

Graduates of the Department of Kinesiology will:

- **KNOW** the field's subdisciplines, their theoretical bases, and research agendas.
- **UTILIZE** hard-copy and computer-based subject indexes in research.
- **ANALYZE**, interpret, synthesize, and integrate scholarly material.
- **ENGAGE** in cogent in-depth dialogue concerning the value of the field to contemporary society through analyses of historical and current issues.
- **MAKE** professional decisions grounded in sound philosophical and theoretical principles.
- **WORK** cooperatively with others.
- **COMMUNICATE** effectively their ideas in both the oral and written form.
- **QUALIFY** in basic first aid and CPR techniques.

MAJOR REQUIREMENTS

The kinesiology major at Saint Mary's College is a four-year course of study leading to a bachelor of arts degree. The major is designed for students with interests in the field of human movement. The major requires rigorous study of the human being in motion. We examine the whole person—*anatomically, physiologically, biomechanically, psychologically, sociologically, and historically*—across the lifespan. Our domains are health, exercise, sport, athletics, leisure, and physical education. Students select one area within which to study: teacher education or sport and recreation management or health and human performance.

A minimum 2.0 GPA within the major is required for graduation. Any course listed in this department with a prerequisite assumes a grade of C- or better in the prerequisite course. All department courses require a passing grade to count toward graduation.

PHYSICAL EDUCATION AND COACHING

This emphasis is designed for students who plan to obtain a teaching credential in physical education. The courses provide students with the requisite knowledge for teaching and coaching careers in the public and private schools.

Students in the teacher education track are required to complete the following coursework:

LOWER DIVISION

Kinesiology 2, 4 (one aquatic class), **5** (one dance class), **6** (two different individual/dual activity classes, not intercollegiate sports), **7** (two different team activity classes, not intercollegiate sports), **10, 11, 12, 15**. **Biology 15/16** (lab), **Biology 25/26** (lab).

UPPER DIVISION

Kinesiology 102, 108, 110, 111, 112, 117, 123, 124, 125.

SPORT AND RECREATION MANAGEMENT

This emphasis serves students interested in leadership roles in the fields of sport, fitness, and athletics. Coursework provides the philosophical grounding and administrative skills necessary for success in these domains.

Students in the sport and recreation management track are required to complete the following coursework:

LOWER DIVISION

Kinesiology 2, three different Kinesiology activity classes (in addition to **Kinesiology 2**), **Kinesiology 10, 12, 15**. **Accounting 1, Economics 3.**

UPPER DIVISION

Kinesiology 105, 108, 111, 112, 114, 121. Business Administration 120, 124, 131.

Curriculum Kinesiology

HEALTH AND HUMAN PERFORMANCE

This is a course of study constructed to meet the needs of students with varied career and graduate school goals, e.g., sports medicine, exercise physiology, health education, community health, and physical therapy. The interdisciplinary coursework is designed in consultation with a faculty advisor to meet the individual interests of the student.

Students in the health and human performance track are required to complete the following coursework:

LOWER DIVISION

Kinesiology 10, 15. Biology 15/16 (lab), Biology 25/26 (lab).

UPPER DIVISION

Kinesiology 110 and one of the following: Kinesiology 111, 112, or 114.

A minimum of six additional upper-division courses are required. These courses are selected from the offerings of the Department of Kinesiology and those of other academic units such as: anthropology and sociology, biology, chemistry, communication, and physics and astronomy. These classes should be relevant to the health and human performance emphasis. Coursework samples are available from the Department of Kinesiology.

MINOR REQUIREMENTS

There are five areas of study that lead to a kinesiology minor:

COACHING EMPHASIS

Kinesiology 10, 11, 108, 109, 112, 123 or 124.

SPORT & RECREATION MANAGEMENT EMPHASIS

Kinesiology 10, 105, 108, 111, 114, 121.

ATHLETIC TRAINING EMPHASIS

Kinesiology 15, 102, 109, 110, 112, 119.

HEALTH EDUCATION EMPHASIS

Kinesiology 10, 12, 107, 109, 110, 118.

TEACHING CONCEPTS EMPHASIS

Kinesiology 10, 11, 103, 116, 117, 125.

C O U R S E S

LOWER DIVISION

2 First Aid and CPR (.25)

The study and practice of first aid and cardiac pulmonary resuscitation (CPR) methods and techniques. The course provides certification in American Red Cross Standard First Aid and CPR.

4–8 Activity Courses (.25)

The Department of Kinesiology offers a broad range of exercise and sport classes. Course content is directed toward developing in students: 1) a knowledge base relative to personal health that will encourage regular and safe exercise over the lifespan, and 2) the requisite motor skills to enable enjoyable participation in various sport modes.

4 Aquatics

Instruction and participation in activities such as lifesaving, swimming, and water polo.

5 Dance

Instruction and participation in various dance forms: ballet, jazz, modern, tap, and ballet folklorico.

6 Individual/Dual Activities

Instruction and participation in activities such as archery, badminton, golf, gymnastics, martial arts, personal defense, racquetball, and tennis.

7 Team Activities

Instruction and participation in activities such as basketball, softball, indoor soccer, outdoor soccer, and volleyball.

8 Fitness Activities

Instruction and participation in activities such as aerobics, body conditioning, fitness walking, circuit training, and weight training.

10 Introduction to Kinesiology

A course designed to introduce students to the philosophical positions and sociological paradigms that concern the human body in motion. Particular attention is devoted to the corporeal actions known as play, game, sport, athletics, and exercise. Students are familiarized with the field's subdisciplines and career opportunities.

11 Concepts of Movement

A course designed to provide an understanding of motor skill analysis presentation. Specific topics include: growth and motor development, motor learning concepts, biomechanical analysis, theories of learning, and designing movement experiences and tasks.

12 Health and Fitness Education

A survey course that examines the major components of personal health. Topics include: tobacco use, alcohol abuse, STDs, unintentional injuries, and the consequences of sedentary lifestyles. Physical activity and its link to the concept of "wellness" over the lifespan is a major focus. (Satisfies California State Teaching Credential requirement.)

14 Outdoor Education

Students analyze the present uses of the out-of-doors by local, state, and federal government agencies; educational institutions; and the for-profit private sector. Class participants develop the skills necessary to live comfortably and move efficiently in the wilderness. A particular emphasis of the course is environmental conservation. Students will be exposed to the principles of risk and safety management and wilderness first aid.

15 Measurement and Evaluation in Kinesiology

A study of measurement techniques utilized in the field's subdisciplines. The theory and statistical techniques of test interpretation are also studied. Investigation into the field's research literature is a major component of the course. *Prerequisite:* Kinesiology 10.

UPPER DIVISION

102 Structural Biomechanics

The study of human movement from the point of view of the physical sciences. Fundamentals of human motion are examined from the anatomical, physiological, and biomechanical perspectives with an emphasis on motor skill application. *Prerequisites:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor), Biology 15, 16.

103 Physical Education in the Elementary School

A study of the theoretical basis for designing movement experiences for children of elementary-school age. Special emphasis on recent trends in movement dealing with the elementary-school child. Satisfies Montessori Program requirements.

105 Facility Planning and Management

A study of the organization and supervision of recreation facilities and leisure practices and trends. Specific attention is paid to programming in educational institutions and municipalities. *Prerequisite:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor).

107 Nutrition for Sport and Physical Activity

This course integrates the scientific foundations of nutrition and exercise. Special topics include optimizing physical fitness and performance through diet, the use of ergogenic aids, weight loss and gain techniques, eating disorders, and sport-specific nutrition planning. *Prerequisite:* Kinesiology 10 and 15.

108 Legal and Administrative Issues

A course designed to consider administrative policies related to the directing and organizing of physical education, intramural, and athletic programs. Topics include management procedures, laws and legal concerns, and the promoting and justifying of the programs. *Prerequisite:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor).

109 Care and Prevention of Athletic Injuries

A course of study that examines the prevention, evaluation, and treatment of athletic injuries. This class is particularly useful for students interested in careers in athletic training and physical therapy. The athletic training needs of the school-based physical educator are also a focus. *Prerequisites:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor), Biology 15, 16.

110 Exercise Physiology

A study of physiological parameters and mechanisms that determine the adaptations of the physiological systems of humans in response to exercise; i.e., exercise metabolism, work, and fatigue; development of strength and flexibility; cardiorespiratory effects of exercise and training; sport activity in extreme environmental conditions—high altitudes, heat, cold; measurement of factors determining sport fitness. *Prerequisites:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor), Biology 15, 16, 25, 26, upper-division standing.

111 History of Health, Sport & Exercise

A survey of the physical culture of selected past civilizations, including Sumeria, Egypt, Greece, Rome, and Mesoamerica. The course examines the rise of "modern" mass sport in Britain and North America, the modern Olympic Games, American intercollegiate athletics, and the roles of U.S. women and minorities in sport. *Prerequisite:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor), upper-division standing.

112 Sport and Exercise Psychology

This course is an introduction to the foundations of psychology in the sport and physical activity domain. Students examine current theories, empirical research, and practices related to sport and exercise psychology. Topics include motivation, group dynamics, leadership, performance enhancement, exercise adherence, and moral/social development. *Prerequisite:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor).

114 Sociology of Sport and Physical Activity

An examination of a variety of contemporary social issues as they relate to sport and physical activity from a multitude of different sociological perspectives. Particular attention is paid to how sport functions as a socializing agency and interacts with other primary social institutions to both perpetuate societal value sets and create social change. *Prerequisite:* Kinesiology 10 and 15 (or for non-majors, permission of the instructor), upper-division standing.

Curriculum Kinesiology

115 Fitness Assessment and Exercise Prescription

A course of study that examines the principles of exercise prescription and physical fitness assessment. This course includes the use of field and laboratory tests to appraise physical fitness levels, designs of individualized physical fitness programs, and evaluation of exercise programs.

Prerequisite: **Kinesiology 110** (or for non-majors, permission of the instructor).

116 Analysis of Teaching Concepts

An in-depth analysis of selected concepts in the teaching-learning process in physical education. Professional literature is discussed, evaluated, and related to actual learning environments.

117 Human Motor Performance

A neurophysical approach to understanding the sensory and perceptual mechanisms that allow for efficient physical activity. An examination of various factors that affect human development, motor performance, and motor learning (motor development, timing, practice, transfer, etc.).

Prerequisite: **Kinesiology 10** and **15** (or for non-majors, permission of the instructor).

118 Issues in Community Health

Investigates the history, concepts, and institutions that constitute the field of community health. A particular focus is the urban situation in the United States. The demographic, socio-economic, and epidemiological conditions of our cities are examined. Issues around interpersonal violence, the high cost of health care, and unhealthy behaviors will be examined. Students are expected to experience and report on the operations of an on or off-campus community health institution.

119 Therapeutic Exercise and Physical Therapy Modalities

The study of concepts and current methods of rehabilitation in sports medicine. Concepts include: flexibility, muscular strength and endurance, plyometrics, closed-kinetic chain exercise, and functional progression in rehabilitation. Further topics include uses of cryotherapy, hydrotherapy, thermal agents, electrical agents, mechanical agents. A problem-solving approach to their uses is central to the course. The class visits local physical therapy clinics. *Prerequisites:* **Biology 15, 16; Kinesiology 10** and **15** (or for non-majors, permission of the instructor), **109**.

120 Advanced Athletic Training

A class in advanced recognition and evaluation of athletic injuries. This course covers general evaluation techniques applicable to all injuries and studies the most common injuries to each body area. Other topics include neurological signs and symptoms, emergency procedures, and guidelines for referral to a physician. *Prerequisites:* **Biology 15, 16; Kinesiology 10** and **15** (or for non-majors, permission of the instructor), **109**.

121 Sport and Recreation Management

Analyzes the concepts and methods of administering sport and recreation service organizations. Course components include general management, legislative authorization and controls, financial management and accountability, human resource management, risk management, effective programming, and facility design and operations. *Prerequisite:* **Kinesiology 10** and **15** (or for non-majors, permission of the instructor).

123 Theory and Analysis of Team Sports

Designed to give students an understanding of skill techniques, skill analysis, and the development of appropriate practice progressions in basketball, flag football, soccer, ultimate frisbee, and volleyball. Field experience/observations are required throughout the course.

124 Theory and Analysis of Lifetime Sports

Designed to give students an understanding of skill techniques, skill analysis, and the development of appropriate practice progressions in tennis, badminton, golf, aquatics, and outdoor education activities. Field experience/observations are required throughout the course.

125 Theory and Analysis of Fitness and Movement

This course teaches students to utilize scientific principles in designing programs that develop flexibility, muscular strength and endurance, and cardiovascular endurance. The course also develops an understanding of requisite skill techniques, skill analysis, and the development of appropriate practice progressions for fundamental movement skills, rhythmic activities, tumbling/educational gymnastics, and personal defense. Field experience/observations are required throughout the course.

195 Internship

Work practice in the field of physical education, sport management, recreation, or sports medicine. The internship experience is planned in close consultation with and supervised by a Department of Kinesiology faculty member. *Prerequisite:* **Kinesiology 10** and **15**.

197 Special Study

An independent study or research course for students whose needs are not met by the Department of Kinesiology's regular class offerings. Permission of instructor and department chair are required. *Prerequisite:* **Kinesiology 10** and **15**.

199 Special Study—Honors

An independent study or research course for upper-division majors with a B average or better. Permission of instructor and department chair are required. *Prerequisite:* **Kinesiology 10** and **15**.

The January Term

Faculty members from the Department of Kinesiology have taught a broad range of courses in the January Term. These elective courses have included The Yosemite Experience, Women in Sport and Culture, Outdoor Education, and The Quest for Optimal Wellness. Select activity courses are offered in every January Term.

MASTER OF KINESIOLOGY IN SPORT STUDIES

The Department of Kinesiology offers a master of arts degree in sport studies. At the intellectual center of our program is the study of human beings engaged in physical activity. The curriculum is designed to assure that graduate students are exposed to classical and contemporary knowledge in the component areas of the field. The liberal arts tradition of Saint Mary's College is reflected in the program's seminar-style classes, a commitment to the development of responsible independent thought and ethical action, and attention to student needs.

The program is primarily summer-based. Graduate students attend three-six-week summer sessions (beginning in June each year) and two regular-semester evening classes. Thirty units of coursework are required before students qualify to take the comprehensive examinations (offered at the end of each summer session). A thesis option is also available.

LEARNING OUTCOMES

Upon completion of the graduate program, students will be able to:

- **IDENTIFY** and explain relevant theories, research, and practices in the disciplines of psychology, sociology, philosophy, law, administration, and physiology as they relate to sport and physical education.
- **DISTINGUISH** between poor and good research in the above-mentioned subdisciplines.
- **DESIGN** research studies to address important questions in each of the subdisciplines within kinesiology.
- **DEMONSTRATE** the necessary library research skills and computer literacy in a review of literature on a chosen topic for each subdiscipline.
- **RECOGNIZE** and utilize effective leadership practices.
- **ANALYZE** critically various philosophical perspectives on moral/ethical issues.
- **DEMONSTRATE** mastery of the law as it relates to the profession.
- **DESIGN** effective and efficient physical training regimens that incorporate psychology, physiology, and motor learning principles.
- **IDENTIFY** and reflect upon specific values and beliefs that are important to personal success in their chosen career.
- **EVALUATE** standardized tests in the field (cognitive, affective, physical, and psychomotor) and administer these tests when appropriate.
- **DEMONSTRATE** effective communication skills—both written and verbal.

GRADUATE PROGRAM CURRICULUM**280 Colloquium (every summer)**

During the first week of each summer session, a group of leading scholars and professionals is invited to campus to address the department's graduate students. The four-day colloquium focuses on one of the following contemporary issues in our field:

- **Females in exercise and sport**
- **Improving human performance**
- **Ethnicity and race as factors in the college athletic experience**
- **Character development through sport and physical education**

200 Introduction to Graduate Study and Research (first-summer course)

This course is an introduction to science and research in kinesiology. It is designed to foster an understanding of the research employed in the subdisciplines. It is also intended to prepare the student to write comprehensive literature reviews. Ethical issues in research are discussed, the qualities of good research are reviewed, and students learn how to critically analyze the empirical research in our field.

205 Philosophical Foundations of Kinesiology (first-summer course)

This course is an introduction to the basic foundations of philosophy as they relate to the sport and physical activity domain. The course is designed to promote an understanding of the nature of philosophy and the major schools of philosophical thought. Topics include the importance of philosophy to physical education and athletics; various teaching and coaching philosophies; ethical issues in sport and physical activity (e.g., drug use); and close examinations of contemporary social issues associated with race, ethnicity, and gender.

230 Supervision and Legal Aspects (second-summer course)

This course focuses on proactive risk management for teachers, coaches, and administrators that will minimize their organizations' legal liability. Topics include an overview of the legal system; tort liability through negligence in supervision; facility care and maintenance; and hiring. These topics will be examined primarily in the context of the case law in California courts.

270 Psychological Analysis of Sport and Exercise (second-summer course)

This course is an exploration of the psycho-social dimensions of physical activity. Current theories and empirical research are discussed in an effort to understand the mental aspects of sport and exercise. Topics include goal orientation, motivational climate, self-esteem, arousal regulation, performance-enhancement techniques, leadership, and character development through sport.

220 Administration of Kinesiology (third-summer course)

This course is designed to give students an understanding and appreciation of the administrative process as it applies to school and college physical education and athletic programs. Current literature in the areas of business and management are discussed. Topics include developing administrative styles; diversity issues as they relate to effective management of human resources; revenue acquisition and budget development; media relations; intraorganizational competition; sponsorship acquisition and retention; marketing; and event management.

275 Applied Exercise Physiology (third-summer course)

This course is a study of the physiological adaptations that the body makes to exercise. Current theories and empirical research are applied to the response of acute exercise and the chronic adaptations that occur in the metabolic, cardio-respiratory and musculoskeletal systems. This provides the basis for constructing suitable conditioning programs for sport and exercise participation. In-class laboratories are designed to present measurement techniques and evaluate physical fitness.

201c Comprehensive Examinations (end of third summer)

A full day culminating experience for the graduate program's students.

224 Human Motor Performance (evening course)

This course is an overview of the neurophysical foundations of motor behavior in the sport and physical activity domain. Current theories, empirical research, and applied practices in the areas of coaching, psychology, pedagogy, and motor-skill development are discussed. Topics include motor program theory, facilitating an ideal learning environment, and the roles of the learner and the instructor in motor-skill acquisition.

278 Sociohistorical Aspects of Health, Sport, and Leisure (evening course)

Investigates health, sport, leisure, exercise, and concepts of the body in past societies as well as in contemporary industrialized nations. Our field's past and present link to medicine and public health is also explored. The beliefs and practices of different social aggregates (ethnic, racial, age, and gender) with regard to the body are examined. Analyses of past and present scholastic, collegiate, national, and international sport models are also undertaken.

LIBERAL & CIVIC STUDIES PROGRAM

Students in the Liberal and Civic Studies (L&CS) Program take five L&CS core courses. All other courses required for this program are offered by other academic departments of the College.

The L&CS Program is a broad integrative course of study that seeks the education of the whole person. In addition to traditional academic goals, the program emphasizes cultural awareness, civic and environmental responsibility, self-assessment, ethical values, critical inquiry, and active citizenship. The arts, academics, and social issues are integrated through service-learning experiences and coursework.

As an interdisciplinary program, L&CS fosters the development of a disciplined mind, one that is aware of the great ideas of the past, examines ideas across disciplines, and strives to understand the important issues of our times from multiple perspectives. In support of the Lasallian mission of Saint Mary's College, L&CS also promotes compassionate understanding of others and a sense of community that bridges diverse cultures and transcends national boundaries. The L&CS governing board believes that this program is particularly conducive to the development of well-educated individuals who are uniquely prepared to take on the role of responsible citizenship in a democracy.

The three guiding principles of the L&CS Program are breadth, depth, and integration. Breadth is provided through a balance of required and optional courses in the humanities, social sciences, natural sciences, mathematics, language, and kinesiology; depth is provided through a chosen minor/concentration in one of Saint Mary's departmental disciplines; integration is provided through the nine key courses required of all L&CS students: four Collegiate Seminar courses and five L&CS courses (Culture and Civic Responsibility, Environmental Responsibility in a Global Community, Modern Global Issues, Assessment and Portfolio [.25], and Education, Democracy, and Active Citizenship).

To fulfill its mission, the L&CS Program has three different tracks which are described below.

CIVIC TRACK

This four-year track is for those undergraduate students who are interested in a broad and general liberal arts program. The civic track in the Liberal & Civic Studies Program is an excellent choice for students who wish to pursue a creative and rigorous program of interdisciplinary studies as preparation for a future career in law, social work, public service, counseling, communications, business, or for future academic work at the graduate level.

EDUCATION TRACK

The education track is a four-year program designed for students who wish to become elementary teachers. The students in this track are provided with knowledge in a variety of disciplines to support their subject matter preparation and completion of the CSET (California Subject Examinations for Teachers). At the end of the four years, students earn a B. A. in Liberal and Civic Studies and continue their preparation for teaching by entering a credential program of their choice.

TEACHERS FOR TOMORROW

Incoming freshman students and qualifying sophomores who are committed to becoming elementary teachers, may apply for the Teachers for Tomorrow (TFT) Program. This special program enables students to integrate education coursework and field experiences in elementary schools with their undergraduate course of study. Students proceed through the TFT Program as cohort groups, taking many of their courses and having all of their field experiences with other members of their cohort.

TFT students fulfill most of the same requirements as students of the L&CS Program education track; additional courses in education and field experiences replace some of the elective courses they might normally take. They earn their bachelor's degree at the end of four years and their multiple subject credential at the end of their fifth year. Students may also pursue a Masters of Arts in Teaching (MAT) degree in their fifth year at Saint Mary's by fulfilling additional coursework and research components. To be admitted to the program, incoming freshman students must demonstrate a strong academic record in high school, including at least three years of successful study of a single foreign language. Sophomores applying to the TFT Program must also demonstrate a strong academic record in their undergraduate work and the ability to complete program requirements within the normal graduation time frame. Students are encouraged to complete foreign language requirements before admission.

Prospective students must apply separately to the TFT Program by contacting the Liberal and Civic Studies Program to obtain an application.

FACULTY

Deepak Sawhney, Ph.D., *Director and Associate Professor of L&CS*
 Monica Fitzgerald, Ph.D., *Assistant Professor of L&CS*
 Robert Gardner, M.A., *Adjunct Professor, L&CS and Collegiate Seminar*
 Kathryn Porter, Ph.D., *Professor of Mathematics and Coordinator of L&CS*

GOVERNING BOARD OF THE LIBERAL & CIVIC STUDIES PROGRAM

Stephan J. Bachofer, *Chemistry*
 Gerald J. Brunetti, *Education*
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 Nancy Dulberg, *Education*
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 Robert Gardner, *L&CS / Collegiate Seminar Program*
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 Brother Charles Hilken, *History*
 Jeannine M. King, *English*
 Susan Marston, *Education*
 Keith H. Ogawa, *Psychology*
 Kathryn F. Porter, *Mathematics and Computer Science*
 Deepak Sawhney, *Liberal & Civic Studies*
 Lori Spicher, *Modern Languages*

LEARNING OUTCOMES

When they have completed the L&CS Program, students will be able to:

- **INTEGRATE** ideas from various sources, including courses in other disciplines, the arts, service work, and life experiences.
- **READ** and understand a variety of challenging texts.
- **ANALYZE** and think critically about learning and personal experiences, and use the results to form a self-assessment
- **WRITE** in a variety of rhetorical modes using coherent grammatically correct English.
- **SPEAK** intellectually and clearly in small group discussions as well as in front of a group.
- **DEMONSTRATE** the ability to seek, locate, analyze, evaluate, and effectively use information from printed, media, internet, and verbal sources.
- **EXHIBIT UNDERSTANDING** of core cultural, political, and environmental issues from a national and global viewpoint along with their responsibilities in addressing them.

MAJOR REQUIREMENTS

L&CS 121 Culture & Civic Responsibility
 L&CS 122 Environmental Responsibility in a Global Community
 L&CS 123 Modern Global Issues
 L&CS 124 Assessment and Portfolio (.25 credit)
 L&CS 130 Democracy & Active Citizenship OR
 L&CS 131 Education, Democracy & Active Citizenship

In the depth and breadth requirements listed below, education track students sometimes have specific course requirements, as noted, but may make certain substitutions with the approval of their advisors and the program director. TFT students follow the TFT track requirements.

English: **English 4, 5**

Religious Studies: **TRS 097** and one upper-division course.

January Term: A January Term course is required of all students for each academic year in attendance at Saint Mary's College. During one January Term, students preparing to be elementary teachers are required to take **Field Experience in Education**. *Prerequisite: L&CS 121.*

Fine or Performing Arts: One course in the history, theory, philosophy, or aesthetics of art, drama, dance, or music; one studio production or presentation course (may be for .25 credit or more).

Foreign Language: Students are required to complete sufficient college level courses in a language other than English to achieve demonstrable intermediate-level competency (equivalent to four terms of college level work). Students with native ability in a language other than English may have this requirement waived by demonstrating oral, written, and reading skills equivalent to at least intermediate college-level work (four completed terms).

Kinesiology: One full-credit course. Education and TFT track students take **Kinesiology 103: Physical Education in the Elementary School**.

History: Any full-credit course. Students preparing to be elementary teachers take United States history.

Life Science: One course and lab. Students preparing to be elementary teachers take **Biology 50–51: General Biology & Lab**.

Mathematics: Two courses in mathematics or computer science. Students preparing to be elementary teachers take **Mathematics 1** and **101**, or **Mathematics 27** and **101**, or **Mathematics 27** and **28**, or **Mathematics 27** and **38**.

Physical Science: One course and lab.

Psychology: **Psychology 10** and an upper division Psychology class. Education track students take **Psychology 139** or **Education 144**. TFT students are required to take **Education 144**. Students who minor in psychology should take **Psychology 1** and **140** instead of **Psychology 10** and **139**.

Curriculum Liberal & Civic Studies Program

MINOR

Students select a minor from established departmental minors or approved interdisciplinary minors. All L&CS students must complete a minimum of four one-credit upper-division courses in their minor even if the department requires fewer than four. Whenever possible, the minor must include a course with a multicultural or global focus.

Students should plan their minor with the assistance of their faculty advisor.

For more information on the Liberal & Civic Studies Program, please see our website at www.stmarys-ca.edu/liberal_civic/

PREREQUISITE GRADE

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

C O U R S E S

121 Culture and Civic Responsibility

This course introduces students to program themes, including diversity (issues of race, class, and gender), the environment, democracy, the arts, and service learning. Lectures and discussions are complimented by a cultural workshop, a visit to Glide Memorial Church, and attendance at art events. Students are required to devote time each week to a service-learning project, write essays, intellectual integrations, and a self-assessment. Class sessions are supplemented by a biweekly activity lab. *Prerequisites:* English 4, and level 2 of foreign language. Sophomore standing required.

122 Environmental Responsibility in a Global Community

Taken the semester immediately following L&CS 121 whenever possible, this course focuses on the natural world in which we live, and the complex interrelationship between human activities, the values which determine these activities, and their consequences for the environment. Different societies' belief systems along with their responsibility and attitudes toward the environment are examined. Students are required to devote time each week to a service-learning project, write essays, intellectual integrations, and a self-assessment. Class sessions are supplemented by a biweekly activity lab. *Prerequisites:* L&CS 121, English 5, Collegiate Seminar 20/110.

123 Modern Global Issues

The purpose of this course is to gain broad-based exposure to some of the cultural, political, and economic issues related to and arising from the processes of globalization. Students will study recent critical dialogues and philosophies of globalization, including issues of ethnicity/race, gender, identity, urban culture, post-nationalism, multiculturalism, and postcolonial studies. Students are required to participate in class, lead discussions, write essays and news article responses, give an oral presentation, and complete a midterm exam. *Prerequisites:* L&CS 121 or SEM 20/110.

124 Assessment and Portfolio (.25)

Students take this course in the semester immediately before L&CS 130/131. The course, which consists of eight sessions, assists students in preparing their portfolios and themselves for their assessment interview which occurs in the latter part of the semester. *Prerequisite:* L&CS 122.

126 Praxis: Art (.25)

127 Praxis: Community Service (.25)

128 Praxis: Environmental and Public Policy (.25)

129 Praxis: REACH Program (.25)

The Praxis courses are a sequence of four optional .25-credit courses. Offered every semester, these courses enable students to involve themselves in explorations of the arts, community service, or environmental or public policy. In addition to field work (e.g., attending plays or museums, doing community service, working in student government, environmental projects, or in a political campaign, students meet to discuss their experiences and produce a culminating paper or project. These courses may be repeated for credit as content varies.

130 Democracy and Active Citizenship

This is the capstone course of the Liberal and Civic Studies Program. It involves a careful examination of the assumptions upon which democracy is based and the work of citizen groups who are addressing America's social problems, from education and government to human services, jobs, and the media. The course also examines the possible challenges that the current generation will face in the future. Students complete a research project that is designed to integrate their minors with their service-learning work, and culminates in a formal paper and group presentation to the SMC community. This course has a biweekly activity lab. *Prerequisites:* L&CS 123, L&CS 124 and the senior assessment interview.

131 Education, Democracy, and Active Citizenship

This is the capstone course of the L&CS Program for the students in the Teachers for Tomorrow Program. As in L&CS 130, democracy and citizenship are examined with the unique challenges that the current generation will face in the future. This course also focuses on educational issues which are of special concern to the future teacher. *Prerequisites:* L&CS 123, L&CS 124 and the senior assessment interview.

192 Text-Based Discussion in the Middle School Classroom (.25)

This field-based course trains and gives students hands-on experience in facilitating seminar-style, text-based discussion groups for children. After introductory training workshops, students will lead such discussion groups on-site in a middle-school classroom. Students will learn about and practice an educational style that develops critical skills, speaking, reading, and thinking in open discussion. This course is required of all Teachers for Tomorrow students and Education track students would benefit from this course. This course must be taken before L&CS 124. *Prerequisite:* Collegiate Seminar 122.

MATHEMATICS AND COMPUTER SCIENCE

Mathematics is a liberal art fundamental to a true education. It trains students in analytical thinking, and courses are offered with application to the natural and social sciences. Graduates of the department are active in an extraordinarily wide range of careers. The department offers both an arts and a science degree in mathematics, and a degree program with a concentration in computer science.

Minors in mathematics and computer science are available.

FACULTY

Kathryn F. Porter, Ph.D., Professor, Chair

Charles R. Hamaker, Ph.D., Associate Professor

Chris Jones, Ph.D., Associate Professor

Brother Brendan Kneale, FSC, M.A., M.S., Associate Professor Emeritus

Adam Lucas, Ph.D., Assistant Professor

Lidia R. Luquet, Ph.D., Associate Professor

Michael Nathanson, Ph.D., Assistant Professor

Weiwei Pan, Ph.D., Assistant Professor

Brother Raphael Patton, FSC, Ph.D., Professor

Jane R. Sangwine-Yager, Ph.D., Professor Emeritus

Jim Sauerberg, Ph.D., Professor

LEARNING OUTCOMES

When they have completed a mathematics major, students will be able to:

- **DEMONSTRATE** a mastery of the core SMC undergraduate mathematics curriculum.
- **COMMUNICATE** mathematical ideas and concepts correctly and clearly in both oral and written forms using mathematical reasoning and terminology and symbolic representation.
- **PREPARE** and undertake scholarly investigations using appropriate mathematical resources.
- **INTEGRATE** the use of a variety of technological tools.

MAJOR REQUIREMENTS

A student wishing to major in mathematics should have a strong interest in the field and normally a background of four years of high school mathematics (two years of algebra, one year of geometry, and one year of analysis or equivalent). Mathematics majors and minors fulfill their Area B mathematics requirement with the courses required for the major or minor.

REQUIRED LOWER DIVISION COURSES FOR A B.A. IN MATHEMATICS

Mathematics 27, 38, 39

Computer Science 21

REQUIRED UPPER DIVISION COURSES FOR A B.A. IN MATHEMATICS

A minimum of eight upper-division mathematics courses is required for a mathematics major, including **Math 111–112**, **Math 120**, **Math 150**, and **Math 193**. **Math 101** may not be included towards the major.

CONCENTRATION IN COMPUTER SCIENCE

A student wishing to concentrate in computer science must take nine upper division departmental courses (excluding **Math 101**) including the five listed above, **Math 140**, **Computer Science 102**, and two additional upper division computer science courses. A concentration in computer science should be declared by the end of the sophomore year and upon completion of **Computer Science 102**.

BACHELOR OF SCIENCE

A candidate for a Bachelor of Science degree in Mathematics must take in addition either **Physics 1–4** or **Chemistry 8–11**, and two further courses from the following disciplines: biology, chemistry, computer science (except **Computer Science 1**), and physics.

SECONDARY TEACHING

All students in California planning to enroll in a teaching credential program in mathematics after earning their undergraduate degree are required to demonstrate *subject matter competency* in mathematics prior to admission to a credential program. Students at Saint Mary's College exhibit this competency by taking and passing the CSET (California Subject Exam for Teachers) in mathematics. Students interested in becoming a secondary mathematics teacher are advised to complete the following courses to prepare for the CSET while fulfilling the mathematics major.

LOWER DIVISION

Math 27, 38, 39, Computer Science 21

UPPER DIVISION

Math 111, 112, 113, 115, 120, 130, 150, 193

The California Commission on Teacher Credentialing (CCTC) also requires students to obtain "pre-professional field experience" before entering a credential program. This requirement is satisfied by the course **EDUC 122: Field Experience**, offered in the January Term at SMC. Students are required to contact the School of Education in September of their sophomore or junior year to meet with the faculty member teaching **EDUC 122**. Students should also speak with a representative of the School of Education to learn of any other requirements of the state of California for prospective secondary teachers.

A suggested four-year program of study for a major in mathematics is available from any department member. Freshmen should take **Math 27 & 38** and **CS 21**. Candidates for the Bachelor of Science should enroll in **Physics 1, 2, 3, 4** or **Chemistry 8, 9, 10, 11** in the freshman year. Failure to take these courses in the freshman year may make it impossible to complete the major in four years. Students wishing to concentrate in computer science should take both **Computer Science 21 & 102** in the freshman or sophomore year.

MINOR REQUIREMENTS

The minor in mathematics requires **Math 27, 28** or **38** (**Math 39** and/or **Math 120** are recommended), and three upper division courses in mathematics, *excluding Math 101*.

PREREQUISITE GRADE

*Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course, including the high school courses **Algebra I, Geometry, and Algebra II** which are prerequisites of all mathematics and computer science courses. Students who have not satisfied the high school prerequisites will be required to successfully complete a special mathematics readiness course before taking any course that will satisfy the mathematics Area B requirement.*

COURSES

LOWER DIVISION

1 Fundamental Mathematical Concepts I*

This course provides prospective elementary teachers with part of the background needed for teaching the content of contemporary elementary mathematics programs. The topics include problem solving, the historical development of major mathematical concepts, sets and functions, rational and irrational numbers and their operations, and number theory. *Prerequisites:* One year each of high school algebra I, II, and geometry or equivalent, and a passing score on the Placement Exam.

**Does not satisfy an Area B math requirement.*

Offered every fall.

3 Finite Mathematics

Topics and applications in this course are selected from linear equations and matrices, linear programming, probability, finance, Markov chains, game theory, and graphs. The emphasis is on applications to business and management sciences. *Prerequisites:* One year each of high school algebra I, II, and geometry or equivalent, and a passing score on the Placement Exam.

Offered every semester.

4 Introduction to Probability and Statistics

This course covers the study of combinations and permutations, descriptive and inferential statistics, probability and probability distributions, hypothesis testing, regression, and correlation, along with applications in a variety of practical settings. This course may not be taken for credit in addition to **Business Administration 40** or **Psychology 3**. *Prerequisites:* One year each of high school algebra I, II, and geometry or equivalent, and a passing score on the Placement Exam.

Offered every semester.

10 The Art and Practice of Mathematics

A reflective examination of basic mathematical ideas and patterns.

Through participation in the discovery and development of mathematical ideas the student will view the subject as a vehicle for human creativity. The course traces the historical and contemporary role of appropriate mathematical topics. *Prerequisites:* One year each of high school algebra I, II, and geometry; **English 5** and **Collegiate Seminar 20** or **110**.

Offered every semester.

13–14 Calculus with Elementary Functions I, II*

A survey of polynomial, trigonometric, logarithmic and exponential functions combined with differential calculus of functions of one variable and mathematical reasoning. This calculus sequence is intended for students who need to strengthen their precalculus skills. The sequence **Math 13–14** is equivalent to **Math 27**. *Prerequisites:* for **Math 13**: one year each of high school algebra I, II, and geometry or equivalent and a passing score on the Placement Exam. **Math 13** or equivalent is prerequisite to **Math 14**.

**Math 13 alone does not satisfy an Area B mathematics requirement.*

Offered every semester.

27 Calculus I

Limits, continuity, trigonometry, mathematical induction, mathematical reasoning, the derivative, applications of the derivative, antiderivatives, and the integral. *Prerequisites:* one year each of high school algebra I, II, and geometry or equivalent, and a passing score on the Placement Exam.

Offered every semester.

28 Calculus II with Applications

This course is designed for students majoring in the life sciences, health sciences, business administration, psychology, and accounting. Topics include techniques and applications of integration, first order differential equations, functions of several variables, double integrals, and applications. *Prerequisite:* **Math 27** or equivalent.

Offered every semester.

38 Calculus II

This course is designed for mathematics, physics, computer science, engineering, and chemistry majors. Topics include techniques and applications of integration, infinite sequences and series, power series, polar coordinates, and inverse trigonometric functions. *Prerequisite:*

Math 27 or equivalent.

Offered every spring.

39 Calculus III

A rigorous treatment of limits for functions of one and several variables, differentiation and integration of functions of several variables, coordinate systems, vectors, line and surface integrals, Green's, Stokes' and the divergence theorems. *Prerequisites:* One year of high school trigonometry and **Math 38** or equivalent.

Offered every fall.

UPPER DIVISION

Math 101, 120, 134, and 193 are offered annually. Most of the other upper division courses are offered on a biannual rotation. Contact the departmental chair for the schedule.

101 Fundamental Mathematical Concepts II*

This course is a continuation of Math I and focuses on geometry and measurement, patterns, probability, and descriptive statistics. *Prerequisites:* One year each of high school algebra I, II, and geometry or equivalent; **Math I** or **27** or equivalent.

**Does not satisfy an Area B math requirement.*

111–112 Abstract Algebra I, II

Groups, rings, modules, vector spaces, fields, and Galois theory.

Prerequisites for **Math 111**: **Math 39** and **120** or equivalent. **Math 111** is prerequisite to **Math 112**.

113 Probability and Statistics

Discrete and continuous random variables, expectation and variance, independence, distributions, and the Central Limit Theorem. Survey of statistical methods: estimation, sampling, hypothesis testing, linear regression, and confidence intervals. *Prerequisites:* **Math 28** or **38**, or equivalent.

115 Number Theory

Results studied include the Fundamental Theorem of Arithmetic, the Euclidean algorithm, Fermat's Little Theorem and Euler's generalization, Diophantine equations and the Law of Quadratic Reciprocity.

Prerequisites: **Math 28** or **38** or equivalent.

120 Linear Algebra with Applications

Matrices, simultaneous linear equations, linear transformations, vector spaces, bases, determinants, eigenvectors, Gram-Schmidt orthonormalization, techniques of mathematical proof, and applications of linear algebra. *Prerequisites:* Any one of these pairs: **Math 27 & 28**; **Math 27 & 38**; **Math 27 & CS 21**; **CS 21 & CS 102**, or equivalent.

130 Abstract Geometry

Selection of topics which may include projective geometry, Euclidean and affine groups and axiomatic geometry and classical problems. *Prerequisite:*

Math 120 or equivalent.

134 Differential Equations

Ordinary differential equations, existence and uniqueness theorems, some numerical methods, Laplace transforms, series solutions, linear systems with constant coefficients. Partial differential equations, separation of variables, Fourier series. *Prerequisite:* **Math 39**, or **Math 38** and

Math 120, or equivalent.

140 Combinatorics and Discrete Mathematics

This course focuses on discrete structures and their relations. Topics may include counting techniques, relations, graph theory, and logic.

Prerequisites: Any one of these pairs: **Math 27 & 28**; **Math 27 & 38**; **Math 27 & CS 21**; **CS 21** and **CS 102**, or equivalent.

150 Advanced Calculus

A rigorous review of the theory of single variable calculus, topology of n -space, integration and differentiation, improper integrals, differential forms, the theorems of Stokes and Gauss. *Prerequisite:* **Math 39** and

Math 120, or equivalent.

185 Complex Variables

Differentiation and integration of analytic functions of a complex variable, power series, residues, conformal mappings. *Prerequisite:* **Math 39** and

Math 120, or equivalent.

190 Special Topics in Mathematics

An upper division mathematics course not listed above, such as Differential Geometry, Numerical Analysis, Topology, or Real Analysis. May be repeated for credit as topics vary. *Prerequisites:* vary with topics.

193 Senior Seminar

An in-depth critical examination of a topic or topics in contemporary mathematics. The course consists of directed reading, presentations, research, and the writing of a final essay under the supervision of the instructor. At the conclusion of the semester students are expected to present their work at a departmental colloquium of faculty and students. The essay is evaluated by a committee consisting of the faculty supervisor and two other faculty chosen in consultation with the student. *Prerequisites:* **Math 111** or **150** or consent of instructor. Senior or second semester Junior standing required.

197 Special Study

Independent research of topics not covered in listed courses. Permission of the chair is required.

199 Special Study—Honors

Independent study or research for majors with at least a B average in mathematics. Permission of the chair is required.

COMPUTER SCIENCE

The courses in computer science emphasize fundamental principles and computer structure. They introduce students to the design and applications of computer systems, and prepare students to use computers as tools in solving complex problems.

A student wishing to complete a degree involving computer science should have a strong interest in at least one area of application of computer science. Normally, a student is expected to have a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of analysis or equivalent).

MINOR REQUIREMENTS

The requirements for the minor are **Computer Science 21 & 102**, **Mathematics 27**, either **Mathematics 38** or **Mathematics 120**, and three additional upper division Computer Science courses.

PREREQUISITE GRADES

Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course, including the high school courses algebra I, geometry, and algebra II which are prerequisites of all mathematics and computer science courses. Students who have not satisfied the high school prerequisites will be required to successfully complete a special mathematics readiness course before taking any course that will satisfy the mathematics Area B requirement.

C O U R S E S**LOWER DIVISION****1 Introduction to Computers**

This course examines the various roles computing equipment plays in our society. Historical, legal, artistic, and ethical aspects are discussed, as well as current trends and future possibilities. Hands-on experience with a computer is included. Some programming is required. Cannot be passed by waiver exam. *Prerequisites:* one year each of high school algebra I, II, and geometry or equivalent.

21 Programming

An introduction to problem-solving concepts and program design. Topics covered include top-down design with a structured programming language, bottom-up testing, control statements, and structured data types. No prior knowledge of programming is required. The language for the course is Python or C++; students with knowledge of another programming language will find the course valuable. *Prerequisites:* one year each of high school algebra I, II, and geometry or equivalent. *Offered each spring.*

UPPER DIVISION

Consult the department chair for the schedule of offerings.

102 Advanced Programming

A continuation of **Computer Science 21**. Topics include recursion, an introduction to data structures, analysis of algorithms, and object-oriented programming. Programming style and large program development are emphasized. *Prerequisites:* **Computer Science 21** or an equivalent C++ based course.

110 Computer Systems

Computer structure and machine languages, assembly language macros, file I/O, program linkage and segmentation. *Prerequisites:* **Computer Science 102** or equivalent.

120 Formal Languages

Language definition structure, control and data flow, run-time considerations, interpretative languages, lexical analysis, and parsing. *Prerequisites:* **Computer Science 102** and **Math 140** or equivalent.

153 File Processing

Environment and sequential access, data structures and random access. *Prerequisites:* **Computer Science 102** or equivalent.

174 Analysis of Algorithms

Basic notions of the design and efficiency of computer algorithms, nonnumerical algorithms for sorting and searching, and numerical algorithms. Underlying data structures are examined. *Prerequisites:* **Computer Science 102** and **Math 28** or equivalent.

190 Topics in Computer Science

This course presents connections among different disciplines which apply the principles of computer science. The theme varies. Students are required to complete a significant project involving their primary discipline. *Prerequisites:* varies with topic.

197 Special Study

Independent study in topics not covered in listed courses. Permission of the Department Chair is required.

MODERN LANGUAGES

A knowledge of foreign languages facilitates communication with people of other cultures and provides an introduction to other ways of thinking and of conceiving of the world. The study of another language, its people, its culture, and its literature invites students to examine the universal aspects of the human condition.

Second languages are increasingly important in careers. Many facets of American life have become international. The involvement of American business with foreign countries is continually expanding, and language versatility can be crucial to success. The United States itself is now a multicultural arena, which makes knowing a second language an exciting and necessary element of professional, educational, social, and community endeavors. Students interested in graduate school should keep in mind that many fields require knowledge of a second language. Language study is an integral part of such majors as International Business, Communications, and Liberal & Civic Studies.

The Department of Modern Languages offers courses in French, German, Italian, Japanese, and Spanish. There is a major in Spanish and French, and a minor in East Asian Studies, German Studies and Italian Studies. Courses in modern languages in translation, including culture and civilization courses in translation, are grouped separately below, following the individual language listings.

Saint Mary's College proposes that all of its graduates should have knowledge and understanding of another culture and its language (see below, language proficiency requirement). To this end, the department has created a lower-division curriculum whose learning outcomes meet criteria established by the American Council on Teaching of Foreign Languages. All students will demonstrate intermediate language skills: speaking, listening reading and writing in the target language. Instruction balances a solid grammatical foundation with practical training in both classroom and multimedia settings which include exposure to culture and geography.

FACULTY

Catherine Marachi, Ph.D., Associate Professor, Chair

David Bird, Ph.D., Assistant Professor

Maria Grazia De Angelis, M.A., Adjunct

Jane Dilworth, Ph.D., Adjunct

Costanza G. Dopfel, Ph.D., Associate Professor

Valerie Gómez, Ph.D., Professor Emerita

Joan U. Halperin, Ph.D., Professor Emerita

Caralinda Lee, Ph.D. Candidate, Adjunct

Helga Lénárt-Cheng, Ph.D., Adjunct

Claude-Rhéal Malary, Ph.D., Associate Professor

Alvaro Ramirez, Ph.D., Professor

María Luisa Ruiz, Ph.D., Assistant Professor

Lori Spicher, Ph.D., Associate Professor

Frances Sweeney, Ph.D., Professor

Naoko Uehara, M.A., Adjunct

Maureen Wesolowski, Ph.D., Professor Emerita

LEARNING OUTCOMES

After completing levels 1–3, students will be able to:

- **ENGAGE** successfully in basic conversation (e.g. ask and answer questions in everyday social situations).
- **READ** and understand simple texts.
- **WRITE** short compositions using past, present, and future tenses appropriately.

Students graduating with a language/literature major or minor are expected to be able to:

- **CONVERSE** with other speakers of the target language on a variety of topics.
- **READ** and understand expository prose.
- **WRITE** coherent, grammatically correct essays on a variety of topics.
- **BE** familiar with the culture, history and literature of the countries whose language is under study.
- **ENGAGE** in literary analysis (using the correct literary terminology, grammar, stylistic requisites) by writing clear and well-organized compositions.

Students graduating with an Italian Studies Minor, German Studies Minor, or Asian Studies Minor will be able to:

- **CONVERSE** using the present, past, and future tenses in everyday situations.
- **DEMONSTRATE** satisfactory reading and writing skills.
- **ENGAGE** the target culture through various disciplines, including politics, economics, anthropology, history, literature, and art.

FOREIGN LANGUAGE PLACEMENT EXAM

Incoming students are required to take the Foreign Language Placement Exam unless they successfully completed three years of the same language during high school with a grade point average of 3.0 or higher. For Spanish, French and German languages, the placement exam should be taken on line at www.stmarys-ca.edu/orientation prior to attending orientation. For other languages offered at SMC, including Italian, Japanese, Latin and Greek, an exam will be conducted with a professor during the first week of classes in order to determine the appropriate course in which to enroll.

MAJOR REQUIREMENTS

Students may major in French or Spanish.

LOWER DIVISION

Courses 1, 2, 3, 4, 9/10, 11 (or their equivalents). Students intending to major in the department must present evidence by examination or otherwise that their preparation includes the equivalent of the courses enumerated above. **Courses 1, 2, 3, 4, 9/10, 11** normally consist of four one-hour class meetings per week.

UPPER DIVISION

The course listings are alternated regularly so as to furnish the major with the widest coverage in his/her field. Except for modern languages in translation courses, all upper-division courses are conducted in the foreign language. Courses in translation are not normally taken for credit towards the major. A minimum of 4 out of 9 upper division courses must be taken on campus.

For the French and the Spanish major, there are two options for upper-division coursework. Option A, for students *not* going on for further study in the language, requires nine upper-division courses. Option B, for those intending to do graduate work, requires 10.25 upper-division courses. See p. 139 for the relevant lists of courses.

The split major in which Spanish is the predominant field of study requires a minimum of seven courses: **Spanish 9** or **10** and **Spanish 11**, and six upper-division courses which must include **Spanish 101, 102, 120, 121**, and two electives. A student exempted from the lower-division requirement must include another upper-division elective. The split major in which Spanish is not the predominant field requires **Spanish 9** or **10**, and **Spanish 11**, and three upper-division courses, one of which must be **Spanish 101** or **102**. A student exempted from the lower-division requirement must include another upper-division elective.

An interdisciplinary major in Latin American Studies is available to students of Spanish.

PREPARATION FOR GRADUATE WORK

Students wishing to continue toward an advanced degree in either French or Spanish should note that a broad foundation in Latin is essential. A minimum of one year of college Latin is strongly recommended. M.A. degrees in French and Spanish normally require a reading knowledge of an additional modern language. Accordingly, the prospective graduate student is urged to begin this language preparation in his/her undergraduate years.

The majors in French and Spanish have been accepted, with certain modifications, as meeting the subject matter preparation requirements of the state of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT Examinations. It is still necessary to take a sequence of education courses. At Saint Mary's these are available at the graduate level (some may be taken during the senior year). It is important that those thinking of a teaching career consult both the advisor of the subject matter preparation program in the Department of Modern Languages and the director of the single subject credential program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

MINOR REQUIREMENTS

FRENCH

The minor in French requires a total of 7.25 courses: French 4, 10, 11 (or equivalent); 15; 101; three additional upper division courses.

SPANISH

The minor in Spanish requires a total of seven courses: **Spanish 4, Spanish 9** or **10**, and **Spanish 11** (or their equivalent); either **101** or **102**; three additional upper-division courses. Students exempted from **Spanish 10–11** are required to complete the **101–102** sequence.

LANGUAGE STUDIES MINORS

EAST ASIAN STUDIES MINOR (JAPANESE LANGUAGE)

The East Asian Studies Minor requires a total of 8.75 courses, divided as follows: 4.50 lower-division courses (**Japanese 1, 2, 3, 4** or equivalent); a minimum of one conversation course and one culture course (.25 credits each); **Japanese 6, Japanese 7**; 4.25 upper-division courses focusing on aspects of East Asian culture, literature, film, history, politics, art, music, etc. (including **ML 198**, a .25 capstone course).

GERMAN STUDIES MINOR

The German Studies minor requires a total of 8.75 courses, divided as follows: 4.50 lower-division courses (**German 1, 2, 3, 4** or equivalent); a .25 credit conversation course, taken at least twice; **German 6**; 4.25 upper-division courses focusing on aspects of German culture, literature, film, history, politics, art, music, etc. (including **ML 198**, a .25 capstone course).

ITALIAN STUDIES MINOR

The Italian Studies Minor requires a total of 8.75 courses, divided as follows: 4.50 lower-division courses (**Italian 1, 2, 3, 4** or equivalent); a minimum of two conversation courses (.25 credits each); **Italian 6, Italian 60**, and **Italian 106**; 4.25 upper-division courses focusing on aspects of Italian culture, literature, film, history, politics, art, music, etc. (including **ML 198**, a .25 capstone course). At least 2 upper division courses must be taken within the Department of Modern Languages.

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

FRENCH

I Elementary French

For students with no prior knowledge of French. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening, and speaking skills.

**Does not satisfy an Area requirement unless language requirement has already been satisfied. Only offered in the fall semester.*

Curriculum Modern Languages

2 Continuing Elementary French

For students with one or two years of secondary study of French (or the equivalent). This course continues the development of reading, writing, listening and speaking, emphasizing conversation on everyday topics.

Prerequisite: French 1 or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied. Only offered in the spring semester.*

3 Intermediate French

For students with two or three years of secondary study of French (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite:* French 2 or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied. Only offered in the fall semester.*

4 Continuing Intermediate French

For students with three or four years of secondary study of French (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* French 3 or equivalent. *Only offered in the spring semester.*

6 Conversation (.25)

Conversational practice for students enrolled in first- or second-year French. Meets once a week. May be repeated for credit.

**Does not satisfy an Area requirement.*

10 Conversation-Composition

This course prepares students for upper-division work by developing fluency in speaking and writing. Curriculum includes study and discussion of selected texts by contemporary French authors, with emphasis on the short story, discussion and debate of contemporary issues; written composition. A sound knowledge of French grammar is expected although particular features of the language are reviewed. Required for French majors and minors. Also open to students from other disciplines who wish to improve their mastery of the language.

Prerequisite: French 4 or equivalent. *Only offered in the fall semester.*

11 Introduction to Literature

Introduction to literary analysis. This course requires close reading of texts and emphasizes extensive writing about literature. Examination of the notion of genre, narrative devices, structure, etc. Required of majors and minors. *Prerequisite:* French 4 and/or 10, or equivalent. *Only offered in the spring semester.*

15 Phonetics (.25)

A practical course designed to instill correct pronunciation habits early in the student's career. Required for all majors and minors, except by special exemption.

**Does not satisfy an Area requirement.*

17 Introduction to Business French (.25)

For students with a minimum of one year of high school French or the equivalent. The course familiarizes students with French business practices and vocabulary, aspects of the French economy, and cultural differences between France and the U.S. By building on students' knowledge of the language, the course develops the practical communication and comprehension skills needed to interact in French in professional situations. Class meets one-and-a-half hours weekly.

60 French Civilization for Travel Courses (.25)

In preparation for study in France, students are required to take this course on the history, geography and political structures of France.

**Does not satisfy an Area requirement.*

GERMAN

1 Elementary German

For students with no prior knowledge of German. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

2 Continuing Elementary German

For students with one or two years of secondary study of German (or the equivalent). This course continues the development of reading, writing, listening and speaking, emphasizing conversation on everyday topics.

Prerequisite: German 1 or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

3 Intermediate German

For students with two or three years of secondary study of German (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite:* German 2 or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

4 Continuing Intermediate German

For students with three or four years of secondary study of German (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* German 3 or equivalent.

6 Conversation (.25)

Development of oral skills involving daily life and contemporary issues. May be repeated for credit.

**Does not satisfy an Area requirement.*

197 Special Study

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chair required.

198 Language Studies Capstone (.25)

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

ITALIAN

1 Elementary Italian

For students with no prior knowledge of Italian. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

2 Continuing Elementary Italian

For students with one or two years of secondary study of Italian (or the equivalent). This course continues the development of reading, writing, listening and speaking, emphasizing conversation on everyday topics. *Prerequisite: Italian 1* or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

3 Intermediate Italian

For students with two or three years of secondary study of Italian (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite: Italian 2* or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

4 Continuing Intermediate Italian

For students with three or four years of secondary study of Italian (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite: Italian 3* or equivalent.

6 Conversation (.25)

Conversational practice using the vocabulary and basic grammatical structures of **Italian 1, 2** sequence. Topics include cooking, pastimes and hobbies, politics, the family, travel, fashions, Italian film, sports, art, etc. Meets one hour per week. May be repeated for credit.

**Does not satisfy an Area requirement.*

60 Italian Civilization for Travel Courses (.25)

In preparation for travel in Italy, students will be introduced to various aspects of contemporary Italian culture, art, and history in order that they can better appreciate the country and its people. The course will cover such topics as social manners, means of transportation, personal safety, laws and legal rights, medical resources, money, and food. Students will also learn basic Italian language skills.

106 Advanced Conversation (.25)

Conversation on contemporary issues. Meets once a week. Recommended for minors in Italian Studies and those students who have studied in Italy. May be repeated for credit.

**Does not satisfy an Area requirement.*

197 Special Study

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chair required.

198 Language Studies Capstone (.25)

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

Note: Upper-division courses in Italian are offered as Modern Languages in Translation.

JAPANESE

1 Elementary Japanese

For students with no prior knowledge of Japanese. Students learn basic grammar and sentence structure and the two phonetic alphabets, as well as common Japanese expressions and vocabulary.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

2 Continuing Elementary Japanese

For students with one or two years of secondary study of Japanese (or the equivalent). Extends the study of basic grammar and topically specific vocabulary, and introduces some Kanji characters. *Prerequisite: Japanese 1* or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

3 Intermediate Japanese

For students with two or three years of secondary study of Japanese (or the equivalent). Introduction of more complex grammar and idioms, and additional Kanji characters. Emphasis on extending competence in oral and written communication. *Prerequisite: Japanese 2* or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

4 Continuing Intermediate Japanese

For students with three or four years of secondary study of Japanese (or the equivalent). Along with a review of grammar structures, this course gives increased attention to improving communicative skills. Students completing this course are ready to combine and apply their language skills in most settings. *Prerequisite: Japanese 3* or equivalent.

6 Conversation (.25)

An intermediate course focused on conversational communicative skills. Students practice situationally grounded conversation and develop speech skills through discussion. May be repeated for credit as content varies.

**Does not satisfy an Area requirement.*

7 Introduction to Japanese Culture (.25)

An introductory survey of interesting aspects of Japanese culture. Taught in English. Students enrolled in **Japanese 1** or **2** are expected to take **Japanese 7** concurrently with either **Japanese 1** or **2**. May be repeated twice for credit as content varies.

197 Special Study

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chair required.

198 Language Studies Capstone (.25)

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

SPANISH

1 Elementary Spanish

For students with no prior knowledge of Spanish. With instruction in basic grammar structures and communication strategies, students begin to develop reading, writing, listening and speaking skills. Students who have some prior study of Spanish, but who need to review the basics, should enroll in **Spanish 2**.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

Curriculum Modern Languages

2 Continuing Elementary Spanish

For students with one or two years of secondary study of Spanish (or the equivalent). This course continues the development of reading, writing, listening, and speaking, emphasizing conversation on everyday topics.

Prerequisite: Spanish 1 or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

3 Intermediate Spanish

For students with two or three years of secondary study of Spanish (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite:* Spanish 2 or equivalent.

**Does not satisfy an Area requirement unless language requirement has already been satisfied.*

4 Continuing Intermediate Spanish

For students with three or four years of secondary study of Spanish (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* Spanish 3 or equivalent.

6 Conversation (.25)

Conversational practice for students enrolled in first- or second-year Spanish. Meets once a week. May be repeated for credit.

**Does not satisfy an Area requirement.*

9 Spanish for Spanish Speakers

A course designed specifically for Latino students who wish to improve their written language. Differences between written and spoken Spanish are emphasized. Reading and discussion of essays and short stories by Latino and Latin American writers; regular written assignments.

10 Conversation-Composition

This course prepares students for upper-division work by developing fluency in speaking and writing. Curriculum includes study and discussion of selected texts by contemporary Spanish authors, with emphasis on the short story; discussion and debate of contemporary issues; written composition. A sound knowledge of Spanish grammar is expected although particular features of the language are reviewed. Required for Spanish majors. Also open to students from other disciplines who wish to improve their mastery of the language. *Prerequisite:* Spanish 4 or the equivalent.

11 Introduction to Literature

Introduction to literary analysis. This course requires close reading of texts and emphasizes extensive writing about literature. Examination of the notion of genre, narrative devices, structure, etc. Required of majors and minors. *Prerequisite:* Spanish 9 or 10, or the equivalent.

21 Intensive Elementary Spanish

An accelerated review of first-year college Spanish for students with some prior study of the language. Satisfactory completion of this course (minimum grade C-) gives credit for Spanish 2.

60 Spanish Civilization for Travel Courses (.25)

In preparation for study in Spain, students read about major periods in history and analyze the principal currents in art. In addition this course examines cultural traits of everyday life.

**Does not satisfy an Area requirement.*

UPPER DIVISION

FRENCH

100 Advanced Phonetics and History of the French Language

A survey of the evolution of the French language, treating phonology, syntax, lexicon and semantics; detailed analysis of the sounds and speech patterns of modern French.

**Does not satisfy an Area requirement.*

101 Advanced French Syntax and Composition

This course is a combination of French 101 and 102, with a focus on essential aspects of French syntax and on developing composition skills. Translation techniques and analysis of model texts serve as means of improving self-expression and written communication.

103 Advanced Composition and Stylistics

Using literary texts as a point of departure, this course concentrates on stylistics in order to help students perfect their own writing style in French.

104 Workshop in Translation

Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from French into English (version) and from English into French (theme).

106 Conversation on Contemporary Issues (.25)

Open to students with at least two years of French. Meets once a week. May be repeated for credit.

**Does not satisfy an Area requirement.*

121 French Literature: Middle Ages to the Renaissance

Readings in medieval epic poems (chansons de geste), lyric poetry, and courtly novel; early religious and secular theater; first historians; major writers of the Renaissance: Rabelais, Montaigne, Marguerite de Navarre, poets of the Pléiade.

122 French Literature: Seventeenth and Eighteenth Centuries

Study of the great writers of the age of Classicism: plays by Corneille, Molière, and Racine; the fables of La Fontaine; the ideas of Descartes and Pascal; Mme de Lafayette and the birth of the psychological novel; introduction to the great philosophes of the Age of Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau. The theater of Marivaux and Beaumarchais; preromanticism in the novel.

123 French Literature: Nineteenth and Twentieth Centuries

The principal literary movements of the 19th-century: romanticism and symbolism in poetry and drama, realism and naturalism in the novel and short story; development of the 20th-century novel, from Proust to the nouveau roman; trends in modern drama, poetry and philosophy.

129 French Literature outside Europe

Literature and culture of French-speaking Africa, Canada, and the Antilles. May be repeated for credit as content varies.

130 Thematic and Stylistic Study of a Single French Author or Genre

May be repeated for credit as content varies.

131 Exploration of a Particular Literary School or Period in French Literature

Offered according to student interest. May be repeated for credit as content varies.

150 Culture and Civilization of France

A study of the relationship between the rich culture of France and its turbulent history. Attention is given to the interchange between artistic or literary expression and the political process.

170 Business French

Introduction to commercial French for students interested in international business and finance. Students who complete this course successfully are prepared to take the internationally recognized Paris Chamber of Commerce examination, the Certificat Pratique.

197 Special Study

An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. Permission of the instructor and department chair required.

198 Honors Essay (.25)

An independent research project for senior French majors completing the Honors program, Option B.

ML 198 Language Studies Capstone (.25)

An independent project integrating language and culture designed in consultation with a French instructor. Strongly recommended for all French minors and majors.

199 Special Study—Honors

An independent study or research course for senior French majors with a B average in French. Permission of the instructor and department chair required.

SPANISH**100 Spanish Phonetics and Dialectology**

Students will study the sounds, the intonation, and the rhythm of spoken Spanish as they explore general principles of phonetics and phonology, phonetic transcription, the historical development of the Spanish sound system, and contrasts between modern peninsular and Latin American dialects. The course also addresses the problems English-speaking students face in their acquisition of an acceptable pronunciation of Spanish.

101 Advanced Spanish Syntax and Composition I

This course serves as a systematic review of essential aspects of Spanish syntax with a variety of writing exercises using diverse texts as a point of departure. Students will analyze samples of mass media communication for content and style, including newspaper and magazine articles, essays and editorials, book reviews, film scripts, publicity, and film and theater reviews. In the second half of the term, some emphasis is placed on creative writing.

102 Advanced Writing and Research

In this course, students will further develop their Spanish skills in literary analysis and academic writing, with the opportunity to research and investigate themes related to literature using the library and other research tools. Students will be able to articulate clear theses and be able to support them through primary and secondary research. Topics to be taught include bibliographies, footnotes, and formatting a project using the standard MLA style particular to foreign languages and literatures.

103 Advanced Spanish Linguistics

This course familiarizes students with the scientific study of the Spanish language. Areas covered include phonetics, phonology, morphology, syntax, semantics, sociolinguistics, bilingualism, and the history of the Spanish language from its roots in Vulgar Latin to its modern dialectal variations.

104 Workshop in Translation

Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from Spanish to English and from English to Spanish.

106 Advanced Conversation (.25)

Conversation on contemporary issues. Source materials include newspaper articles, television, and radio programs. Meets once a week. May be repeated for credit.

**Does not satisfy an Area requirement.*

120 Spanish Literature: Middle Ages to Eighteenth Century

Introduction and study of the major genres and writers from the Middle Ages to the 18th century, including Cantar de mio Cid, medieval ballads, early lyric and didactic poetry and readings in medieval prose and drama; selections from lyric and mystic Renaissance poetry; the picaresque novel. Golden Age prose and poetry, including Cervantes, Gongora, Lope de Vega and Calderon.

Offered in alternate years.

121 Spanish Literature: Eighteenth Century to the Mid-Twentieth Century

Readings from the major writers and literary movements in Spain from 1700 to 1940. An overview of 18th-century ideological renewal as manifested in essays, the neoclassic theater and social satire. Nineteenth-century romanticism in poetry and drama. Realism and naturalism in the 19th century novel. The Generation of 1898. Twentieth-century modernism in prose, poetry, and drama.

122 Literature of the Golden Age

Topics covered include the theater of 17th-century dramatists: Lope de Vega, Calderon, Tirso de Molina and others; the poetry of Garcilaso, Herrera, Lope de Vega, Quevedo, Gongora, Fray Luis de Leon, San Juan de la Cruz, Santa Teresa; prose masterpieces such as Cervantes' Don Quijote and representative selections from his novelas ejemplares.

127 Contemporary Peninsular Literature

Study of major literary trends in poetry, prose, and drama of the 20th century. May be repeated for credit as content varies.

Curriculum Modern Languages

130 Thematic and Stylistic Study of a Single Author or Genre

Intensive study and analysis of a single salient figure or movement in Spanish literature. May be repeated for credit as content varies. Available for variable credit.

140 Latin American Literature I

A study of the foundations of literature of Latin America, from the colonial period through neoclassicism; Mexico's picaresque novel; the literature of the struggle for independence; romanticism in prose and poetry.

141 Latin American Literature II

A continuation of the study of Latin American literary development: modernism in poetry and prose; Ruben Dario; the novel of the revolution; selections from various genres of the contemporary period: essays, poetry, novels, short stories, and drama.

Offered in alternate years.

143 Contemporary Latin American Literature

Study of major literary trends in poetry, prose and drama of the 20th century. May be repeated for credit as content varies.

145 Twentieth-Century Mexican Literature

Major literary currents and primary works of the most prominent writers of the 20th century within the framework of the economic and social changes of the period: the Mexican Revolution and its aftermath; the feminist revolution; political developments. Available for variable credit.

150 Chicano/Chicana Literature

An exploration and analysis of representative works by Chicano/Chicana writers and the vision they present of themselves. Samples of poetry, drama and prose are considered. May be repeated for credit as content varies. Available for variable credit.

160 Culture and Civilization of Spain

Highlights of Spain's culture against the backdrop of Spanish civilization. Masterpieces of Spanish artistic expression are studied as are the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times.

Offered in alternate years.

161 Culture and Civilization of Latin America

A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious, and political values of the culture, and the similarities and differences between Latin American nations. Cross-listed with **Education 520**.

Offered in alternate years.

162 Culture and Civilization of Mexico

A study of the major historical periods, from pre-Columbian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

170 Business Spanish

Composition and translation of Spanish/Hispanic business correspondence to develop familiarity with the Spanish commercial idiom. Reading and oral practice in Spanish using as source material current topics in world trade, economics, banking and industry, with focus on Latin America and Spain.

197 Special Study

An independent study or research course for students whose special needs are not met by the regular course offerings of the department. Permission of the instructor and department chair required.

198 Honors Essay (.25)

An independent research project for senior Spanish majors completing Option B: the Honors program.

199 Special Study—Honors

An independent study or research course for senior Spanish majors with a 3.5 average in Spanish. Permission of the instructor and department chair required.

MODERN LANGUAGES IN TRANSLATION

126 Film

Viewing and discussion of French, German, Italian, Spanish, or Latin American films. Each course focuses on a particular genre, director, country or area sharing a common language and culture. May be repeated for credit as content varies.

170 Modern Critical Theory

General introduction to movements or trends in current critical theory, including psychoanalytic (Freudian, Lacanian), postmodernism (deconstructionism), feminist theory, structuralism, semiotics, etc. Discussion of theory is in English. Students' work is in French or Spanish. English majors accepted with permission of chair of Department of English.

180 Medieval and Early Renaissance Poetry and Music

A study of popular and cultivated poetry of Medieval and Renaissance Europe and the musical expressions in the context of the Medieval and Renaissance world and mind.

181 Renaissance and Baroque Literature of Europe

A study of the literature of 17th-century Europe. May be repeated for credit as content varies.

182 The Romantic Movement in Literature

A study of the literary expressions of the 19th century. May be repeated for credit as content varies.

183 Authors, Genres, and Themes in Western Literature

An investigation of a single author, genre, theme, or topic in Western or Third-World literature. May be repeated for credit as content varies.

184 Topics in Hispanic Literature

Reading and discussion of Hispanic literature in translation. Topics include Hispanic women writers, modern Chicano literature, Hispanic theater in the United States,

198 Language Studies Capstone (25)

An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

The following courses are recommended to majors in Business Administration, Politics, History and Communication:

185 Culture and Civilization of France

A study of the relationship between the rich culture of France and its turbulent history. Attention given to the interchange between artistic or literary expression and the political process, with consequent socioeconomic developments.

186 Culture and Civilization of Italy

Italian culture has been central in the development of western civilization. From it emerged values and institutions that have helped shape every nation adopting that civilization. The aim of this course is to consider the intellectual and artistic manifestations of this important culture in all its brilliant variety.

187 Culture and Civilization of Spain

Highlights of Spain's culture against the backdrop of Spanish civilization. Masterpieces of Spanish artistic expression are studied and the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times.

188 Culture and Civilization of Latin America

The study of the culture of the various Latin American nations from pre-Colombian civilizations to the present. Special consideration of manifestations of Latin American artistic expression. An examination of the social, religious, and political values of the culture, and the similarities and differences between Latin American nations.

189 Culture and Civilization of Mexico

A study of major historical periods, from pre-Colombian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

SUGGESTED FRENCH MAJOR PROGRAMS — OPTION A

A program of study for students who wish to study French but do not plan to continue to graduate school (although it does not preclude further study at a graduate level). This option allows for French as a second major.

LOWER DIVISION	UPPER DIVISION
French 4, 10, 11 (or equivalent), 15	A total of nine courses distributed as follows: 101, and eight courses in language, literature and culture.

SUGGESTED FRENCH MAJOR PROGRAMS — OPTION B

An honors major program for students intending to continue the study of French at graduate school level. A GPA of at least 3.0 in the major is required, as is the recommendation of two instructors.

LOWER DIVISION	UPPER DIVISION
French 4, 10, 11 (or equivalent), 15	A total of 10.25 courses distributed as follows: two language courses (100, 101); eight literature and culture courses, including Modern Languages 170.

SUGGESTED SPANISH MAJOR PROGRAMS — OPTION A

A program of study for students who wish to study Spanish whether or not they plan to continue their studies in graduate school. This option allows for Spanish as a second major.

LOWER DIVISION	UPPER DIVISION
Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent)	A total of nine courses distributed as follows: 101, 102; either 120 or 121; either 140 or 141; and five upper-division electives in Spanish.

SUGGESTED SPANISH MAJOR PROGRAMS — OPTION B

This is an honors major program for students intending to continue the study of Spanish at graduate school level. The major requires the student to maintain a GPA of at least 3.5 in the major and be recommended in writing by two professors. This option must be declared by the end of the sophomore year.

LOWER DIVISION	UPPER DIVISION
Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent)	A total of 10.25 upper division courses distributed as follows: 100; 101; 102; 120; 121; 140; 141; ML 170; 198; plus two upper-division electives.

Curriculum 2 + 2 Pre-Nursing Program

2 + 2 PRE-NURSING PROGRAM

The 2 + 2 Pre-Nursing Program is an innovative partnership program with Samuel Merritt College in which students study at Saint Mary's College for two years, completing a rigorous curriculum in science and liberal arts. The successful student receives an Associate of Science (AS) degree from Saint Mary's College and then transfers to Samuel Merritt College in Oakland, California to complete two years of an excellent theory and clinical-based curriculum, resulting in a Bachelor of Science in Nursing (BSN) degree.

Students thus receive the best in a liberal arts and nursing education with an emphasis on critical thinking, as well as informed and ethical decision-making. The academic foundation of the 2+2 Pre-Nursing and the BSN curriculum prepare the student for the dynamic and challenging health care environment. We offer a supportive, individualized learning atmosphere with a challenging curriculum and exceptional faculty who are passionate about teaching. You are invited to meet faculty online by browsing the faculty biography section on the Saint Mary's website. For further information, contact the director, Christa Kell RN, MS, (925) 631-4681, ckell@stmarys-ca.edu

FACULTY

Christa Kell RN, MS., *Director*

Dr. Margaret Field, *Biology*

Dr. Wendy Lacy, *Biology*

Mr. Greg Smith, *Biology*

Dr. Jeff Sigman, *Chemistry*

Faculty members from the departments of Psychology, Statistics, and Interpersonal Communication also teach in the program

LEARNING OUTCOMES

When students fulfill the requirements of the 2 + 2 Pre-Nursing curriculum they will be able to:

- **RESPECT** the inherent dignity of individuals and groups.
- **DEMONSTRATE** an in-depth understanding of the interdependency of human body organ systems through the applications of interdisciplinary sciences.
- **COMMUNICATE** effectively in establishing empathic relationships with others.
- **ANALYZE**, evaluate and integrate theory and research data in applying the scientific method of investigation.
- **COOPERATE** in the collaborative exploration of ethical decision making and the process of social justice and change.

ADMISSION CRITERIA: ONLY OPEN TO FRESHMEN

- 2.8 or higher high school GPA in college prep courses only
- Minimum 500 on both verbal and math SAT
- ACT minimum 20 composite score
- Completion of high school chemistry with a C or better.

PROGRESSION

Freshmen students may progress in the 2 + 2 major at the end of their first semester if they have passed (with a C– or above) both Introduction to Biology (**Bio 10/11**) and Introduction to Psychology (**Psych 10**). A GPA of at least 2.5 by the end of the first semester is also required.

Students must obtain a C– or above in all courses required by the California Board of Registered Nursing (including all science, psychology, English and communication courses). If lower than a C–, only one of these courses may be repeated once. Students will meet with the director of the 2+2 Nursing program each semester to review GPA/progression status. Sophomores must have a 3.0 major GPA by the end of their first semester in order to remain in the major.

TRANSFERRING TO SAMUEL MERRITT

Each semester, twenty (20) qualified students are guaranteed admission to Samuel Merritt College. To qualify students must have:

- completed the 2+2 Pre-Nursing curriculum and have maintained a 3.0 GPA in the major.
- satisfactorily passed an entrance exam as specified by Samuel Merritt College
- fulfilled all financial obligations

If the number of qualified students exceeds 20, candidates for admission to Samuel Merritt College will be selected based on additional criteria such as testing, GPA and teacher recommendation. An individual student's time of transfer may occasionally be delayed due to the limited number of places at Samuel Merritt.

2 + 2 Pre-Nursing Program **Curriculum**

	FIRST SEMESTER	JAN TERM	SECOND SEMESTER
FRESHMAN YEAR	Collegiate Seminar 20—Greek Thought English 4—Composition Biology 10/11—Intro. to Biology Psychology 10—Intro. to Psychology	Elective	Collegiate Seminar 21—Roman Early Christian & Medieval Thought English 5—Argument & Research Chemistry 2/3—Principles of Chemistry Biology 40/41—Intro. to Microbiology
SOPHOMORE YEAR	Biology 15/16—Human Anatomy Math 4—Intro. to Probability & Statistics Elective or Educ. 173* Psychology 139—Human Life Span Biology 12—Nutrition (.5 course credit)	Elective	Biology 25/26—Human Physiology Religious Studies Collegiate Seminar 122 Renaissance Education 173 or Elective

*Students may take these courses in reverse order if they choose.

Progression in the Nursing major: In order to remain in the major, freshman students must

- successfully complete **Biology 10/11** and **Psych 10** (grade C– or above) and obtain a minimum 2.5 GPA during their first semester.
- achieve a C– or above in all science courses. One course in the curriculum may be repeated only once.
- have a minimum GPA of 3.0 by the end of their third semester and a minimum major GPA of 3.0 by the end of the two years to be considered for transfer to Samuel Merritt.

PERFORMING ARTS: DANCE, MUSIC, AND THEATRE

The Performing Arts Department offers pre-professional training to students interested in pursuing graduate studies and a career in the performing arts, and a unique interdisciplinary approach to the study of dance, music, and theatre within the liberal arts context. Students selecting a Performing Arts major with an emphasis in dance, music, or theatre are required to take a sequence of courses in their specific discipline and breadth courses in the other two areas.

The Performing Arts Department offers:

- three distinct tracks for majors and minors
 1. Performing Arts, Dance emphasis
 2. Performing Arts, Music emphasis
 3. Performing Arts, Theatre emphasis
- a range of performing opportunities beginning with the first year
- mentoring by faculty members who are both outstanding teachers and accomplished artists
- frequent opportunities to attend world-class dance, music, and theatre performances
- a balanced curriculum with stimulating courses in three areas of concentration
 1. history and criticism
 2. theory and analysis
 3. performance practice

The Performing Arts Department provides students the experience of the arts from the pleasurable to a critical engagement. Team-taught core courses cultivate the skill of careful, thoughtful looking and listening while exploring the distinctive languages of each art form. Upper-division courses provide the opportunity to discuss and analyze both acknowledged masterpieces and contemporary works. World-class performances around the Bay Area and contact with professional artists connect classroom learning to live performance. Our students enjoy attending an impressive array of performances at venues including Berkeley Repertory Theatre, Davies Symphony Hall, Yerba Buena Center for the Arts, American Conservatory Theater, San Francisco Opera, and Cal Performances at Zellerbach Hall.

The Performing Arts Department builds performers. Majors and non-majors study together in studio courses and performing ensembles, building technique and performance skills with the guidance of professional teacher-artists. Dancers, vocal and instrumental musicians, and actors—both beginners and more experienced—are challenged creatively and encouraged in their individual development. Theatre technicians are given ample opportunities to develop their skills as stage managers, master electricians, and designers. The capstone of the Performing Arts degree is the senior project, for which students must produce a substantial original research paper or artistic work demonstrating their command of intellectual and artistic skills appropriate to the undertaking.

The Performing Arts Department successfully prepares students for graduate studies and professional performance in both the Bay Area and internationally. Our alumni have been accepted to the graduate programs of Mills College, California Institute of the Arts, CSU Long Beach, CSU Los Angeles, Smith College, and NYU School of the Arts. Others have found their performing arts degree an effective preparation for a career in arts administration, education, media, communications, and law.

The Performing Arts Department encourages students to understand dance, music, and theatre in the context of a long history of works and great ideas that have shaped the world in which we live, thus reflecting a deep commitment to the liberal arts tradition. Students explore humanity's deepest desires and fears conveyed through the arts. The department requires students to develop critical thinking and communication skills plus performance practice that together are the hallmark of the liberally educated person.

FACULTY

Lino Rivera, D.M.A., *Associate Professor, Chair*
Dan Cawthon, Ph.D., *Professor Emeritus*
Michael Cook, B.A., *Resident Designer, Technical Director, Lecturer*
Catherine Marie Davalos, M.F.A., *Professor*
Reid Davis, Ph.D., *Adjunct*
Rebecca Engle, M.A., *Adjunct*
Dana Lawton, M.F.A., *Assistant Professor*
Frank Murray, Ph.D., *Associate Professor*
Martin Rokeach, Ph.D., *Professor*
Jia Wu, M.F.A., *Assistant Professor*

LECTURERS

DANCE

Paul Ackah, B.A.
Jim Brosnahan, B.A.
Paco Gomes, M.A.
Shaunna Vella, B.S.

MUSIC

Mori Achen, M.A., *classical guitar*
Dawn Foster-Dodson, M.A., *chamber music; cello*
Pamela Freund-Striplen, *violin/viola*
Patrice Hambelton, *flute*
Don Kennelly, B. M., *trombone*
Dana Lawton, M.F.A., *Assistant Professor*
Louis Lebherz, B.A., *voice; chamber music*
Adam Luftman, B. M., *trumpet*
John Maltester, M.A., *jazz band*
Tony Striplen, B. M., *clarinet*
Mark Tuning, M.M., *choral director*
Mike Williams, M.A., *jazz guitar*
Renee Witon, M.M., *class piano*

THEATRE

Dominique Lozano, MFA
Robert Anderson, BA

LEARNING OUTCOMES

When they have completed the Performing Arts Program, students will be able to:

- **EMPLOY** appropriately the basic technical terms generally used in an art form when discussing individual works, and identify specific elements of the aesthetic, historical, and cultural context of a work of art by comparing it to others from the same context.
- **UTILIZE** a cross-disciplinary perspective in the arts and a familiarity with the Great Books/liberal arts tradition to identify the ways performing artists draw inspiration from nature, history, imagination, and the creative ideas and influences of others.
- **RECOGNIZE** similarities in structure (such as elements of phrasing) shared by all three performing arts and be able to articulate the significance of structural elements in the analysis of a work's form and meaning.
- **ENGAGE** in critical discourse that transcends personal opinion and acknowledges, respects, and integrates the insights of other students from diverse cultural backgrounds.
- **DEMONSTRATE** the capacity for sustained and focused rehearsal efforts and for working collaboratively with different directors and performers.
- **PERFORM** the works of great choreographers, composers, and playwrights, as well as original/contemporary works of living artists.
- **ADAPT** performance skills both in rehearsal and performance to the technical demands of specific masterworks of various styles and eras, as well as to original/contemporary works.
- **EXHIBIT** performance skills beyond the foundational to professional level while effectively negotiating the anxiety/excitement of live performance, and be conversant with advanced techniques of the discipline.

Curriculum Performing Arts: Dance, Music, and Theatre

MAJOR REQUIREMENTS

DANCE

1, 14, 22 (.25 × 3), 115, 121, 122 (.25 × 4), 123, 125, 126 (3×), 135, 198, Jan Term Choreography Class (2). Bio 15/16 recommended for Area B.

MUSIC

1, 11, 12 (.25 × 6, including 2 Piano), 14 or 113, 110 (.5), 111, 112 (.25 × 4), 114, 115, 117, 118, 119 (.5), 125, 135, 198

THEATRE

1, 30, 33, 36 (any combination of sections of 37 [.25 or .5] that add up to a total of 1.0 units); 37 (.5 × 2), 38 (.5), 115, 125, 130, 132, 133, 135, 136, 137 (.5); one of 138 (.5), 139 (.5), 140 (.5); and 198

MINOR REQUIREMENTS

DANCE

1, 22/122 (.25 × 4), 121, 123, 125, 126, Jan Term Choreography class

MUSIC

1, 10, 11, 12 (.25 × 2), 114; one of 111, 115, 118; either 14 or 113

THEATRE

1, 30, 33 or 133; 36 (.5); 132; 130 or 135; any two of 37 (.5), 38 (.5), 138 (.5), 139 (.5) or 140. (.5)

PREREQUISITE GRADE

Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course or the permission of the chair to waive that provision.

All Performing Arts courses meet the Area A requirement unless specifically marked otherwise.

C O U R S E S

DEPARTMENTAL

I Perceiving the Performing Arts

Professional artists in the fields of dance, music, and theatre introduce students to the fundamental concepts of their respective disciplines. Students go to Bay Area performances in each art form studied. Team taught.

132 Performing Arts in Production (.5–1.0)

Either half or full credit is available for participation in the technical aspects of a Performing Arts theatre or dance production: elements of stagecraft, costuming, marketing, front of house etc. Required for majors and minors, but open to all interested students.

**Does not satisfy an Area requirement.*

160 Special Topics in Performing Arts

Offered every other year, this course covers in depth a specific aspect of the performing arts only touched on in other classes. Rotating topics include such things as: African-American Dance, Dance and Film, Great Composers, Acting on Stage and Screen. Though this upper-division class is open to all interested students without prerequisite, prior completion of **Performing Arts I** strongly recommended.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the chair and instructor required.

198 Senior Project

During their senior year, majors in Dance, Music or Theatre, under the supervision of a faculty member, are required to develop a project which demonstrates their expertise and creativity. The project may take the form of a solo performance, involvement with a performing arts group off campus, a substantive essay, or directing/ choreographing a student production. See advisor for guidelines before end of junior year.

DANCE

22/122 Dance Technique and Movement

Studio instruction in ballet, jazz, modern dance, tap, hip-hop, African dance, Ballet Folklorico, Persian dance, Pilates and Yoga.

*Courses are taught at the beginning, intermediate and advanced levels.

*Does not satisfy an Area requirement.

121 Dance History I: Ballet

This course covers the development of dance from its roots in European court dancing through the development of ballet into the beginning of the modern era. Students attend professional dance concerts in the Bay Area.

123 Dance History II: Modern and Contemporary

This course studies the development of modern dance from its roots in ballet to the innovations of the present including hip-hop and dances made for the camera. Students attend professional dance concerts in the Bay Area.

125 Dance in Performance

A course in dance analysis and criticism. Various aspects of dance as a performing art are studied through attendance at dance performances offered in the Bay Area by local companies and national troupes performing on tour. *Prerequisite:* **Performing Arts I**

126 Dance Production

Rehearsal and technique class for the Saint Mary's College Dance Company, culminating in public performances. Permission of instructor required.

*Does not satisfy an Area requirement.

130 Foundations of Theatre II

A continuation of the survey of major developments in theatre begun in **Foundations I**. This course pays special attention to the rise of modern theatre, contemporary forms of theatre, and various performance theories. *Prerequisite:* **Foundations I (Perfa 30)** or consent of instructor.

MUSIC

10 Rock to Bach: Introduction to Music

Students in this class cultivate the ability to listen more deeply. They study the evolution of classical music, jazz, blues, and early rock through exposure to more than three dozen composers—from Bach to Miles Davis to Little Richard.

11 Music Fundamentals

Students learn to read musical notation and study the basic construction of music through scales, key signatures, chords, and the relationship between melody and harmony.

12 Applied Music (.25)

Group instruction in musical instruments including voice, piano, guitar, strings, woodwinds, or credit for participation in performance groups (Saint Mary's Chamber Musicians, Jazz Band, NightinGaeles, Gospel Voices of Saint Mary's). Beginning and intermediate levels. May be repeated for credit every semester.

*Does not satisfy an Area requirement.

14 World Music and Dance

A survey of music and dance from China, Japan, India, Indonesia, Africa, the Middle East, Latin America, and Native American culture.

Satisfies both the Diversity and the Area A requirement.

110 Medieval and Renaissance Music (.5)

A brief examination of various aspects of music from the Middle Ages through the 16th century, with a focus on musical forms, vocal and instrumental technique, and performance contexts.

111 Symphonic Music

This course familiarizes students with masterpieces of the orchestral repertoire, while teaching them how to listen with more understanding to the works of Bach, Vivaldi, Handel, Mozart, Beethoven, Brahms, Mahler, and many others. There is a particular emphasis on the music of the 19th century. Students learn not only the development of the symphonic form but also its relationship to the social milieu of the time.

112 Private Music Instruction Lab (.25)

Performing Arts majors and minors receive private instruction on any orchestral instrument, guitar, piano, or voice. Please contact Professor Lino Rivera if you have any questions at (925) 631-8216.

*Does not satisfy an Area requirement.

113 Jazz and Blues in America

An examination of the development of jazz and blues in the United States from 19th-century precursors to the present. Major artists and trends are studied through directed listening and analysis of the cultural context from which they arose.

Satisfies both the Diversity and the Area A requirement.

114 Music Theory/Ear Training

Students learn basic principles of harmony (chords) and voice-leading, improve their music-reading skills, learn how to notate simple melodies, and identify types of chords and intervals by ear. Ability to read music is required before enrolling in this class. *Prerequisite:* **Perfa 11** or permission of instructor.

115 Music in Performance

This course emphasizes the history and aesthetics of music by attending live concerts throughout the Bay Area. Students hear music from all historical periods performed by outstanding orchestras, chamber ensembles, and soloists in a variety of concert halls.

Prerequisite: **Performing Arts I**.

117 Form and Analysis

Combines the study of chromatic harmony with analysis of scores to determine the unity of form and content in selected compositions: e.g., a Bach fugue, a Mozart concerto, a Brahms symphony, a 20th-century atonal work. *Prerequisites:* **Perfa 114**.

118 Twentieth-Century Composers

Students will become familiar with the 20th century's most important classical music composers such as Stravinsky, Bartok, Copland, Debussy and Cage, as well as the music and aesthetics of living composers.

119 Music and the Enlightenment (.5)

This course examines the evolution of opera, fugue, symphony, and other forms through the works of Bach, Handel, Mozart, Beethoven, and other composers. It explores how the intellectual and political values of the 17th and 18th centuries were conveyed through music.

Curriculum Performing Arts: Dance, Music, and Theatre

THEATRE

30 Foundations of Theatre I

A survey of major historical developments in theatre, from its ritual origins to the rise of the modern era.

33 Acting I: Principles of Performance

An introduction to the theory, history, and styles of realistic acting with emphasis on personalization, script analysis, and the dynamics of performance.

36 Theatre Masterpieces: World Drama or Modern Drama (.5)

Discussion and analysis of masterworks of dramatic literature. A global perspective showcases playwrights working in diverse styles, eras and traditions. May be repeated for credit as play selection varies.

37 Performance Lab (.5)

Introductory hands-on training in specific performance skills: for example, audition techniques, musical theatre, physical comedy, or voice for the actor. May be repeated for credit as topic varies.

**Does not satisfy an Area requirement.*

38 Stagecraft (.5)

The fundamentals of stagecraft from the first rehearsal to the closing of a show, with emphasis on the responsibilities of each member of the production staff. Instruction is given in the use of hand tools, power tools and theatrical equipment, as lab hours are spent building sets and props for a mainstage production.

**Does not satisfy an Area requirement.*

130 Foundations of Theatre II

An in-depth study of developments in theatre from the 18th century through the contemporary period. Special attention is given to the rise of modern theatre forms, theories, and practices. *Prerequisite:* Foundations I [Perfa 30] or consent of instructor.

133 Acting II: Characterization and Scene Study

A continuing exploration of the tools and techniques used to bring a character to life onstage. Emphasis is given to the development of the actor's instrument - body, voice, emotion and imagination - while partner and ensemble exercises build toward the performance of scripted scenes. *Prerequisite:* Acting I [Perfa 33] or consent of instructor.

135 Theatre in Performance: Bay Area Theatre

A critical engagement with current theatre production and practices. Students attend performances throughout the Bay Area, while studying the contributions made to each production by the playwright, director, designers and actors. *Prerequisite:* Perceiving the Performing Arts [Perfa 1] or Acting I [Perfa 33] or Foundations I [Perfa 30].

136 Theatre: Special Studies

An intensive study of a selected era, genre or movement particularly rich in theatrical significance. Analysis, research and concentrated writing practice are key components of the course. Recent topics have included History of American Musical Theatre, Contemporary Women Playwrights and Documentary Theatre; may be repeated as content changes. *Prerequisite:* Foundations II (Perfa 130) or consent of instructor.

137 Acting III

Students learn advanced performance skills through specially focused work such as Shakespearean scene study, comic and dramatic monologues, and the challenges of period style. May be repeated for credit as topic varies. *Prerequisites:* Acting I and II [Perfa 33 and 133] or consent of instructor.

138 Stage Lighting Design (.5)

A concentrated study of lighting for the theatre—from learning the technology and providing basic visibility, to understanding how to “paint” with light while enhancing a production's emotional and artistic impact. Students participate in the semester's mainstage production and develop design projects of their own. *Prerequisite:* Stagecraft [Perfa 38]

139 Design for the Stage (.5)

A concentrated study of stage, costume and prop design for the theatre. Students follow the process of designing for the mainstage production while working on design projects of their own. Special focus is placed drawing skills, mixing colors and stage terminology. *Prerequisite:* Stagecraft [Perfa 38]

140 Stage Management (.5)

A course in the responsibilities and functions of a stage manager, from the first rehearsal through opening night and beyond. Students develop the skills to run a show in an efficient and positive manner. *Prerequisite:* Stagecraft [Perfa 38]

PHILOSOPHY

The Department of Philosophy provides an opportunity for every student to continue, in more structured, critical terms, the spontaneous inquiry into basic questions man has raised from the beginning of time—questions about himself, about God, about the world in which he lives, and the way in which he ought to live.

The word “philosophy” itself, love of wisdom, indicates that the search is not concerned with superficial explanations, but probes beyond appearances for fundamental principles and causes.

Hence courses are offered not only to satisfy a major but also to provide an opportunity for students who are interested in a closer examination of one or more areas of philosophical inquiry as a worthwhile supplement and broadening factor to their specialized field of study.

FACULTY

Patrick Downey, Ph.D., Associate Professor, Chair

Brother William Beatie, FSC, Ph.D., Professor

Steven Cortright, M.A., Professor

John A. Dragstedt, Ph.D., Professor

Wayne H. Harter, Ph.D., Associate Professor,

Edward Porcella, Ph.D., Associate Professor

LEARNING OUTCOMES

The Philosophy Department seeks to cultivate a unique virtue in its students and faculty. This intellectual virtue we have called the Philosophical Habit of Mind. It consists, at least, of the following abilities:

- An ability to situate oneself in the Western philosophical tradition of ethical and metaphysical questions and reasoning;
- An ability to account to oneself and to others for the bases of one's actions;
- An ability to reckon with the consequences of one's own and other's practical reasoning in various contexts, both personal and political;
- An ability to raise metaphysical questions in various concrete, lived, literary, and political contexts;
- An ability to distinguish and relate the architectonic questions of metaphysics from and to the specialized questions of the sciences and other disciplines;
- An ability to discern the interconnection between various modes of ethical and political reflection and distinct metaphysical positions;
- An ability to pose to oneself the questions raised by the claims of the Christian faith on one's own ethical and metaphysical reasoning;
- An ability to read new or contemporary works in the ongoing tradition of dialectical philosophy with all these abilities at one's disposal.

JOHN F. HENNING INSTITUTE

The Department of Philosophy hosts the John F. Henning Institute, a center for the study of Catholic social thought, with special emphasis on the question of human work and its centrality to the common good. Students are invited to take part in the Institute's program of academic conferences and lectures, publications and seminars.

MAJOR REQUIREMENTS

LOWER DIVISION

Philosophy 10 or 11 is required of all students.

UPPER DIVISION

The major in philosophy requires eight upper-division courses. The 130-131 and 135-136 sequences are required of all majors. In addition, all majors elect at least one course from Philosophical Topics: 108, 109, 110, 111, 113, 114, 115, 116, 117, 118, 133, 134, and from Authors/Schools: 160, 170, 172, 174, 176, 178, and elect one further course from either category or undertake an approved 197 Special Study or 199 Honors course. In the senior year, candidates for the degree undertake an approved 196/198 Senior Thesis.

Majors planning graduate study are advised to take French or German (for study in modern philosophy), Latin (for study in medieval philosophy), or Greek and Latin (for study in classical philosophy).

MINOR REQUIREMENTS

The minor in philosophy requires one lower (10 or 11), and four upper-division courses (the 130-131 sequence or the 135-136 sequence, and one course from each of the categories, Philosophical Topics and Authors/Schools).

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

5 Practical Logic

A course in the analysis and evaluation of everyday arguments. Recognition of patterns of argumentation, fallacies, and ambiguities in English is stressed. This course aims primarily at refining and disciplining the student's natural ability to think critically. May not be counted for major credit.

10 Plato and Philosophical Inquiry

Study of Plato's *Republic* or of selected Platonic Dialogues with a view to such questions as: What is philosophy? What is the act of philosophical inquiry? What makes for a philosophical question, or for a philosophical answer?

11 Aristotle and Philosophical Method

Study of selected texts of Aristotle with a view to such questions as: What are the objects, and associated methods, of philosophical inquiry? Are there distinct kinds or divisions of philosophy? In what sense or senses may philosophy qualify as science?

UPPER DIVISION

PHILOSOPHICAL TOPICS

110 Philosophy of Religion

A phenomenological study of man which seeks to discover the essential structure of the human phenomenon of religion through its various manifestations. Consideration is given to the ultimate meaning of human existence and those common principles rooted in man which give rise to religion. The orientation of the course is philosophical and considers religion as involving both man and God.

111 Philosophy of Art

An analysis of doing and making, of truth, good, beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, poets, etc.

113 Contemporary Problems in Ethics

A study of the ethical aspects of such contemporary problems as personal freedom, personal rights, civil disobedience, and situation ethics.

114 Philosophy of Law

A study of the philosophy of law from Sophocles' *Antigone* through the great thinkers of the Middle Ages, giving particular attention to the notion of natural law of Thomas Aquinas.

115 Modern Legal Philosophy

The philosophy of law from Thomas Hobbes and John Locke to Marxism and contemporary legal positivism.

116 Political Philosophy

An investigation of the philosophical development of the notion of the “state,” “man’s relationship to the state,” and “forms of government.”

117 Philosophy of Nature

Raises the question of the possibility of a knowledge of nature which is independent of the quantification and mathematical methods of the “physical” sciences.

118 Theory of Knowledge

A study of the human approach to the nature of being, through an analysis of the works of Sartre, Descartes, Kant, Hegel, Aristotle, and Thomas Aquinas. Particular emphasis on the philosophical method and the practice of reflection.

130–131 Ethics

An investigation of the difference between good and evil and between virtue and vice; of the relationship of virtue to choice, to knowledge, to power, to pleasure, to happiness; of the relationship of the human person to God, to nature, to society; of the relationship of responsibility to freedom and necessity. Texts (130) by Plato and Aristotle, the Bible, and Aquinas and (131) by Machiavelli, Hobbes, Locke, Rousseau, Hegel, Kant and Nietzsche. **Philosophy 130** is prerequisite to **131**.

133 The Art of Logic

A study of classical logic with reference to primary texts. Logic is approached as the art of attending to and refining the acts of the discursive intellect—definition, predication, and argument (reasoning—in its coming to know). Among the major topics considered: signification, categories, predicables, categorical and complex propositions, syllogistic, induction, formal and informal fallacies.

135–136 Metaphysics

A study, through close reading, discussing and writing, of “metaphysical” texts of (135) Plato and Aristotle (and, through them, of Parmenides and Heraclitus); and (136) of Thomas Aquinas and Hegel (with some attention, as time permits and inclination prompts, to texts of one or more of the following: Descartes, Kant, Wittgenstein, Heidegger).

Philosophy 135 is prerequisite to **136**.

AUTHORS AND SCHOOLS

160 A Critical Reading of the Principal Works of a Single Major Author or School of Philosophy

Such philosophers will be chosen as Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel, and Heidegger. A “school” of philosophy, e.g., Empiricism, Rationalism, Idealism, is offered from time to time. May be repeated for credit as content varies.

170 Contemporary Philosophy

A study of a major philosopher or “school” of the contemporary period. Course may be repeated for credit as content varies.

172 Existentialism

Readings and discussions of some of the principal existential philosophers of the Continent, such as Kierkegaard, Camus, Sartre and Heidegger.

174 Greek Philosophy

A study of the full range of Greek philosophical thought from its pre-Socratic origins to its Neoplatonic conclusion. Platonic, Aristotelian, Cynic, Sceptic, Stoic and Epicurean Schools are examined through their texts, in historical context and evolution.

176 Medieval Philosophers

A consideration of the metaphysical and world view of major philosophers of the medieval period such as Saint Augustine and Thomas Aquinas. Course may be repeated for credit as content varies.

178 Renaissance Philosophers

A survey of major thinkers and artists from early 14th century to 16th century. The concern will be with questions of God, man, and the world, and the contrast of the world of the Middle Ages and the beginning of the modern world.

196 Senior Thesis / 198 Senior Thesis—Honors

Candidates for the degree arrange, in the fall or spring of the senior year, a program of reading and research on a topic in modern/contemporary philosophy under a department director, and compose a lengthy Senior Thesis, which is presented publicly at a departmental meeting. Directions for proposing the thesis and a catalog of library resources are available from the chair.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the department chair and instructor required.

199 Special Study—Honors

An independent study or research course for upper-division majors with a B average in philosophy. Permission of the department chair and instructor required.

PHYSICS AND ASTRONOMY

Physics in this century has become a complex endeavor reflecting many centuries of experimentation and theory. It is an enterprise conducted by men and women who are stimulated by hopes and purposes that are universal: to understand and describe nature in its most elementary form. Physics and astronomy courses train students to carefully observe physical phenomena and to interpret the phenomena using synthesis, mathematical modeling and analysis. These methods represent a way of knowing that is central to the scientific method. The department is dedicated to teaching students with majors in science as well as general science education in the liberal arts tradition. The physics major is designed for students who wish to pursue graduate study or gain employment in the private/industrial sector or government service. In addition to offering a bachelor of science degree in physics, the Department of Physics and Astronomy also offers an optional degree concentration in astrophysics and a physics minor.

FACULTY

Roy J. Wensley, Ph.D., *Professor, Chair*

Jessica C. Kintner, Ph.D., *Professor*

Ronald P. Olowin, Ph.D., *Professor*

Chris M. Ray, Ph.D., *Professor*

Mari-Anne M. Rosario, Ph.D., *Associate Professor*

John Waddell, M.S., *Associate Professor, Emeritus*

LEARNING OUTCOMES

Students who graduate with a major in physics will be able to analyze complex and subtle physical phenomena and systems. The successful student will be able to identify the physical and mathematical principles relevant to a system—even principles that are addressed in separate courses and disciplines. Using the principles they identify, students will be able to carry out the necessary analysis and synthesis to model the system accurately, and will be able to effectively communicate their results.

MAJOR REQUIREMENTS

LOWER DIVISION

Physics 1, 2 (lab), 3, 4 (lab), 60

Mathematics 27, 38, 29

Computer Science 21

UPPER DIVISION

All majors must take six upper-division physics courses including Physics 105, 110, 125, 181, and Math 134.

The concentration in astrophysics requires eight upper-division courses: the five listed above and Physics 170, 173, and 185.

MINOR REQUIREMENTS

Physics 1, 2 (lab), 3, 4 (lab), 60; Mathematics 27, 38, 29, and three elective upper-division physics courses.

PREREQUISITE GRADE

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

COURSES

LOWER DIVISION

1 Introduction to Physics I

This course is the first in a two-part sequence and is designed for students majoring in physics, chemistry, and mathematics, and for students preparing for an engineering program. The sequence introduces students to topics in Newtonian mechanics, vibrations and oscillations, waves and sound, thermodynamics, electricity, magnetism, simple circuits, and optics (geometrical and wave). Four lectures weekly. Concurrent enrollment in Physics 2 (lab) is required. *Prerequisite:* Math 27 (may be taken concurrently).

2 Introduction to Physics I Laboratory (.25)

Students gain hands-on experience with the topics discussed in Physics I. Additionally, students are introduced to methods of experimentation in physics including good measurement techniques, simple data analysis, and scientific writing. Concurrent enrollment in Physics I is required. Laboratory fee required.

3 Introduction to Physics II

Continuation of Physics I. Four lectures weekly. Concurrent enrollment in Physics 4 (lab) is required. *Prerequisites:* Physics I and Math 28 (may be taken concurrently).

4 Introduction to Physics II Laboratory (.25)

Students explore the concepts of Physics 3 in a laboratory setting. Concurrent enrollment in Physics 3 is required. Laboratory fee required.

10 General Physics I

This course is the first in a two-part sequence. The sequence introduces the student to the conceptual framework of physics, and the phenomenology of mechanics, fluids, waves, thermal physics, electricity, magnetism, optics and modern physics. In comparison with the Introduction to Physics sequence this course chooses breadth over depth, and is expected to be more suited to needs of life science students. Three lecture hours and one lab per week. Laboratory fee required. *Prerequisite:* Math 27.

11 General Physics II

Continuation of Physics 10. Three lecture hours and one lab per week. Laboratory fee required. *Prerequisite:* Physics 10. Concurrent enrollment in Physics 21 is required.

20 General Physics I Laboratory (.25)

Laboratory to accompany Physics 10. Must be taken concurrently with that course. Laboratory fee required.

21 General Physics II Laboratory (.25)

Laboratory to accompany **Physics 11**. Must be taken concurrently with that course. Laboratory fee required.

40 Revolutions in Science

This course is intended to introduce the methods and ideas of science. Students gain an appreciation for the scientific "way of knowing" by learning how phenomena in nature are observed and catalogued, and how general principles are deduced from observations. Concurrent enrollment in **Physics 41** is required.

41 Revolutions in Science Laboratory

Laboratory to accompany **Physics 40**. Must be taken concurrently with that course. Meets every other week. Laboratory fee required.

60 Modern Physics

The discoveries and methods of physics developed in the 20th century will be studied. Relativity, statistical physics, and quantum mechanics are the main topics. Applications including molecular, condensed matter, nuclear and particle physics are stressed. *Prerequisite:* **Physics 3**.

90 Introduction to Astronomy

This introductory course presents a comprehensive and balanced view of what is known about the heavens. Aimed at the non-specialist, the course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars and galaxies to more esoteric questions concerning the origin of the universe and the search for extraterrestrial intelligence. *Prerequisites:* One year each of high school Algebra I, II, and geometry. Concurrent enrollment in **Physics 91** is required.

91 Astronomy Laboratory (.25)

Laboratory to accompany **Physics 90**. Exercises include experiments in a laboratory setting, observations using the campus observatory and telescopes, and field trips to local observatories and/or planetariums. Laboratory fee required.

UPPER DIVISION

Physics 3 and **Math 29** are prerequisites for all upper-division physics courses.

105 Analytical Mechanics

This course covers the principles of particle dynamics. Topics include rigid body dynamics, Lagrange's equations, Hamilton's principle, wave propagation, and normal modes of vibration in oscillating systems.

110 Electricity and Magnetism

Electrical and magnetic concepts are studied using static and dynamical field concepts. Maxwell's equations are emphasized. Topics include electrostatics, electrodynamics, magnetism, and electromagnetic waves.

115 Thermal and Statistical Physics

This course covers the laws of thermodynamics and statistical physics. Topics include temperature, work, heat transfer, entropy, phase transitions, Maxwell's relations, the kinetic theory of gases, partition functions, and particle statistics.

125 Quantum Mechanics

Introduction to the theoretical foundations of quantum theory. Using the Schrodinger and Heisenberg formulations of the harmonic oscillator, the hydrogen atom, the theory of quantized angular momentum, and scattering are studied. The concepts of Hilbert space, operators, commutation relations, and the Heisenberg uncertainty principle are included. *Prerequisites:* **Mathematics 134** and **Physics 60**.

140 Special Topics in Advanced Physics

Focus on variable topics such as particle physics, solid state physics or numerical methods of physics. May be repeated for credit as content varies.

170 Astrophysics

A study of the internal constitution of stars and stellar systems from the point of view of atomic and nuclear physics. The basic equations of Saha and Boltzman are used to solve the appearance of observed stellar spectra and the differential equations of continuity and state to interpret the physical properties of stellar structures.

173 Cosmology

Using an historical approach, this course studies how humankind has come to understand the origin and structure of the universe. The course begins with studies of ancient cosmologies, such as those from Egypt, Ancient Greece, Pre-Columbian America, and the Orient. This sets the stage for the revolution in understanding brought about by Copernicus, Kepler, Galileo and Newton. This fascinating journey is carried through to the present by studying modern astrophysics including topics such as relativity, black holes, stellar evolution, and the Big Bang.

180 Experiments in Modern Physics

Students discuss and perform the experiments which demonstrate and investigate the principles of 20th-century physics. Experimental topics include the photoelectric effect, the Franck-Hertz experiment, x-ray diffraction, solid state materials, nuclear spectroscopy, and holography. This course meets for two laboratory sessions and one lecture session each week. Laboratory fee required. *Prerequisite:* **Physics 60**.

181 Electronics and Instrumentation

Students study the properties of various circuit components and use them in scientific applications. Topics include linear DC and AC circuits, diodes, transistors, operational amplifiers, and photoelectronic devices. Meets for two laboratory sessions and one lecture session each week. Laboratory fee required.

185 Observational Astronomy and Astrophysics

A laboratory course based on the attempt to model, simulate and interpret observational data derived from astronomical observations. Included are interpretations of stellar photographs and spectra, measurements of various stellar parameters and quantities that give rise to our understanding of stars as physical systems. Lab fee is required.

196 Senior Essay (.25)

Independent study of a topic beyond the common course content. Open only to majors in the spring term of their junior year or fall term of their senior year. The essay is evaluated by a committee consisting of the faculty supervisor and two other faculty chosen in consultation with the student. Permission of the Chair is required.

197 Special Study

Independent study or research of topics not covered in listed courses. Permission of the Chair is required.

199 Special Study—Honors

Independent study or research for majors with at least a B average in physics. Permission of the Chair is required.

POLITICS

The politics major is designed to provide a systematic understanding of political power, political processes, and political institutions, both in the United States and the world at large. Politics majors gain insight into public affairs; improve their conceptual, analytical, critical and communication skills; and explore normative questions concerning the relation of individuals to governments and of governments to one another. The curriculum offers courses in five fields: American government, political theory, international relations, public administration, and comparative politics. The department advises students to divide their work among the five fields, although a concentrated major may be advised in a particular case. The department also recommends substantial coursework in related disciplines such as economics, history, or philosophy.

The politics major is not designed as a vocational major. It provides a liberal arts education that fosters responsible civic engagement and an appreciation of diverse political cultures and identities. It prepares students for careers in government service, international affairs, secondary school teaching, journalism, community service, and business. It also serves the needs of students who seek postgraduate education in political science, the law, public policy, and international studies. Students seeking a career in the legal profession will find that the Politics Department's law-related courses will prepare them with a broad background and specific tools with which to undertake their legal education.

Students who expect to pursue graduate study in politics should note that knowledge of foreign languages and/or statistics is usually required for a graduate degree. Knowledge of modern languages is also particularly important for careers in international affairs. Department faculty advisors assist students in the selection of appropriate courses.

The department participates in several off-campus programs that allow students to combine study with practical experience in public life. Students may arrange to receive academic credit for internships with local agencies, officials, or political groups. Students interested in American politics can spend a semester studying at American University in Washington, D.C., which includes an internship with a government agency or interest group. A similar arrangement with the California State University in Sacramento provides an opportunity to study California state government. Students majoring in politics may also participate in the Model United Nations Conference held each year at Harvard University.

FACULTY

Patrizia Longo, Ph.D., *Professor, Chair*

Hisham Ahmed, Ph.D., *Professor*

Ronald Ahnen, Ph.D., *Associate Professor*

David Alvarez, Ph.D., *Professor*

Wilber A. Chaffee, Ph.D., *Professor Emeritus*

Stephen Sloane, Ph.D., *Associate Professor*

Susan C. Weissman, Ph.D., *Professor*

Stephen Woolpert, Ph.D., *Professor*

Sepehr Zabih, Ph.D., *Professor Emeritus*

LEARNING OUTCOMES

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

- **PERFORM** the following intellectual tasks effectively:
 - Comprehend texts
 - Express themselves orally and in writing
 - Analyze and interpret evidence
 - Relate theory to practice
 - Recognize assumptions and evaluate arguments
 - Draw inferences and make deductions
 - Engage in collaborative learning and shared inquiry
 - Select appropriate methods to access, evaluate, and use information
- **ACQUIRE** substantive knowledge allowing them to:
 - Understand essential political terms and concepts
 - Appreciate the historical and cultural context of political events
 - Recognize the causes and outcomes of political conflict
 - Understand the dynamics of political behavior
 - Identify political ideas and belief systems
 - Recognize alternative political groups, structures, regimes and identities
 - Distinguish different levels of political life: individual, local, national, and international
- **DEVELOP** the following habits of mind:
 - Critical and persistent reflection on questions of importance to their lives
 - Intellectual self-confidence and maturity
 - Appreciation of multiple perspectives and contexts
 - Curiosity and a commitment to life-long learning
 - Civic engagement

MAJOR REQUIREMENTS

LOWER DIVISION

Politics 1, 2, 3, 4

UPPER DIVISION

One course in American Politics, one course in Political Theory, one course in International Politics, and one course in Comparative Politics to be selected only from the corresponding lists below. In addition, students must take any five additional Politics courses.

Group I American Politics: **101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 130, 133, 135, 136**

Group II Political Theory: **111, 112, 113, 114, 115, 116**

Group III International Politics: **120, 121, 122, 123, 124, 125**

Group IV Comparative Politics: **140, 141, 143, 144, 145, 146, 147, 148, 149**

The department faculty recommend that students taking an upper-division course in Comparative Politics complete **Politics 1** first; or International Politics, **Politics 1** or **2** is recommended first; for American Politics, **Politics 2** is recommended first; and for Political Theory, **Politics 3** is recommended first.

MINOR REQUIREMENTS

The minor in Politics requires seven (7) courses: three of the four lower-division Politics courses (**POL 1, POL 2, POL 3, POL 4**); and four upper-division Politics courses—one course in American Politics; one course in Comparative Politics; one course in International Politics; one course in Political Theory.

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

1 Introduction to Comparative Politics

A comparative survey of politics in countries and regions other than the United States. Focus is on political culture and socialization, socio-economic structure and class interests, government institutions and electoral processes, political parties, and major shifts in public policy. Themes of globalization, social justice, and democratization are emphasized. Case studies vary, but may include Great Britain, Japan, Russia, Mexico, and Nigeria.

2 Introduction to American Politics

Survey of the principal institutions and processes of the American political system. Topics include constitutional origins and development, political parties, elections, Congress, presidency, bureaucracy and the federal courts.

3 Introduction to Political Thought

A survey of the great political ideas and ideologies that have shaped the history of politics. Topics include core political concepts such as liberty, justice, and equality, as well as organized belief systems such as liberalism, conservatism, and socialism. Students learn to analyze and evaluate political values and to apply them to practical political problems.

4 Introduction To Political Economy

This course provides an overview of the various major schools and approaches to the field of Political Economy. Both economic approaches to analyzing politics, as well as political approaches to analyzing economics, are considered. Themes include: the role of government in economic stabilization, income distribution and theories of distributive justice, political business cycles, and economics and democratic theory.

UPPER DIVISION

101 State and Urban Politics

Survey of current issues and problems in state and city government. Analysis of the evolutionary nature of such issues and problems through a comparison of the historical and contemporary experiences of cities and states. Topics include the distribution of power in the community; the organization of city government; state executive and legislative processes; and community responses to law enforcement, social welfare, education, and taxation.

102 Political Parties and Pressure Groups

An investigation into the theory and practice of political groups. Analysis of the nature of political behavior within and among groups through reading and discussion of classic texts on groups. Topics include the influence of the political environment on group activity; the roles of leaders and followers; the identification and pursuit of group goals; the organization and function of American political parties; and the phenomenon of party loyalty.

Curriculum Politics

103 Elections and Voting Behavior

A study of the electoral process in America with emphases on the organization and the conduct of elections, and the behavior of the electorate. Topics include campaign organization, primaries and nominations, the role of the media, the impact of issues and personalities, and electoral realignment. Depending on the year, the course will focus on presidential elections or the midterm congressional elections. **Politics 102** is not a prerequisite for this course.

104 United States Public and Constitutional Law

A study of the landmark opinions of the U.S. Supreme Court. Topics include separation of powers, federalism, judicial review, government regulation of business, and civil rights. Methods of legal reasoning and case analysis are taught. *Prerequisites:* **Politics 1** and **2** or consent of the instructor.

105 Presidency and Congress

An investigation of the institutional and behavioral characteristics of the presidency and the Congress. The course focuses upon the development of the office of the presidency, the nature and scope of presidential power, and the interaction of the presidency with the cabinet, bureaucracy, media, political parties, and public opinion. It also considers the operation of the modern Congress through an examination of the committee system, congressional procedures and customs, and the relationship between the representative and the constituency.

106 Politics of Labor

A study of the American labor movement from its early economic militancy through its later political passivity to its renewed vigor in the present time. Topics include de-industrialization and the transformation of work, the changing gender, ethnic and racial composition of the work force, the plight of immigrants and undocumented workers, and how the employer offensive and labor laws affect unionization. We also look at student-labor relations, labor and the environment, the role benefits play in contract negotiations and strikes, the impact of globalization on labor, and the struggle to democratize the unions. The readings chronicle and analyze the history of the American labor movement, study the connections between labor struggles and politics, and how labor is perceived by the larger public. A special feature of this course is a series of speakers from the labor movement who address the issues they face.

107 American Legal Institutions

A survey of the American judicial process. The role of the courts in the political process is described, with special emphasis on the Supreme Court. Topics include: how judges are selected, how courts decide cases, the limits of the courts' power, and the impact of court rulings.

108 CIA and the Intelligence Community*

An investigation into the role of the intelligence community in the formulation and conduct of American foreign policy. The course focuses on the Central Intelligence Agency but also considers other members of the intelligence community such as the National Security and the Defense Intelligence Agency. Topics include covert operations, intelligence collection and analysis, counterintelligence, and oversight and control of intelligence activities.

109 Topics in American Politics

A detailed analysis of selected problems in American politics involving the investigation of such contemporary issues as campaign reform, morality in politics, executive-legislative relationships, the military in American politics, and legal-political issues of the intelligence apparatus. May be repeated for credit as content varies.

110 Minority Politics*

An examination of the racial and ethnic dimensions of American politics. Topics include the growing diversity of the American population; government policies on civil rights, affirmative action, and immigration; political participation by, and political conflicts among, racial and ethnic groups; and the impact of ethnic and racial subcultures on contemporary politics.

111 Modern Political Thought*

Works by modern masters of political theory from the Protestant reformation up to the contemporary era are compared and contrasted. Topics include the alternative theoretical foundations of modern political movements and regimes. Students learn to evaluate and criticize political ideas and gain insight into contemporary political problems.

112 American Political Thought*

This course seeks to illuminate the philosophical antecedents to the foundations of the American government as well as the thought of the Founders themselves, and concludes with a review of some of the diverse views regarding the American political order.

113 Political Psychology**

This course surveys the relationship between psychological and political phenomena. Attention is given to classic works which have significantly shaped the field. Topics include theories of human nature, personality and politics, the nature of political beliefs and values, the psychology of political conflict, political leadership, and decision-making. Psychoanalytic, behavioral, cognitive and humanistic perspectives are examined.

114 Topics in Political Thought*

A detailed investigation of selected problems in political thought. Topics such as freedom, equality, justice, authority, ideology, violence, political economy and political psychology are explored. May be repeated for credit as content varies.

115 Theories of Justice

The course examines different theories of justice based on concepts such as "fairness", "equal treatment", and "getting one's due". These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual, and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment.

116 Political Polling and Survey Research

This course explores the theoretical basis of modern empirical methods of investigating political behavior. The course stresses the development of empirical theories of politics through the formation and testing of hypotheses. Emphasis is on the use of survey instruments, polling techniques, and data analysis. Throughout the semester, students work in groups to complete a research project for a local nonprofit organization.

120 International Relations

A study of the forces and forms of international politics and modern state system; nationalism, internationalism, imperialism; war and "cold war." Restraints on the struggles for power: balance of power, morality, and law. The problems of world stability and peaceful change today; diplomacy, disarmament, collective security, the United Nations, regional federations, world government, and universal empire.

121 International Political Economy

This course addresses the growing integration of national economies and financial systems worldwide and its consequence for national political institutions, policymaking, sovereignty, and democracy. The course will focus on the evolution of international trade theory and policies since 1945, trends in foreign direct investment and the 'securitization' revolution in international finance, and the evolution of transnational institutions (WTO, World Bank, IMF, etc.) and free trade mega-blocs (NAFTA-CAFTA, EU, etc.). Special focus is given to current and recent international financial crises and the impact of globalization on U.S. domestic economic policy, economic growth, income distribution, and the evolution of the corporate form of business. The course concludes with a review of the different responses and challenges to global economic integration today by environmentalist, worker-union, and other grass-roots 'civil society'-based organizations. *Prerequisite: POL 004 or ECON 004 (or equivalent).*

122 Topics in International Politics*

A detailed analysis of selected problems in international politics, involving case studies of major geographical regions such as Western Europe, Southeast Asia, and the Middle East, together with a critical examination of the influence of contemporary ideologies on the behavior of nation states. May be repeated for credit as content varies.

123 American Foreign Policy

An investigation of United States foreign policy in the post-World War II period, from the beginning of the Cold War to the present. Consideration of current political, economic, social and ecological problems that challenge developments in foreign policy, with special attention paid to political, economic and military policy priorities. Topics include unilateralism, military intervention, the role of human rights in foreign policy strategy, examining American interests and purposes in the war on terrorism, empire, war and occupation in Iraq, U.S. policy toward the Middle East as a whole; global trade issues (including the role of NAFTA, the IMF, WTO and FTAA), nuclear proliferation and defense policy, national conflicts, the continuing disintegration of the former Soviet Union and its impact on global issues.

124 Defense Policy

The course examines U.S. national security policy objectives, the military strategies and institutions that have been designed to achieve these objectives and the defense capabilities that can be used to accomplish political and economic goals. The focus of readings and class discussion is on the following topics: the international environment as the setting for the making of American defense policy; the evolution of U.S. strategy; World War II, the Korean War and Vietnam as case studies; arms control; the institutional structure and processes of defense policy; military professionalism; reform and appraisal.

125 Human Rights

Three main areas of human rights are examined: 1) human rights theory and the philosophical foundation of human rights, 2) the international institutions, international law, and regional mechanisms for protecting rights, 3) an overview of major empirical theories of rights, identifying economic, political, and social factors and actors that shape present-day human rights conditions.

130 Introduction to Public Administration

A basic introduction to the theory and practice of public administration. Major works in organization and decision theory are read, and particular attention is given to the creation and implementation of programs in the U.S. federal government.

133 Comparative Administration

An introduction to the comparative study of government administration in various nations of the world. Attention is given to the effects cultural and historical differences have on the development of a country's governmental arrangements and processes, and to the different ways other countries deal with the problems and changes in the world with which we also must contend.

135 Environmental Politics

A political analysis of environmental problems such as pollution, energy shortages, population growth, climate change, and the destruction of wilderness areas. Public policies to address these problems both here and in other countries are examined. Ethical aspects of environmental issues are explored.

136 Environmental Law and Regulation

Examination of alternative legal mechanisms for protecting the environment. Topics include environmental torts and remedies; environmental criminal law; private property rights and the "public trust" doctrine; administrative regulations and standards; economic incentive statuses; federal vs. state environmental jurisdiction; and international environmental agreements.

140 Gender Politics

A study of the social, economic, political, and legal status of women in contemporary America and in other countries. The course examines the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, the Equal Rights Amendment, abortion, sexism in the workplace, feminist social theory, and women in politics.

Curriculum Politics

141 Contemporary Revolutions

A comparative study of failed and successful revolutions of the 20th century, examining revolutionary theory and the debates between revolutionaries. Using primary texts, students read the theorists and practitioners of each revolution studied. Cases include the successful Russian Revolution as the first model, followed by the unsuccessful German and Spanish revolutions, the Chinese and the Cuban revolutions, the attempted French revolution of May 1968, the Chilean revolutionary process of 1970–73, the Vietnamese Civil War, the Iranian and Nicaraguan revolutions of 1979. Eastern European revolutions of 1989 are examined as the completion of the failed process of imposed revolutions from above and without after 1945. The causes and basis of social conflict are explored as well as the way rebellions, riots and insurrections can turn into revolutions. Questions are posed for the contemporary post-Cold War world: after the Seattle ferment around globalization and the rise of religious nationalism and terror in the post-September 11 reaction, are revolutions in order?

143 Middle East Politics*

An introductory comparative politics course in the Middle East, the course analyzes such specific problems as the role of the military, the process of modernization, the impact of state proliferation, and the consequences of socioeconomic disparities resulting from the influx of oil wealth. In addition to providing a brief survey of major historical developments since World War I and their impact on current issues, the course examines intra-Arab and Israeli-Arab conflicts.

144 Asian Politics*

A survey of political systems in northeast Asia (including China, Japan, Korean peninsula) and southeast Asia (including Vietnam, Indonesia, Philippines). Emphasis on modern history, economic development, democratization, political culture, and international relations.

145 Latin American Politics*

Examination of political systems in selected Latin American countries. Emphasis on institution, ideologies, political modernization, and the role of the military.

146 West European Politics*

Examination of politics, institutions, ideologies, patterns of stability and change in selected countries such as Great Britain, France, and Germany. Theory of comparative studies.

147 Soviet and Post-Soviet Russian Politics

A survey of the historical, social, political and economic development, disintegration and demise of the Soviet Union from the Revolution to the present. The course takes an interdisciplinary and theoretical approach beginning with Marx, Lenin, Trotsky and Stalin, and goes on to Gorbachev's attempted reform, and the disintegration of the USSR. The course finishes with an examination of the contradictions facing the present Russian government in its attempt at integration into the world economy and its response to the terminal crisis of a system in collapse.

148 East European Politics**

East Europeans have lived through all the great 'isms' of the last century, ending up with post-Soviet global neo-liberal capitalism today. The course focuses on the creation and evolution of the Soviet bloc, the attempts at reform in Eastern Europe, looking at case histories of Hungary, Poland, the former Czechoslovakia and Yugoslavia, the absorption of East Germany by West Germany, and the process of integration into the world economy. Topics include the revolutions of 1989, the dilemmas of democratization, the rise of nationalism, the problem of privatization, the rise and decline of civil society, and the social costs of transformation. A large part of the course is devoted to an examination of ongoing changes and toward that end a variety of topical issues are explored in some detail.

149 Topics in Comparative Politics

Examination of political systems not covered in other courses, investigating selected areas such as African, Canadian, or Pacific Rim countries. May be repeated for credit as content varies.

190 Social Justice Speakers Series (.25)

This quarter-credit course focuses on different aspects of social justice in conjunction with the "social justice speakers" who are invited to speak on our campus. The course helps the students explore the topics presented by the speakers through pertinent readings and follow-up discussions.

191 Remembrance and Resistance (.25)

This quarter-credit course is offered in conjunction with a trip to Fort Benning, Georgia to participate in the vigil that remembers victims of human rights atrocities in Latin America and to protest against training that may induce Latin American military officers to commit such atrocities. Requires six weekly discussion sessions and participation in the vigil and protest during the third weekend of November.

195 Internship in Government

Offers the student the opportunity to earn credit while learning about the day-to-day functioning of government by working part-time in the office of a government agency or elected official. Internships in local, state, and federal offices may be arranged to fit the interests of the student. Student must be in good academic standing.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of instructor and department chairperson required.

199 Honors-Special Study

An independent study or research course for upper-division majors with a B average in government. Permission of the instructor and department chair required.

**Offered in alternate years.*

***Offered at least once in a three-year period.*

PRE-PROFESSIONAL CURRICULA

PRE-LAW

The Association of American Law Schools and the Law School Admissions Council (LSAC) do not recommend any specific undergraduate major or program for students planning to study law. While they consider the prescription of particular courses unwise, the LSAC does believe that the Council can call attention to the quality of undergraduate instruction it believes fundamental to the subsequent attainment of legal competence. The three general aspects of education stressed are:

Interpretive and expressive mastery of language: Language is the lawyer's primary tool. Courses (in English or other disciplines) that stress sound writing, or oral discussion, presentation or debate, and courses (for example, in foreign language or linguistics) that illuminate the workings of language are recommended.

Critical understanding of institutions and values: Legal counsel and advocacy are among the most powerful influences shaping institutions and affecting the quality of lives lived within them. Hence, courses (in history, economics, politics, or sociology/ anthropology, for example) that illuminate institutions' structure, functions, and (therewith) potentials are recommended. Attorneys' professional influence is matched by their moral influence, since legal questions inevitably implicate fundamental notions of equity and fairness. Courses (in religious studies, philosophy, or psychology, for example) that examine the sources and meaning of normative values are therefore recommended. Sound and creative thinking.

Above all, attorneys are problem-solvers and advisors in unendingly various, complex circumstances that demand rigorous, comprehensive analysis (grasp the law and the facts), sensitivity and imagination (know the people), and sound practical judgment (match the end desired to the limits imposed by law, facts and people). Courses (in mathematics, logic, or natural science, for example) that promote rigorous analytic thinking or creative synthetic thinking are recommended. (For prospective law students, the LSAC recommends, by name, some study of accounting, since accounting shapes the language of business.)

In sum, legal studies demand liberal artistry of the kind Saint Mary's College promotes throughout its curriculum, but perhaps most directly in the Integral program.

The College's pre-law advisor is located in the Career Development Center, Ferroggiaro Hall. Information on, and advice about, specific law schools and the Law School Admissions Test (LSAT) are available at the center.

HEALTH PROFESSIONS

Saint Mary's offers an excellent preparation for professional study in a variety of health care fields. Graduates have successfully entered such professions as medicine, dentistry, veterinary medicine, physical therapy, physician assistant, pharmacy, optometry, podiatry and chiropractic medicine. Saint Mary's has a full-time Health Professions Advisor to assist students with preparation for these careers and with the application process.

MEDICINE

Traditionally, Saint Mary's students intending to enter the medical profession have majored in biology or chemistry. However, medical schools give equal consideration to students with any major, as long as students have completed the prerequisite coursework. Thus, a student interested in medicine should not automatically exclude any course of study when entering Saint Mary's. Rather each student should consider such factors as personal interest, aptitude, and alternative career goals when choosing a major.

Regardless of choice of major, there are certain courses that are required by virtually all allopathic and osteopathic medical schools. These include one-year sequential courses in general chemistry (**Chemistry 8, 9, 10, 11**), organic chemistry (**Chemistry 104, 105, 106, 107**), general biology (**Biology 1 & 1L, 2 & 2L**), general physics (**Physics 10, 20, 11, 21**), calculus (**Math 27, 28**), physics, and English. All these courses should be completed before taking the Medical College Admission Test (MCAT). If the student wants to enter medical school after graduation, he or she should take the MCAT during his or her junior year. In addition, it is advisable to take at least one upper-division science course as an elective if a science major is not chosen. Some medical schools suggest or require additional courses in biochemistry, psychology, or foreign language. Thus, the student is advised to check the specific requirements of prospective medical schools. All pre-medical students, regardless of academic major, should seek counseling from the Health Professions Advisor in the School of Science initially upon entering Saint Mary's and thereafter on a regular basis.

DENTISTRY

The general course requirements are the same as for pre-medical students and should be completed prior to taking the Dental Admission Test (DAT). Each pre-dental student should plan his or her curriculum through close consultation with his or her academic advisor and the Health Professions Advisor in the School of Science.

PHYSICAL THERAPY

The Health Science major is designed to include those courses that are required for entrance into most physical therapy master's or doctoral programs. These courses include general chemistry (**Chemistry 8, 9, 10, 11**), general biology (**Biology 1 & 1L, 2 & 2L**), and general physics (**Physics 10, 20, 11, 21**), plus courses in human anatomy (**Biology 15, 16**), human physiology (**Biology 25, 26**), psychology (**139, 152**), and statistics (**Psychology 3 and 4, Math 4, or Biostatistics 119**). Additional courses may be needed, depending upon the entrance requirements of a particular physical therapy program. For further information, contact the Director of Health Science.

Curriculum Pre-Professional Curricula

OCCUPATIONAL THERAPY

The Health Science major is designed to include those courses that are required for entrance into most occupational therapy master's programs. These courses include human anatomy (**Biology 15, 16**), human physiology (**Biology 25, 26**), psychology (**139, 152**), statistics (**Psychology 3, Math 4, or Biostatistics 119**), general chemistry (**Chemistry 8, 9, 10, 11**), general biology (**Biology 1 & 1L, 2 & 2L**), and general physics (**Physics 10, 20, 11, 21**). Additional courses may be needed, depending upon the entrance requirements of a particular occupational therapy program. For further information, contact the Health Professions Advisor.

PHARMACY

Students planning to enter the field of pharmacy could follow the biology, chemistry, or Health Science major. Students should check the prerequisites with individual pharmacy schools in which they are interested as they do vary. Some schools of pharmacy allow students to enroll after three years of pre-professional education. Pre-pharmacy students should consult closely with the Health Professions Advisor in the School of Science.

VETERINARY MEDICINE

Students interested in pursuing veterinary medicine as a professional career have traditionally majored in either biology or chemistry (or a split major between these two disciplines). However, schools of veterinary medicine may consider students from any major providing they have completed the prerequisite coursework. Veterinary medicine requires the same courses in biology, chemistry, mathematics and physics as are required in pre-medicine (see under Medicine). Many veterinary schools have other specific core requirements, such as embryology or statistics. In addition, actual experience in the field of veterinary medicine or extensive experience with animals is required, as well as taking the Graduate Record Exam (GRE). Students are advised to obtain a copy of the catalog from prospective schools, and should also seek counseling from the Health Professions Advisor in the School of Science upon entering Saint Mary's and throughout their stay at the College.

OTHER HEALTH PROFESSIONS

Saint Mary's College provides pre-professional preparation for a number of other health care fields such as physician assistant, optometry, podiatry, chiropractic medicine and public health. Students should contact the Health Professions Advisor in the School of Science for more information.

PSYCHOLOGY

The major in Psychology is a four-year program leading to a Bachelor of Science degree. Students majoring in Psychology are introduced to a spectrum of psychological theories, experiments and problems within the context of a liberal arts college. Although there is considerable variety in the Department of Psychology's course offerings, an orientation which embraces both research and application is emphasized. Psychology majors who have earned their bachelor's degrees are prepared for many different endeavors. For example, they may pursue further study at the graduate level; become involved with the work of counseling centers, elementary and secondary schools, or youth authority facilities; earn a credential in early childhood education and/or in special education; or pursue a career in human resource management. Psychology is also an excellent preparation for careers in law, medicine, or business.

FACULTY

Elena A. Escalera, Ph.D., Associate Professor, Chair

Brother Camillus Chavez, FSC, Ph.D., Lecturer

Lynnyone D. Cotton, Ph.D., Associate Professor

Jose A. Feito, Ph.D., Associate Professor

Emily Hause, Ph.D., Assistant Professor

Mary E. McCall, Ph.D., Professor

Ellen Newman, Ph.D., Lecturer

Mary Jane Nunes-Temple, M.S., Lecturer

Hiroko Nakano, Ph.D., Assistant Professor

Keith H. Ogawa, Ph.D., Professor

Arcenta Orton, J.D., Lecturer

Christy L. Scott, Ph.D., Assistant Professor

Sara K. Stampp, Ph.D., Professor

James A. Temple, Ph.D., Professor

Mary M. True, Ph.D., Professor

Hoang J. Vu, Ph.D., Associate Professor

Paul Zarnoth, Ph.D., Associate Professor

LEARNING OUTCOMES

Upon completion of the requirements for the Bachelor of Science degree in Psychology, students will be able to:

- **DEMONSTRATE** knowledge of the theoretical approaches, research findings, and historical trends in psychology.
- **ENGAGE** in informed, critical intellectual discussion surrounding questions of human behavior.
- **USE** multiple research methods and statistical tools to design research and collect, analyze, and interpret data; understand the limitations of these tools and methods; successfully interpret empirical research; demonstrate information competence through use of key data bases; and proficiently write a research report using the standard APA format.
- **DEMONSTRATE** the skills of skeptical inquiry and critical thinking in the analysis of peer-reviewed articles and articles appearing in the popular press.
- **DEMONSTRATE** an understanding of the multiple ways gender, culture, age, and sexual orientation affect psychological processes (i.e., perception, memory, learning, affect, social behavior, and development).
- **DEMONSTRATE** through the use of computer simulations and anatomical dissections the role of biology and neurology in perception, learning, memory, and language, and understand their relation to neurological and biological pathologies.
- **APPLY** psychological theory and research to issues that may arise in their careers and personal lives as well as applications to problems of social justice in the world around them.

MAJOR REQUIREMENTS

CORE CURRICULUM

Intended to give breadth and scope of the discipline, all Psychology majors are required to fulfill the following nine courses: **Psychology 1, 2, 3, 4, 100, 110, 140, 150, 160.**

COURSE PREREQUISITES AND REQUIREMENTS

In addition to individual course prerequisites, **Psychology 1** and **2** are generally required for admission to all upper-division psychology courses. **Psychology 3** and **4** are required for admission to some upper-division Psychology courses as indicated in the course descriptions. A minimum grade of C– in all prerequisites is required for admission to all courses. Prerequisites may be waived at the discretion of the instructor.

LOWER DIVISION

Psychology 1, 2, 3 and **4** are required for all Psychology majors. A minimum grade of C– is required for all lower-division courses

UPPER DIVISION

There are four major concentrations in the Department of Psychology. A student may elect to follow any one of these programs for a Bachelor of Science degree:

GENERAL PSYCHOLOGY

For the student who wants a general education in Psychology, a sequence of upper-division courses in addition to the Core Curriculum which must include **Psychology 103** or **104, 126, 127** or **128**, and one course each from 3 of the following areas of concentration:

- Biological courses: **113, 115, 157**
- Developmental courses: **141, 142, 143, 144, 148**
- Personality courses: **147, 152, 174**
- Social courses: **165, 172, 180**

EXPERIMENTAL/NEUROSCIENCE PSYCHOLOGY

For the student with an interest in the biological bases of behavior, a sequence of upper-division courses in addition to the Core Curriculum which must include **Psychology 103, 104, 113** or **115, 126, 127** or **128.**

Curriculum Psychology

DEVELOPMENTAL PSYCHOLOGY

For the student interested in working with individuals in educational or social service settings, two tracks are offered:

Child/Adolescent track, a sequence of upper-division courses which must include **Psychology 103** or **104**, **141**, **142**, **144**, and any one of the following:

- **Psychology 147**, **148**, **165**, **174**,
- **Anthropology 113**. A field study (**Psychology 195**) is strongly recommended.

Adolescent/Adult track, a sequence of upper-division courses which must include **Psychology 103** or **104**, **142**, **143**, and any two of the following: **Psychology 115**, **128**, **147**, **157**, **165**, **174**. A field study (**Psychology 195**) is strongly recommended.

SOCIAL/PERSONALITY PSYCHOLOGY

A Social track, for the student interested in community or organizational psychology, a sequence of upper-division courses in addition to the core curriculum which must include **Psychology 165**, **172**, either **103** or **104**, either **127** or **180**, and any one of the following: **Psychology 115**, **147**, **157**, **195**, **199**.

A Personality track, for the student interested in social work or counseling/clinical psychology, a sequence of upper-division courses in addition to the Core Curriculum which must include **Psychology 152**, **174**, either **103** or **104**, either **127** or **147**, and any one of the following: **Psychology 115**, **128**, **142**, **143**, **148**, **157**, **170**, **195**, **199**.

MINOR REQUIREMENTS

The minor in psychology requires **Psychology 1**, **2**, and **3**, and three upper-division courses from the following five pairs of options, no two of which are from the same pair: **Psychology 110**, **115**, **126**, **127** or **128**; **Psychology 140–148**; **150** or **152**; **172** or **180**; **160** or **165**. Minors may fulfill only one upper-division course off-campus.

TRANSFER CREDIT IN PSYCHOLOGY

Students already enrolled at Saint Mary's College who wish to transfer credit for an off-campus upper-division psychology course must submit a formal petition to do so to the chair of the Psychology Department before enrolling in the course. Online courses are generally not accepted for credit in this department.

PREREQUISITE GRADE

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

C O U R S E S

LOWER DIVISION

1 Introduction to Personal-Social Psychology

A survey of personality theory and assessment, social, developmental, and clinical psychology with special attention to the pervasive influences of culture, gender and ethnicity.

2 Introduction to Physio-Experimental Psychology

An exploration of the scope and methods of physiological and experimental psychology.

3 Psychological Methods and Analysis I

This course is the first part of a two-semester sequence of courses that presents a survey of the complementary methodologies frequently used within the field of psychology. An emphasis will be placed upon the collection and analysis of data, with a focus on non-experimental methods and descriptive statistics. Students who enroll in this course in the fall must register for **Psychology 4** in the following spring semester.

Prerequisite: competence in basic algebra.

Does not satisfy an Area B requirement.

4 Psychological Methods and Analysis II

This course is the second part of a two-semester sequence of courses that presents a survey of the complementary methodologies frequently used within the field of psychology. An emphasis will be placed upon the collection and analysis of data, with a focus on experimental methods and inferential statistics. *Prerequisite:* **Psychology 3**.

Does not satisfy an Area B requirement.

8 AfricanAmerican Psychology and Law (fall)/ The African American Family and Law (spring)

The course examines various aspects of African-American psychology. In the fall, the course focuses on improving one's understanding of the dynamics of being black in an urban society by exploring psychological forces and influences that proliferate racism, subordination, dehumanization and victimization. In the spring the course focuses on the historical background of the black family from a psychological perspective, including personality development, black masculinity, parental roles, extended family and alternative lifestyles that impact the black family. Both semesters explore how the U.S. Constitution and Supreme Court decisions have affected public policy issues within a psycho-social context.

10 Psychology and Life

This course is an introduction to the field and study of psychology for non-majors. It is a survey of social and personality psychology, as well as cognitive and physiological-experimental psychology.

12 Special Topics in Psychology

Selected areas of psychology not covered by the regular department course offerings. Topics are announced prior to preregistration. Course may be repeated for credit as content varies. Potential topics include: Psychology of Racism; Psychology in the Courtroom; Psychology of Religion; Sports Psychology; Environmental Psychology.

13 Meditation (.25)

Students learn to use the Jose Silva theory of meditation to enhance performance and well being. Exercises are offered in stress reduction for the improvement of sports performance, for the enhancement of prayer life, and other areas of student interest. Course offered on a pass/fail basis only. Does not count toward the major.

Does not satisfy an Area B requirement.

14 Advanced Meditation (.25)

Building upon the skills and knowledge gained in **Meditation 13**, students continue with more advanced aspects of the theory and practice of meditation. Course offered on a pass/fail basis only. Does not count toward the major. *Prerequisite: Psychology 13.*
Does not satisfy an **Area B** requirement.

UPPER DIVISION

100 Seminar in Psychology

An investigation of the history and philosophical foundations of modern psychology. Emphasis is upon basic issues of psychology, emerging in the long philosophical tradition of Western civilization, which ground psychology as an empirical human science. *Prerequisite: Senior psychology major or consent of instructor.*

104 Test Construction

A study of the principles of testing and measurement in the creation of a psychological test. The general history, function, and use of tests. Norms, reliability, validity, item analysis. *Prerequisite: Psychology 3, 4.*
Does not satisfy an **Area B** requirement.

105 Advanced Psychological Statistics

Advanced research methods for evaluating psychological data utilizing SPSS. Topics generally include: theoretical sampling distribution, probability, decision theory, multiple analysis of variance, multiple regression analysis, and factor analysis. *Prerequisite: Psychology 3, 4.*
Does not satisfy an **Area B** requirement.

110 Psychobiology

Examines the complex interaction of nature and nurture underlying the behavior of animals and humans, and the methods used to investigate this interaction. An overview of the anatomical, neural and neurochemical bases of behavior in both normal and clinical cases is provided. Learning is enhanced through laboratory activities of dissection, computer models and electrophysiological techniques. Laboratory fee: \$125. *Does not satisfy an Area B requirement. Prerequisite: Psychology 1, 2.*

113 Animal Behavior

A study of behavior of animals, including primates and humans, and the mechanisms that control behavior at both the biological and psychological levels. Field trips may be required.

115 Health Psychology

A study of the relationships among mental processes, behavior, and physical health with an emphasis on the role of psychology in prevention and treatment of illness as well as promoting optimum health. *Prerequisite: Psychology 1, 2, or Psychology 10, or Psychology 1, Biology 15 or 25.*

120 Experimental Psychology

A study of the logic of experimentation as applied to psychological problems through selected experiments in sensation, perception, cognition, learning, and motivation. Laboratory fee \$50. *Prerequisite: Psychology 3, 4. Does not satisfy an Area B requirement.*

126 Sensation and Perception

Examines the cognitive and physiological processes responsible for the acquisition and mental representation of sensory information. *Prerequisite: Psychology 3, 110.*

127 Learning, Memory, and Cognition

Examines how organisms acquire and use information provided by experience and how such information is represented in memory. The course covers the major theories in learning and memory, and the mechanisms and processes by which knowledge is used for the control of behavior. *Prerequisite: Psychology 3.*

128 Neuropsychology

A comprehensive survey of the relation between behavior and brain activity across the human lifespan, examining theory and research on such topics as neurodevelopmental disorders; clinical neuropsychological assessment; and neuropharmacology, rehabilitation and functional neuro-anatomy and physiology. *Prerequisite: Psychology 1 and 2.*

139 Human Development for Non-majors

Students will examine theory and research in physical, social, emotional, and cognitive development from conception to death. Students will examine how developmental research is conducted and analyze recent studies in the field. There will be on-site visits to developmental programs and students will critique programs in terms of what they have learned in the course. Not open to majors and minors in Psychology, who should take **140**. *Prerequisite: Psychology 1 or 10.*

140 Human Development

An examination of the major theories of and influences on human development from conception through death, including the biological, cognitive, emotional, social and cultural dimensions of development. Only majors and minors in psychology may enroll in this course. All others should take **139**. *Prerequisite: Psychology 1 and 2.*

141 Infancy and Childhood

An examination of development from conception through early childhood (0-5 years), including the biological, cognitive, emotional, social and cultural dimensions of development, with discussion of special topics, e.g. learning disabilities and child abuse. Students complete an in-depth case study of a child as a way to integrate course materials and naturalistic observation. *Prerequisite: Psychology 139 or 140.*

142 Adolescent Development

An examination of development from late childhood through adolescence (11-18), including the biological, cognitive, emotional, social and cultural dimensions of development, with discussion of special topics, e.g., identity issues, cross-cultural issues, and high-risk behaviors. Students conduct an extensive interview which integrates an adolescent's own experience with current research and theory. *Prerequisite: Psychology 139 or 140.*

143 Adult Development

A study of the major psychological, social, and cultural factors that influence development from early adulthood through old age. Students examine in depth a public policy that affects adults or families. *Prerequisite: Psychology 139 or 140.*

Curriculum Psychology

144 Middle Childhood

The purpose of this course is to examine the key developmental tasks of middle childhood, including the development of achievement motivation, positive peer relationships, moral responsibility, self-regulation, and initial mastery of the skills important to one's culture. Students will observe children in various settings, including school, organized sports, and informal play settings, to investigate how the peer culture influences development. Students will also conduct an ethnographic pilot study of a peer culture. *Prerequisite:* Psychology 139 or 140.

147 Psychology of Gender

A critical review of the theory and research on gender from the biological, psychological, and sociological perspectives. The course explores the social construction of gender and how it impacts human development and social behavior. Throughout the course, the interaction between gender and the complexities of race, culture and sexual orientation is considered.

148 The Exceptional Individual

Examines individuals with special needs, be they physical, cognitive, or social/emotional. Causes, consequences, and treatment approaches are covered, as well as implications for development issues. Students will be required to visit facilities and interview individuals.

Prerequisite: Psychology 139 or 140.

Offered in alternate years.

150 Theories of Personality

A critical review of the traditional and modern theories of personality, including the psychoanalytic, neoanalytic, trait, behavioristic and humanistic perspectives, with a focus on personality development, assessment techniques, and application of theory to everyday life.

152 Abnormal Psychology

The abnormal personality with special emphasis on those afflicted with psychoneuroses, psychoses, psychosomatic reactions, brain damage, or personality disorders.

156 Personal and Professional Adjustment

A research-oriented treatment of personal and vocational adjustment, including: stress and stress tolerance, defensive and constructive coping, social and job satisfaction, behavior modification, and interpersonal communication.

157 Human Sexuality

A review of the empirical evidence on human sexuality, with a focus on historical and cultural perspectives as well as the physiological, psychological and sociological basis for sexual behavior and sexual identity.

160 Social Psychology

An introduction to social psychology including the study of attitude formation and change, social interaction, social norms, and cultural influences on personality formation.

165 Cross-Cultural Psychology

An analysis of cultural influences on human behavior. Topics include cross-cultural methodology, perception, cognition, motivation, development, attitudes and prejudice, gender, adaptive and maladaptive patterns, and the construction of self. This course includes a community service learning component with CILSA. Fulfills the Diversity Requirement.

Prerequisites: Psychology 1, 2 or Psychology 10.

170 Theories of Counseling

A critical review of traditional and modern theories of counseling and psychotherapy.

172 Groups and Organizations

Fundamental concepts of organizational theory as it applies to successful group functioning, with a focus on group structure and group processes, team building, group norms and group communication. *Prerequisites:*

Psychology 1 or 10, or junior standing in Psychology, Business Administration, or Sociology.

174 Psychology of the Family

A study of family dynamics and the influences which contribute to family dysfunction. Examination includes relationships between family patterns and childhood disorders.

180 Organizational Psychology

Examines the major theoretical findings in the field concerning the relationship between the individual and the organization, including the study of motivation, leadership, decision making, power and politics, corporate culture, and organizational development. *Prerequisites:* Psychology 1 or 10, or junior standing in Psychology, Business Administration, or Sociology.

195 Special Field Study

This course may be taken only on a pass/fail basis and does not count toward the major. *Prerequisites:* upper-division standing as a Psychology major, sponsorship by a Psychology faculty member, and approval of the Department of Psychology chair. This course may be taken for .25, .50, or 1.0 course credit as determined by the faculty sponsor.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the sponsoring faculty member and department chair is required.

199 Special Study—Honors

Independent study and research on campus in an area of interest to the student culminating in a written presentation of the problem, method of analysis and findings. *Prerequisites:* upper-division standing as a Psychology major, B average in upper-division psychology courses already taken, consent of the instructor and the chair of the department. May be repeated for credit if content varies.

SOCIOLOGY

In the Sociology department you'll learn to better understand the sometimes confusing nature of human social life. How is social life possible? What do patterns of social life tell us about the world? What is the relationship of the individual to the social order?

Sociology addresses the most pressing social issues in contemporary American society—racial and ethnic tensions, gender inequality, poverty, health and illness, social movements, crime and deviance, educational inequality, immigration, and problems in urban environments, just to name a few. Sociologists study everything from the social dynamics of two people in conversation to the social dynamics of political revolutions.

Sociology provides students with a theoretical framework with which to help make sense of an increasingly complex world and the place of the individual within that world. Sociology also provides students with specific methodological tools to investigate the social world and to collect and analyze data about the world we live in.

The sociology major develops research skills, analytical skills, and communication skills that are well-suited to students interested in careers in teaching, public and mental health, counseling, social work, the criminal justice system, public policy, marketing, journalism, and the non-profit sector.

Students can take advantage of the exchange course program to enroll in sociology and ethnic studies courses at the University of California, Berkeley, as well as Mills College and California State University at Hayward. The department offers a field placement/internship program with neighboring institutions such as social service agencies and businesses.

FACULTY

Phylis Martinelli, Ph.D., *Professor, Chair*
Robert Bulman, Ph.D., *Associate Professor*
John Ely, Ph.D., *Associate Professor*
Cynthia Ganote, Ph.D., *Assistant Professor*

LEARNING OUTCOMES

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

- **UNDERSTAND** sociological theory and methods and be able to apply theoretical explanations to empirical examples.
- **WORK INDEPENDENTLY** to research primary and secondary sources using library resources. In addition, students will be able to collect and analyze primary and secondary data.
- **WRITE** research papers with a clear thesis statement with sufficient support for that thesis. Also, write papers in accordance with the ethical and professional standards of the American Sociological Association.
- **EXAMINE** their own lives in social context and assess how their lives are affected by the specific time and place in which they live.
- **EMPLOY** critical reading, thinking, and writing skills that will allow them to research, analyze, and report on a social issue in a way that incorporates what they have learned while maintaining their authentic voice.
- **REFLECT** upon questions of personal and social responsibility in a complex and changing society.
- **ENGAGE** with the greater community by applying what has been learned in the classroom.
- **EXPRESS** themselves with confidence in both written and oral communication.

MAJOR REQUIREMENTS

The sociology major is comprised of 13 lower- and upper-division courses. A minimum acceptable grade of C– for coursework is required to count toward the major.

LOWER DIVISION

Sociology 2 Introduction to Sociology
Sociology 4 Social Problems
Mathematics 4 Introduction to Probability and Statistics

UPPER DIVISION

Sociology 101 The Sociological Imagination
Sociology 134 Contemporary Social Issues
Sociology 130 Sociological Theory
Sociology 132 Sociological Research Methods

Six additional upper division courses, five of which must be Sociology courses, one of which may be an Anthropology or Sociology course.

MINOR REQUIREMENTS

A minimum acceptable grade of C– is required for coursework to count toward the minor.

SOCIOLOGY

The minor in Sociology requires two lower-division courses (**Sociology 2, Introduction to Sociology** and **Sociology 4, Social Problems**) and four upper-division Sociology electives.

JUSTICE AND COMMUNITY

This multidisciplinary minor, which is housed within the Departments of Sociology and Anthropology, incorporates field research and issues of social justice into the experiences and curriculum of students pursuing careers in social justice. The following courses are required:

LOWER-DIVISION REQUIREMENTS

Sociology 4 and either **Economics 3** or **4**, or **Economics 10**

UPPER-DIVISION REQUIREMENTS

Theory (1): **Politics 115**

Theory/Praxis (1): **An/Soc 122** or **124** or **Religious Studies 129** or **BusAd 181** (or **182**) or **Politics 106**

Electives (2): **Sociology 116, 120, 122, 124, 128; BusAd 181** or **182; Communication 161, Econ 152, 192; Politics 106, 110, 135; Religious Studies 140, 141, 143**

Capstone (1): **Sociology 126**

Students must take five courses outside their major. Sociology majors must take **Sociology 124** in place of **Sociology 4**, and both electives must be outside the department. Politics students must choose one elective outside their department; and Economics majors must take an additional upper-division elective in place of **Economics 10**.

PREREQUISITE GRADE

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

COURSES

LOWER DIVISION

2 Introduction to Sociology

Sociological theory, methods and the sociological perspective are studied. This perspective enables students to see how the self, human behavior and attitudes are shaped by social structures and institutions, e.g., social class, popular culture, and the family. The social world is re-examined (social rules, deviance, gender, inequality, the economy, etc.).

4 Social Problems

An overview of the causes, characteristics, and responses to social problems in the United States. Topics such as crime, substance abuse, racism, ageism, and family instability are studied through the sociological framework.

UPPER DIVISION

All upper division courses have a prerequisite of **Sociology 2, Sociology 4**, or the consent of the instructor.

101 The Sociological Imagination

This course will reinforce and expand upon many of the concepts you have been introduced to in Introduction to Sociology and Social Problems. In this course we will explore the basic theoretical perspectives within sociology, the use of theory in sociological research, the logic of sociological research, and an introduction to a variety of methodological approaches used by sociologists. This course will provide students with a solid base of knowledge which will serve them well in other upper division sociology courses—the Sociological Theory and Sociological Research Methods courses in particular.

111 Marriage and Family

A concentration on modern, westernized societies where marriage and family are still the basis of society yet are undergoing significant changes.

112 Race and Ethnicity

This course presents sociology's key concepts and theories in the study of race and ethnicity. Focusing primarily on the U.S., this course looks at the cultural and social constructions of race and ethnicity.

114 Urban Studies

Traces the development of modern communities, ranging from suburbs to the megalopolis. Studies the benefits and problems of contemporary urban life and projects future trends based on sociological models.

116 New Immigrants and Refugees

Looks at the attitudinal and legal reactions to immigrants and refugees in the United States in this century. Emphasis is placed on the new Americans, why they are coming, and how they differ from earlier migrants. Special attention is given to the impact of new immigrant groups in California.

118 Health and Illness

Presents social and cultural factors influencing health and illness. Looks at the roles of health care professionals, patients, and medical settings in our society. Discusses the relationships between the current health care system and the political and economic system.

120 Social Movements

Each course focuses on one or more social movements, which are collective actions aimed at social change. The course addresses factors that can bring about social movements and determine their success or failure.

122 Education and Society

Examines formal education from a sociological perspective. Provides students with an understanding of the concepts of schooling and learning, of cultural and social reproduction, the linkages of education to other social institutions, the school as a social organization, and the role of education in processes of social stratification and social mobility.

123 Ethnic Groups in the United States

Each course in this series looks at one of the following American ethnic groups: Latino, Asian American, African American. While emphasizing the contemporary period, each course focuses on the social, cultural and historical experiences of each group. Areas covered are assimilation and resistance, distribution in the social and power structure, family systems and cultural values, labor and migration, role of religion, status of women, etc. May be repeated for credit as content varies.

124 Justice and Community

Addresses the use of state power in the carrying out of crime control, retribution and the over-all protection of the community. The course has three main parts: a theoretical look at how we have ended up with the justice system that we have today; the practice of justice through field studies on police, courts, and prisons; and an in-depth investigation into an area of criminal justice of current relevance (such as "Three Strikes," the expansion of prisons, or race and justice).

125 Gender and Society

While sex differences are biological, gender encompasses the traits that society assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and society. It takes an inclusive perspective, with a focus on men and women in different cultural contexts defined by ethnic group membership, sexuality, and socioeconomic status.

126 Field Experience

Opportunity for students to gain hands-on experience conducting sociological analysis in the field. Supervised work in community agencies, government bureaus, museums, and political or industrial organizations.

128 Crime and Delinquency

The course addresses different theoretical and sociological approaches to crime, follows changes in these approaches over time and looks at how these changes reflect broader shifts in our comprehension of human nature and behavior. Students gain insights not only to changes in the understanding of crime but also to changes in our fundamental view of human behavior.

130 Sociological Theory

Analysis of the works of major theorists who have influenced sociology. Emphasis on explaining what is essential about particular theoretical frameworks, how they can be used, and why they should be studied. Students must have completed **Sociology 2: Introduction to Sociology** and **Sociology 101: The Sociological Imagination**. This course should be taken in the senior year.

132 Sociological Research Methods

Logic of research procedures and the theoretical and practical issues arising from sociological research. Skills and methods of designing and analyzing research explored in readings and exercises. Design of an original research proposal. Students must have completed **Soc 2: Introduction to Sociology**, and **Sociology 101: The Sociological Imagination**. This course should be taken the last semester of the junior year or in the senior year.

133 Senior Thesis

Continuation of Research Methods course where honor students undertake individual research, culminating in the senior project. This should be taken in the senior year. A faculty sponsor is required.

134 Contemporary Social Issues

Each contemporary social issues course concentrates on one particular social problem in the United States today. Areas covered include racism, classism, sexism, ageism, poverty, environmental degradation as well as deviance. Among the topics covered in regard to these issues are causation, stratification of resources, distribution of power and attempts to resolve these problems. May be repeated for credit as content varies.

135 Special Topics

Special topics in sociology include such issues as international race relations, criminology and emotion, sociology of disaster, sociology of film, and other topics. May be repeated for credit as content varies.

195 Special Study Internship

This course is usually taken by an upper division student who wishes to complete his/her education with related work experience and is maintaining at least a C average. In addition to work experience (6–8 hours per week), outside research and a term project are usually required. Sponsorship by a Sociology faculty member and approval of the department chair is required.

197 Independent Study

This course entails independent study or research for students whose needs are not met by courses available in the regular offerings of the department. The course usually requires the writing of a term project. Sponsorship by a Sociology faculty member and approval of the department chair is required.

199 Special Study—Honors

This course is only available to upper division majors with a B average or higher and entails independent study or research under the supervision of a Sociology faculty member. Approval of the department chair is required.

STUDIES FOR INTERNATIONAL AND MULTILINGUAL STUDENTS

The SIMS, now in its fourth decade of operation, exists to provide international and multilingual students with high quality language instruction. The program also fosters international awareness of culture and social justice through effective cultural training. This instruction develops the necessary reading, writing, critical thinking, oral communication and cross-cultural skills to meet academic, professional, and social goals. Trained advisors with vast experience who are aware of the unique needs of this population support the students' academic and personal transition to college. SIMS 4 and 5 fulfill the English Composition Requirement (see Program of Study, p. 44) SIMS 15 is required of all international students who have not completed their entire secondary education in the United States (see Program of Study, p. 44)

FACULTY

Nushafarin Safinya, M.A., Lecturer

John Knight, M.A., Lecturer

Chris Correale, Lecturer

PREREQUISITE GRADE

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

LEARNING GOALS

- TO CREATE a community of writers, readers, listeners, and thinkers
- TO DEVELOP students' understanding of writing as a process
- TO HELP students think critically
- TO INVOLVE students in the local community
- TO ENGAGE students in meaningful cross-cultural communication
- TO INTRODUCE students to the complex web of accessing, evaluating, and using information critically and effectively
- TO PREPARE students to write standard edited English
- TO PREPARE students for effective oral communication

LEARNING OUTCOMES

Students will be able to

- READ a text on their own and participate actively in group discussions
- BRAINSTORM and outline ideas for essays; then create and revise rough drafts
- CREATE a portfolio demonstrating mastery of narrative, descriptive, comparison/contrast, definition, and argumentative essays
- DEMONSTRATE greater knowledge of their own and American culture after completing a semester-long community service assignment
- UTILIZE various types of media in preparing and documenting essays for portfolios
- PREPARE and defend positions in oral debates

C O U R S E S

SIMS 3 Practice in Writing for Non-Native Writers

This course is designed primarily for students whose native language is not English and who score 3 or less on the SIMS Analytical Writing Placement Exam. The purpose of SIMS 3 is to bridge the gap between students' present level of writing competency and that expected in SIMS 4. Students write multiple drafts of essays concentrating on developing and organizing ideas, constructing complex sentences, and enhancing proofreading and editing skills. With an enrollment limited to 15, classes are team-taught to allow for individualized instruction. A grade of C– or better and passing an exit exam are required before enrolling in SIMS 4.

SIMS 4 Composition for Non-Native Writers

This course, designed primarily for students whose native language is not English, satisfies the English composition requirement (see Program of Study, p. 44). Work focuses on the expository essay and guides the student through the various stages in the writing process, including content generation, pre-writing, and editing. Essays and several full-length works provide models for writing and help students develop both critical thinking and discussion skills. Students must demonstrate competency on rhetorical and mechanical levels through in-class writing and two portfolios of carefully revised assignments. Prerequisite: Score of 4 or higher on SIMS Analytical Writing Placement Examination OR successful completion of SIMS 3.

SIMS 5 Argument and Research for Non-Native Writers

Building on the composition skills developed in SIMS 4, this course focuses on the production of at least two major research papers while enhancing the ability to analyze and persuade through writing and debate. Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation. Works of contemporary relevance provide models for effective writing and critical reflection. In addition to the research papers, students must submit two portfolios of work demonstrating competence in the above skills. Prerequisite: SIMS 4 or English 4. May be required of transfer students.

SIMS 15 American Culture and Civilization

This survey course provides the student with the tools to interpret and evaluate culture from a social science perspective. The approach is cultural with an emphasis on American values, life-styles, and traditions within a framework of the day-to-day workings of American culture. Course work is comprised of lectures, readings, discussions, and fieldwork projects. Required of all international students. Must be taken during the first semester of attendance. In certain cases, permission for exemption may be granted upon evaluation by the SIMS Placement Committee.

SIMS 020 Cross-Cultural Training

This course is designed to help students build the necessary cross-cultural skills to enhance study and life abroad. Topics include culture learning, American values and assumptions, learning and coping strategies, and research on the target culture. The skills learned in this class will be useful in any environment where communication with others is important.

SIMS 101 Writing Tutor Workshops for Non-Native Writers of English (.25)

Through examining their own work in a workshop environment, students learn techniques for coaching non-native writers of English in developing and editing academic writing. Theories about cross-cultural communication are discussed and tested in practice.

THEOLOGY & RELIGIOUS STUDIES

Religion is a fundamental dimension of human life: vital, pervasive, richly complex, and multi-faceted. Its traditions, values, beliefs, and practices form the basic categories of meaning for both individuals and cultures. It helps us to ask and answer essential questions about our relationship to God, self, others, and the world.

We offer courses that systematically and critically analyze a wide range of theological perspectives and ethical questions that are central in the formation of religious identity. As an integral part of the Catholic mission of Saint Mary's College, we strive to provide students with an opportunity to know and intimately understand the Catholic tradition in all its richness and fullness: biblically, historically, theologically, ethically, and aesthetically. We also offer courses in a wide array of world religions since it is crucial that future leaders and responsible citizens have an understanding of the ideologies and faiths of their dialogue partners.

Furthermore, the exploration of these essential questions occupies an important place in a liberal arts education which seeks to expand the mind and guide students to a deeper level of understanding. Our offerings continually charge students to think for themselves, to challenge preconceived notions, and to remain open to learning from the perspectives of others. As part of our Lasallian heritage and our understanding of what it means to be a person in light of God's love and grace, we join with the Christian Brothers in being concerned for the whole person and in fostering a genuine concern for justice in the world while integrating faith and service.

FACULTY

Michael Barram, Ph.D., *Associate Professor, Chair*

Brother Michael Avila, FSC, Ph.D., *Lecturer*

John Dwyer, Ph.D., *Professor Emeritus*

D. Zach Flanagan, Ph.D., *Assistant Professor*

David Gentry-Akin, Ph.D., *Associate Professor*

Paul Giurlanda, Ph.D., *Professor*

Brother Mark McVann, FSC, Ph.D., *Professor*

Brother Michael F. Meister, FSC, Ph.D., *Assistant Professor*

Father John Morris, Ph.D., *Adjunct*

Felicidad Oberholzer, Ph.D., *Professor*

Marie Pagliarini, Ph.D., *Assistant Professor*

Norris W. Palmer, Ph.D., *Associate Professor*

Thomas Poundstone, Ph.D., *Associate Professor*

Brother S. Dominic Ruegg, FSC, Ph.D., *Professor Emeritus*

LEARNING OUTCOMES

When they have completed the two-course requirement in Theology & Religious Studies,

• **STUDENTS WILL KNOW:**

- the basic biblical story, from Adam to Revelation, as understood in the Christian tradition, including major names, places, events and themes
- the basic historical-cultural background to the biblical texts
- the steps in the formation of the Bible
- some of the diverse ways in which the Bible has been read throughout history

• **STUDENTS WILL BE ABLE TO:**

- employ historical-critical method on biblical, religious and theological texts
- make connections between the biblical story and the topics studied in their second course
- use the tools of scholarship commonly accepted in the academy to study religion
- converse respectfully and critically about religion, especially with those of differing views
- write an essay (of at least several pages and conforming to standard norms for good writing) that demonstrates an ability to analyze religious texts (understood broadly), and to recognize and struggle with their contexts, contradictions and implications

• **STUDENTS WILL:**

- take growing pleasure in the reading and study of religion
- critically appreciate the Christian tradition
- develop a growing awareness both of the mystery of life and of themselves as called by that mystery
- develop an increasing sensitivity to the dignity of persons, as taught in the Catholic tradition
- gain greater clarity about their beliefs and values, leading to the development of a mature and responsible personal philosophy

Curriculum Theology & Religious Studies

GENERAL EDUCATION REQUIREMENTS

Students entering Saint Mary's College with fewer than 16.0 units are required to complete two Theology & Religious Studies courses. Students who transfer in with 16.0 or more units must complete only one Theology & Religious Studies course. Please note that TRS 97 or its equivalent is a prerequisite to all upper-division classes in Theology & Religious Studies. Students may apply Theology & Religious Studies courses beyond those required to their Area A (Humanities) requirement.

Theology & Religious Studies classes, like Collegiate Seminar courses, are integral to the Saint Mary's experience and are expected to be completed in residence. As such, transfer courses are not routinely accepted in fulfillment of this requirement after establishing residence at Saint Mary's College. For courses taken as part of study abroad to count towards the core requirement in Theology & Religious Studies, they should be shown in advance as not only academically rigorous but also as enhancing the study abroad experience in that particular country.

MAJOR REQUIREMENTS

LOWER DIVISION

TRS 97: The Bible and Its Interpretations

UPPER DIVISION

TRS 169: Theory and Method in the Study of Religion

One course, selected with guidance of the chair, from each of the following five areas:

- Christian History
- Scripture
- Contemporary Christian Thought
- Ethics
- World Religions

Three additional elective courses

Majors are also encouraged to take the "Intensive Inquiry" courses chosen each semester by the department and having special prerequisites.

MINOR REQUIREMENTS

The minor in Theology & Religious Studies requires five courses:

TRS 97, The Bible and Its Interpretation, TRS 169, Theory and Method in the Study of Religion, and any three upper-division courses selected with the guidance of the Chair. The department strongly recommends that at least one of the upper-division courses for the minor should be an Intensive Inquiry class.

The Theology & Religious Studies Department also offers a focused minor in the "Catholic Tradition." Six courses are required:

- TRS 97, The Bible and Its Interpretation;
- two of the following three courses in sequence: TRS 101, Origins of Christianity, TRS 102, The Middle Ages, and TRS 103, The Reformation Era;
- either TRS 141, Christian Ethics or TRS 143, Catholic Social Teachings;
- and two electives from a list of classes focusing on the Catholic tradition.

PREREQUISITE GRADE

Theology & Religious Studies 97 is a prerequisite for any upper-division Theology & Religious Studies course; however, only a passing grade in TRS 97 is required, not a minimum grade of C-.

COURSES

LOWER DIVISION

97 The Bible and Its Interpretation

This course focuses on the Bible, the sacred scriptures of the Jewish and Christian peoples. This diverse collection of writings has served as inspiration and catalyst for a great number of central events in human history—from the movements of liberation led by Mahatma Gandhi and Martin Luther King Jr., to the great human tragedies of slavery in the Old South and the medieval Crusades. These texts have also had a profound influence on art, literature, philosophy, and politics for over two thousand years of history, particularly in the West. As such, an understanding of the Bible is essential for a well-informed perspective on the world. This course will introduce students to the most important biblical events and themes, raising questions of the influence and relevance of this text for the modern world. This course will also teach students to employ critical, scholarly tools for reading and interpretation, such as historical- and literary-criticism, as well as various lenses for the modern academic study of religion. Co-curricular lectures are an integral part of this class.

UPPER DIVISION

CHRISTIAN HISTORY

100 Topics in Christian History

An investigation of a topic in Christian history not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* TRS 97.

101 Origins of Christianity

The Christian religion begins its story with only a few dozen followers of a crucified man in the first century—backwater, uneducated, and unlikely to survive very long in a Mediterranean world dominated by much more powerful religious systems. Yet, within less than three centuries, Christianity would overwhelm the Roman Empire and beyond, building an elaborate theological and ecclesiastical system that would last until the present day. This course examines the rise of this Christian movement, focusing on such topics as Gnosticism, martyrdom, and the development of Christian ideas about Jesus. *Prerequisite:* TRS 97.

102 The Middle Ages

The European Middle Ages was a world dominated by monks, popes, and mystics. Life was an uninterrupted struggle between heaven and hell, life and death, priests and kings. This course is an introduction to the major figures, events, and movements of this period from the fall of Rome to the dawn of modernity. Students will have the opportunity to explore the great pillars of medieval religion—monasticism, papalism, theology, and mysticism—as well as delve into the darker side of the Crusades and the burning of heretics. *Prerequisite:* TRS 97.

103 Reformations

Every age of Christian history has been marked by the call for religious reform—renewing both the personal lives of each believer and the institutional structures that endure through the centuries. However, such a universal passion for reform took on special importance in the 15th and 16th centuries, a period that has come to be known as The Reformation. This course explores the variety of reforming voices, Protestant and Catholic, that shaped the future of Christianity, giving special attention to the major theological and political issues that dominated the time. *Prerequisite: TRS 97.*

104 Challenge of Modernity

The challenge of modern times for Christian faith means both Christianity's challenge from modernity and her challenge to it. How has an old faith with the wrinkles of millennia coexisted, commingled, contended with the new and even shrill cry that we dare to know, that we find truth for ourselves, that we revolt and be free, and that no church or creed or state stand in the way of such freedom, truth, and knowledge? The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques. *Prerequisite: TRS 97.*

105 History of the Church

A study of the life and faith of the Christian community from New Testament times to the present. *Prerequisite: TRS 97.*

SCRIPTURE

110 Topics in the Study of Scripture

An investigation of a topic in Scripture not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: TRS 97.*

111 The Pentateuch

A study of the first five books of the Bible, the history of their composition, and their theological contributions to Judaism and Christianity. *Prerequisite: TRS 97.*

114 The Gospel of Mark

A close study of the Gospel of Mark with an emphasis on its literary, historical, social, and political background. *Prerequisite: TRS 97.*

115 Jesus and His Teaching

An exploration of teachings attributed to Jesus in the Synoptic Gospels (e.g., the Sermon on the Mount, parables, and other memorable statements), emphasizing the ways in which Jesus' statements have been interpreted and appropriated. *Prerequisite: TRS 97.*

116 Paul's Letters and Legacy

An in-depth examination of the letters of Paul, focusing on the mission and message of the apostle in his Jewish and Greco-Roman contexts. Students develop a broad understanding of the apostle's work and thought, as well as an appreciation for the historic and continuing impact of these documents. *Prerequisite: TRS 97.*

117 Wealth and Poverty in the Bible

Cross-listed with the Department of Sociology, this course explores biblical and theological perspectives and values on wealth, poverty, and economic justice, paying particular attention to potential implications those issues may have for the contemporary Christian community and wider society. *Prerequisite: TRS 97.*

119 Apocalypse and Eschatology

Earthquakes, war, and famine...the lamb, the dragon, and the beast... persecution, judgment, and re-creation... For nearly 2000 years, the Book of Revelation has fascinated, frightened, and perplexed its Christian readers. Is it a literal prediction of the coming end of the world? Is it an elaborate, symbolic allegory about the battle between good and evil? Is it a coded message between the persecuted Christians of the first century? This course will explore the life and afterlife of the Book of Revelation: its origins in contemporary Jewish and Christian literature and world-views, its meaning for a first-century Christian readership, and the long and fascinating history of its interpretation, from the early church to modern fascination with the Antichrist, the Millennium, and the Rapture. *Prerequisite: TRS 97.*

CONTEMPORARY CHRISTIAN THOUGHT

120 Topics in Contemporary Christian Thought

An investigation of an area of Christian Thought not covered by the regular offerings of the department. May be repeated for credit when content changes. *Prerequisite: TRS 97.*

121 Belief and Unbelief

An investigation, theoretical and existential, of the challenge of faith today. *Prerequisite: TRS 97.*

122 Jesus: The Person and the Myth

This course examines the traditional sources of the Christian community's understanding of Jesus of Nazareth in the light of contemporary concerns and critiques. *Prerequisite: TRS 97.*

123 Sex and the Spirit

An exploration of a contested area in Christian thought today, setting traditional understandings in dialogue with contemporary concerns and critiques. How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition and others. *Prerequisite: TRS 97.*

124 War and Violence

This course provides a brief overview of Christian attitudes toward war, and then explores current authors, with the aim of stimulating students to arrive at a considered and responsible position. *Prerequisite: TRS 97.*

125 Women in the Christian Tradition

An introduction to the major themes and tensions that shape the study of women in the Christian tradition. *Prerequisite: TRS 97.*

SACRAMENTS AND SPIRITUALITY

130 Topics in Spirituality

An investigation of a topic in spirituality not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: TRS 97.*

Curriculum Theology & Religious Studies

131 Christian Spirituality

This course explores the experience, understanding, and living out of the Christian faith. It studies classical and contemporary texts of some of its most important figures of Christian spirituality. It examines various expressions of spirituality in architecture, poetry, painting, and music. It considers the question of religion versus spirituality as well as the question of relating to God within a universe of galaxies that seems to dwarf all human experience. *Prerequisite:* TRS 97.

132 Sexuality, Marriage and Family: A Catholic Perspective

A presentation of the teaching of the Church on all aspects of sexuality, marriage and family. *Prerequisite:* TRS 97.

133 Life Stories and Theology

Uses narratives of exemplary lives, ancient and modern, Christian and non-Christian, as a tool to investigate the task of authentic existence today in the light of the gospel. *Prerequisite:* TRS 97.

134 The Catholic Imagination

The thesis of this course is that there is a unique way of looking at the world: "the Catholic Imagination." This imagination can be discerned, not only in church teaching, but also in art and architecture, music—both "sacred" and "secular," painting, fiction, poetry, and film, in the church's concern for social justice, and in the stories of individual women and men of faith, many of whom have shown incredible vision and heroism. *Prerequisite:* TRS 97.

ETHICS

140 Topics in Christian Ethics

An investigation of a topic in ethics not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* TRS 97.

141 Christian Ethics

This course introduces students to the disciplined study of ethics in the Roman Catholic tradition and the reformulation of Catholic ethics which has taken place in the spirit of Vatican II. The primary focus is on the fundamental topics of moral theology: what difference Jesus makes to moral theology, the role of scripture, virtue, the conscience, sin and conversion, the fundamental option, proportionalism, the teaching authority of the church on moral matters, and the relation of morality to civil law. Concrete issues such as contraception and homosexuality will be considered as test cases for Roman Catholic moral theology and as illustrations of the debates and tensions present in Catholic ethics since Vatican II. This course also integrates the insights of Christian ethics through a discussion of film and drama. *Prerequisite:* TRS 97.

142 Medical Ethics

Ethics—how we should live—is at the core of medical practice. With the dramatic changes in medical practice in recent decades, from new technologies, to changes in financing, to a changed conception of patient rights, medical ethics has rapidly moved from obscurity to become one of the most important areas of applied ethics. This course explores the relation between religious and moral values and the choices we as individuals and as a society make about health care. Basic principles and methods of contemporary medical ethics will be introduced along with a focus on virtue ethics and competing models of the patient-physician relationship. A wide range of issues will be analyzed: informed consent, confidentiality, research on human subjects, reproductive technology, appropriate care for seriously ill newborns, abortion, gene therapy, quality-of-life assessments, terminal sedation, withdrawal of nutrition and hydration, physician-assisted suicide, and proposals for health-care reform. *Prerequisite:* TRS 97.

143 Catholic Social Teachings

Explores the Catholic approach to questions of social justice (e.g., the problems of poverty, exploitation, and racism). *Prerequisite:* TRS 97.

WORLD RELIGIONS

150 Topics in World Religions

An investigation of a topic in World Religions not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* TRS 97.

151 Judaism

Modern Jewish life is the product of more than 3000 years of evolving thought, worship, traditions, theology, history, and civilization. This course examines these interweaving strands of Jewish civilization as it investigates the dynamic role Judaism plays for its adherents then and now. *Prerequisite:* TRS 97.

152 Islam: Beliefs and Practices

The course introduces the students to the ideas that shaped Islamic history, from the early pre-Islamic period and the conditions prevalent at Islam's inception all the way to the present. The basic belief system, rituals, mystical traditions and Islamic societal interaction will be studied with ample references from the Qur'an and prophetic statements. The Prophet Muhammad will be explored in depth and various sources of historical record will be examined. *Prerequisite:* TRS 97.

153 Eastern Religions

This course is an introduction to the study of religion by way of four of the world's major traditions: Hinduism, Buddhism, and the Chinese religious field (Confucianism and Taoism). The emphasis will be on each tradition's views of the nature of ultimate reality, human nature, the highest good that life can attain, and the conduct that leads to that attainment. Attention will also be given to the difficulties of trying to cross conceptual boundaries.

Prerequisite: TRS 97.

154 Hinduism

This course examines the cultural/religious phenomenon of "Hinduism" in a number of its ancient and modern forms by examining how it has developed in the context of historical forces and responded to the modern world as it adapts to a global setting. It examines dimensions of Hindu theology and philosophy; the role of deities, temples, and cultural practices; investigates central myths, much-loved stories, global gurus, and Bollywood films. *Prerequisite:* TRS 97.

155 Buddhism

This course examines the history, thought, and practice of Buddhism by studying the enduring themes and cultural adaptations of its main schools through primary and secondary texts, art, video/audio, and field trips.

Prerequisite: TRS 97.

156 Religions of India

The course focuses on the religious traditions of Hinduism, Buddhism, Islam, Jainism, Zoroastrianism, and Sikhism and examines their interaction in historical context and contemporary India. *Prerequisite:* TRS 97.

157 Pluralism and Interreligious Dialogue

This course proceeds under the assumption that various of the world's religions are similar in enough ways to make some comparison possible and different enough to make it interesting. The history, prospects, and limitations of interreligious dialogue are considered within the context of an increasingly pluralistic world. *Prerequisite:* TRS 97.

RELIGION AND CULTURE**160 Topics in Religion and Culture**

An investigation of a topic of religion and culture not covered by the regular offerings of the department. Topics are announced prior to each semester. May be repeated for credit when content changes.

Prerequisite: TRS 97.

161 Religion and Literature

An exploration of the rich relationship between literary productions and religious commitment. *Prerequisite:* TRS 97.

162 Biblical Themes in Literature

Religious and biblical themes are woven into important works of modern American fiction. This course usually features a critical reading of biblical texts like *Genesis*, *Exodus*, and *Maccabees* followed by a reading of plays and novels like *Inherit the Wind*, *A Different Drummer*, and *The Chosen*.

Prerequisite: TRS 97.

164 Dante and The Divine Comedy

This course offers an in-depth spiritual and literary exploration of one of the greatest works of world literature: Dante's *Divine Comedy*.

Prerequisite: TRS 97.

167 Seeing Salvation: Christian Art and Architecture

This course examines the buildings, paintings, and sculptures that Christian artists over the centuries have created in their attempts to give visible embodiment to their religious experiences. The course will focus on what their creations reveal of how they understood the gospel, how well they gave expression to the deepest longings of the human heart, and the influence of their creations on our understanding of the Christian faith. *Prerequisite:* TRS 97.

169 Theory and Method in the Study of Religion

This course is designed to give students a foundation in the theories and methods used to study religion. The course will examine classical and contemporary approaches to the study of religion and the development of religious studies as an academic discipline. The focus will be on seminal theories and methods, such as those formulated by Sigmund Freud, Emile Durkheim, and Clifford Geertz. A key component of the course will be an exploration of the differences between theological and religious studies approaches to religion and the way these approaches have influenced each other. Students will also have the opportunity to become familiar with critical issues and debates within the contemporary field of religious studies, such as the relationship between religion and power, the role of the body in religion, and the place of theological perspectives in the academic study of religion. (For majors and minors only.)

Prerequisite: TRS 97.

197 Special Study

An independent study or research course for students whose needs are not met by the regular course offerings of the department. Permission of the department chair and instructor required.

198 Special Study—Honors

An independent study or research course for upper-division majors with at least a B average in Theology & Religious Studies. Permission of the department chair and instructor required.

WOMEN'S STUDIES

Women's Studies fulfills and exemplifies the mission and curriculum of Saint Mary's College by offering students the opportunity both to critically examine issues of gender across many fields of knowledge and to study the varied contributions and experiences of women in historical periods and across cultures. Since the 1960's, Women's Studies students—women and men—have found that embarking on such a course of study has had a profound effect on their academic and personal lives. The questions and insights that Women's Studies scholars have brought to their fields of inquiry have expanded the traditional boundaries of intellectual investigation and generated new areas of research and teaching, as students explore human experience through the lens of gender. In keeping with this tradition of scholarship, teaching and learning, Saint Mary's College Women's Studies Program offers an interdisciplinary academic course emphasizing critical thinking and inquiry.

In its 15-year tenure at Saint Mary's, the Women's Studies Program has been specifically developed to address the College's mission to educate the whole human being. This mission is in concordance with the College's academic priorities. The Women's Studies major emphasizes the development of a teaching and learning community across disciplines, framing the scholarly and pedagogical discourse on gender as it intersects class, race, sexuality, and global concerns. This emphasis has an integral connection to the liberal arts, Lasallian, and Catholic mission of the College, through its scholarly focus on the primacy of human interaction and relationship within the context of community responsibility, social justice and the intellectual and moral development of the individual.

Women's Studies courses are interdisciplinary in nature, cross-listed with a range of departments including Anthropology, Sociology, Politics, English, Psychology, Biology, History, Religious Studies and Performing Arts.

FACULTY

Molly Metherd, Ph. D., *Director of Women's Studies Program,*
Associate Professor, English

Denise Witzig, Ph.D. Candidate, *Coordinator, Women's Studies Program,*
Adjunct in English

Theo Carlile, Ph.D., *Professor, Integral Program*

Catherine Davalos, M.F.A., *Associate Professor, Performing Arts*

Jan Doane, Ph.D., *Professor, English*

Jose Feito, Ph.D., *Associate Professor, Psychology*

Margaret Field, Ph. D., *Associate Professor, Biology*

Cynthia Ganote, Ph.D., *Assistant Professor, Sociology*

Sandra Grayson, Ph. D., *Professor, English*

Jennifer Heung, Ph.D., *Assistant Professor, Anthropology*

Jeannine King, Ph.D., *Assistant Professor, English*

Gretchen Lemke-Santangelo, Ph.D., *Professor, History*

Patrizia Longo, Ph.D., *Professor, Politics*

Phylis Martinelli, Ph.D., *Professor, Sociology*

Marie Paglierini, Ph.D., *Assistant Professor, Religious Studies*

Alvaro Ramirez, Ph.D., *Associate Professor, Modern Languages*

Maria Ruiz, Ph.D., *Assistant Professor, Modern Languages*

Myrna Santiago, Ph.D., *Associate Professor, History*

Scott Schönfeldt-Aultman, Ph.D., *Assistant Professor, Communication*

- **WRITE** clear and well-reasoned prose which acknowledges complex and diverse points of view and methods of critical inquiry, especially those which address constructions of gender, race and class in language.
- **CONTINUE** to explore areas of social justice in theory and in practice, particularly those related to gender, women and sexuality in society.
- **CONSIDER** ways to engage in intellectual and social activities and advocacy which increase the individual's understanding of global and local citizenship and community responsibility.

MAJOR REQUIREMENTS

The major requires 12 courses. Four are core courses in Women's Studies: one lower-division (**WS 1**) and three upper-division (**WS 100**, **WS 177**, and **WS 190**). Eight are upper-division electives cross-listed with Women's Studies. Majors have two options: a) a concentration in either social sciences or humanities, with the majority of courses in one of those disciplines; or b) a balanced distribution of courses, four and four, in social sciences and humanities. Students must take at least two courses each from social sciences and humanities; one cross-listed JanTerm course may be petitioned for credit; and at least one course must focus on non-Western, Third World, or minority U.S. women. Women Studies students may also design a double or split major with another discipline, with the approval of the director of Women's Studies and the chair of the other department.

MINOR REQUIREMENTS

The minor requires six classes: three core courses (**WS 1**, **100**, **177**), and three upper-division electives cross-listed with Women's Studies. No more than two courses may be in a single discipline; one must focus on non-Western, Third World, or minority U.S. women.

PREREQUISITE GRADE

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

LEARNING OUTCOMES

When they have completed a minor or major in the Women's Studies Program, students will be able to

- **RECOGNIZE**, evaluate, and interpret assumptions and arguments about gender in scholarly, popular, public, and interpersonal discourses.
- **DISTINGUISH** and evaluate diverse theories of feminism and address debates regarding gender in a wide variety of interdisciplinary fields such as politics, history, biology, art history, psychology, anthropology, sociology, literature, religious studies, popular culture and communication.

C O U R S E S
CORE COURSES**I Introduction to Women's Studies**

An introduction to the interdisciplinary field of Women's Studies. The course provides a broad perspective on Women's Studies research in a variety of disciplines (including sociology, psychology, politics, philosophy, history, and literature). Topics include the historically changing representations of women; the history of the women's movement in the United States; and issues of contemporary feminism. A goal of the course is for each student to develop a critical perspective on the meaning of gender in our society. This course fulfills Area C requirement. (Area A by petition.)

100 Research Seminar on Special Topics in Women's Studies

An exploration of a theme or problem area in the field of Women's Studies. Possible topic areas include: women and work; gender and science; gender and popular culture; women in the third world; cultural representations of gender; women and the media; masculinity. The course combines seminar discussions of texts that represent a variety of methodologies and disciplines with research papers. Research topics are designed by individual students in consultation with the instructor. *Prerequisite:* **Women's Studies I** or permission of instructor.

177 Feminist Theories

This seminar provides a series of inquiries into the diverse theoretical frameworks of contemporary feminism. Critical race theory, cultural studies, post-structuralism, Marxist and postcolonial theories, gender difference and queer theories, and third-wave identity politics are a few of the directions in discussion and research. *Prerequisite:* **Women's Studies I** or permission of instructor.

190 Senior Seminar

Critical examination of theories and issues in contemporary women's and gender studies methodologies. Directed readings, research, and writing of a final senior paper or project under the supervision and approval of instructor. *Prerequisites:* Upper-division standing; **Women's Studies I**; **Women's Studies 100** and **177**. Open to minors upon approval of director and instructor of the course. (In the case of a split or double major, **Women's Studies 190** may be taken in conjunction with thesis work in the other discipline. In the case of a minor, **Women's Studies 190** may be taken in conjunction with thesis work in the major.)

REGULARLY OFFERED ELECTIVES**88 Biology of Women**

Biology of women is an introduction to the structure, physiology, and genetics of women across the lifespan. We study physiology and development from conception, through puberty, pregnancy and aging. The first half of the course explores the genetic, hormonal, and developmental basis for one's gender. The latter part of the course deals with specific health concerns of women and focus on the high frequency or uniquely gender-related illnesses and their physiologic basis. (Cross-listed as **Biology 88**.)

106 Gender Politics

A study of the social, economic, political, and legal status of women in contemporary America. The course is an introductory survey of the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, the Equal Rights Amendment, abortion, sexism in the workplace, feminist social theory, and women in politics. (Cross-listed as **Politics 106**.)

115 Theories of Justice

The course examines different definitions and views of justice: justice and race; justice and gender; justice and welfare; international justice; justice and the law; environmental law; court cases and current debates on euthanasia, abortion, and pornography. (Cross-listed as **Politics 115**.)

116 New Immigrants and Refugees

Looks at the attitudinal and legal reactions to immigrants and refugees in the United States in the 20th century. Emphasis is placed on the new Americans, why they come, and how they differ from earlier migrants. Special attention is given to the impact of new immigrant groups in California. *Prerequisite:* **Anthro 1**. (Cross-listed as **Sociology 116**.)

120 Transgression and Defiance in the Texts of Contemporary Latin American Women Writers
(in Spanish)

Women's writing in Latin America has transformed traditional images of women, their societies, and the cultural and political context that they narrate. This course is a survey of Latin American women writers breaking out of the literary tradition. (Cross-listed as **Modern Languages 120**.)

121 Dance History I

This course covers the development of dance from its roots in court dancing through the development of ballet to the beginning of the modern era. Students attend professional dance concerts in the Bay Area. (Cross-listed as **Performing Arts 121**.)

139 History of Women in America

A study of the changing roles and status of American women from the Colonial period to the present. Topics considered include work and family life, the legal status of women, education, reform movements, and the campaigns for suffrage and women's rights. (Cross-listed as **History 139**.)

147 Psychology of Gender

Examines how psychological, biological and social factors influence the development of masculine and feminine gender roles, and explores how these gender roles, in turn, influence development of the self and our social behavior. *Prerequisites:* **Psych 1** and **2** (Cross-listed as **Psych 147**.)

153 U.S. Latino/a Literature and the Americas (in English)

An introduction to the literature and cultures of Latinos/as in the United States, with prose and poetry from Chicanos/as, Cuban-Americans, Dominican-Americans, and Puerto Ricans, exploring memory, exile, language, family, and displacement. (Cross-listed as **English 153**.)

160 Women and Religion in North America

An exploration of the relationship between women, religion, gender, and power in North America, including topics such as the devotion to St. Jude and the Virgin of Guadalupe, Muslim women and the hijab, Jewish feminism, and Catholic nuns. (Cross-listed as **Religious Studies 160**.)

173 Women Writers

Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-century British novelists; contemporary women poets; American and Canadian short story writers. May be repeated for credit as content varies. (Cross-listed as **English 173**.)

*In addition, new courses are approved on a term-to-term basis. Examples of such electives include **English 154** (African-American women writers) or **141** (medieval women writers), **Art History 194** (history of women artists).*



Students may satisfy the Diversity Requirement by taking one course from the list of approved courses; other courses, depending on content, may satisfy the requirement but require a petition.

Students who complete the four-year curriculum in the Integral Program or in the Liberal and Civic Studies Program satisfy the requirement without additional coursework. Students who withdraw from either program should consult their advisor about the requirement.

Diversity Requirement Courses

APPROVED DIVERSITY COURSES

AH 025 Survey of Asian Art
Anthropology 001 Introduction to Social and Cultural Anthropology
Anthropology 111 Kinship, Marriage and Family
Anthropology 112 Race and Ethnicity
Anthropology 113 Childhood and Society
Anthropology 117 Religion, Ritual, Magic and Healing
Anthropology 119 Native American Cultures
Anthropology 121 World Cultures
Anthropology 123 Ethnic Groups in the United States
Anthropology 129 Prehistoric Archaeology: Ancient Cultures
Csem 144 Multicultural Thought
Csem 145 World Traditions
Eng 153 American Ethnic Writers and Oral Traditions
Eng 154 Studies in African American Literature
Hist 001 World History
Hist 140 African American History: 1619–1865
Hist 141 African American History: 1865–present
Hist 153 Latin America: Race and Society
Hist 161 Modern Japan
Hist 162 Modern China
Hist 171 African History to 1850
Hist 172 African History since 1850
Japan 001 Elementary Japanese
Japan 002 Continuing Elementary Japanese
Japan 003 Intermediate Japanese
Japan 004 Continuing Intermediate Japanese
Fren 129 French Literature outside Europe
Span 140 Latin American Literature I
Span 141 Latin American Literature II
Span 143 Contemporary Latin American Literature
Span 145 Mexican Literature
Span 150 Chicano/Chicana Literature
Span 161 Culture and Civilization of Latin America
Span 162 Culture and Civilization of Mexico
Perfa 014 World Music and Dance
Perfa 113 Jazz and Blues in America
Perfa 130 Foundations of Theatre II: Multicultural Theatre
Pol 110 Minority Politics
Pol 143 Government and Politics in the Middle East
Pol 144 Government and Politics in Asia
Pol 145 Government and Politics in Latin America
Psych 008 African American Psychology
Psych 012 Special Topics: Afro-American Psychology and the Law
and Psychology of the Black Family and the Law
Psych 165 Cross-cultural Psychology
Sociology 116 New Immigrants and Refugees
TRS 152 Islam: Beliefs and Practices
TRS 153 Eastern Religions
TRS 154 Hinduism
TRS 155 Buddhism
TRS 156 Religions of India

DIVERSITY REQUIREMENT BY PETITION

In addition to the courses which automatically satisfy the requirement, the following courses may sometimes satisfy the Diversity Requirement, depending on the content of the course in a given semester. Students who wish to apply one of these courses (or any other course not listed on this page) to satisfy the Diversity Requirement must do so through a petition to the Registrar's Office and permission of the chair of the department in which the course is housed.

Anthropology 125 Gender and Culture
Anthropology 135 Special Topics
BusAd 180 International Business
Econ 160 Comparative Economic Systems
Eng 023 American Voices
Eng 105 Children's Literature
Eng 119 Contemporary Literature
Eng 130 Single Author
Eng 126 Film: Topics
Eng 163 The Other English Literature
Eng 171 Literary Movements
Eng 173 Women Writers
Eng 183 Topics in Drama
Eng 185 Individual Dramatist
Hist 150 Topics in Latin American History
Hist 170 Problems and Issues in African History
Fren 130 Thematic Study of Single Genre
Fren 131 Exploration of a Particular Period
Sociology 120 Social Movements and Change
Sociology 125 Gender and Culture
Sociology 135 Special Topics
Span 130 Special Study
Span 131 Exploration of a Particular Period
Perfa 136 Theatre: Special Topics
Pol 149 Topics in Comparative Politics
TRS 150 Topics in World Religion
TRS 160 Topics in Religion and Culture
Womst 100 Research Seminar



ADMINISTRATIVE OFFICERS

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President

Bethami A. Dobkin, Ph.D.
Provost/Vice President for Academic Affairs

Michael Beseda, M.A.
Vice Provost for Enrollment and Vice President for College Communications

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Vice President for Finance

Frances Mary Sweeney, Ph.D.
Vice Provost for Academic Affairs

Carole Swain, Ph.D.
Vice President for Mission

COUNSEL

Larry Nuti, J.D.
College Counsel

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Dean of the School of Economics and Business Administration

Brian Jersky, Ph.D.
Dean of the School of Science

Nancy L. Sorenson, Ph.D.
Dean of the School of Education

Stephen Woolpert, Ph.D.
Dean of the School of Liberal Arts

College Administration

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Chief Technology Officer

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Associate Dean and Director, Graduate Business Programs

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Dean for Academic Development

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Associate Dean of the School of Economics and Business Administration

Christopher Sindt, Ph.D.
Associate Dean, School of Liberal Arts

Russell Tiberii, M.Ed.
Dean, Academic Advising and Achievement

Carrie Brewster, M.F.A.
Director of Hearst Art Gallery

M. Susan Miller-Reid, M.A.
Director, Center for International Programs

Lorien Romito, M.A.
Associate Director, Center for International Programs

Marshall Welsh, Ph.D.
Director, Catholic Institute for Lasallian Social Action (CILSA)

Jennifer Pigza, Ph.D.
Associate Director of Catholic Institute for Lasallian Social Action (CILSA)

Graham Foust, Ph.D.
Director, Master of Fine Arts Program

Angelica Garcia, M.S.W.
Director of High Potential Program

William Manning
Academic Director of Graduate Kinesiology

Ken Otter, M.A.
Director, Graduate Leadership

MISSION AND MINISTRY CENTER

Brother Michael E. Sanderl, FSC, Ed.D.
Dean, Mission and Ministry

Father Sal Ragusa, S.D.S.
Assistant Director, Liturgy and Prayer

Pamela Thomas, M.A.
Assistant Director, Residential Ministry

Joanne Angerame
Chapel Coordinator; Administrative Assistant

Paul McWilliams
Music Ministry

Father Tom McElligott
Chaplain

Brother Camillus Chavez, FSC
Chaplain

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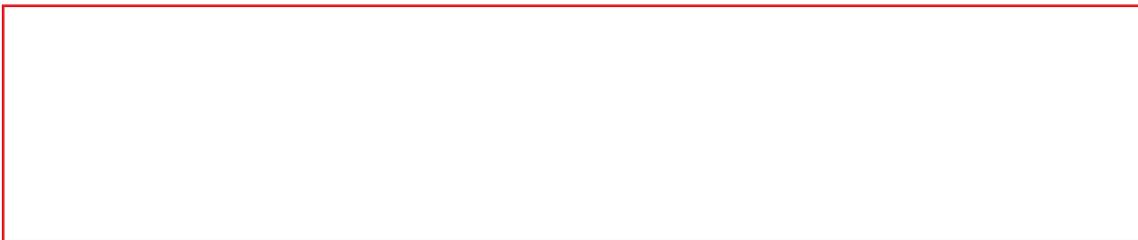
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Assistant Professor of Mathematics; Ph.D., University of Salford, England. At Saint Mary's since 2003.

Wares Karim

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Helga Lénárt-Cheng

Adjunct, Ph.D. Harvard University. At Saint Mary's since Fall 2008.

Daniel Leopard

Ph.D., Assistant Professor

Jacob F. Lester

Professor of Biology; B.A., Jacksonville University; M.S., Northeast Louisiana University; Ph.D., Oregon State University. At Saint Mary's since 1976.

Undergraduate Faculty

Samuel Lind

Associate Professor in Business Administration; B.B.A., Ohio University; M.B.A., Ohio State University; Ph.D., University of California, Berkeley. At Saint Mary's since 1999.

Michael Lisanti

M.B.A., Lecturer

Jennifer Locke

Adjunct Professor; BFA, San Francisco Art Institute, MFA New Genres, San Francisco Art Institute. At Saint Mary's since 2006.

Patrizia Longo

Professor of Politics; B.A., University of Pennsylvania; M.A., Ph.D., University of California, Berkeley. At Saint Mary's since 1991.

Joseph F. Lupino

Associate Professor of Accounting; B.B.A., Ft. Lauderdale University; M.B.A., Armstrong College. At Saint Mary's since 1977.

Lidia R. Luquet

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Professor of Psychology; B.S., University of California, Davis; Ph.D., University of California, San Francisco. At Saint Mary's since 1988.

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Father John R. Morris, O.P.

Adjunct in Theology and Religious Studies and Collegiate Seminar; M.S., University of Washington; M.A., M.Div., St. Albert's College; Th.D., Graduate Theological Union, Berkeley. At Saint Mary's since 1981.

Asbjorn Moseidjord

Professor of Economics; B.A., University of Bergen, Norway; M.A., Ph.D., University of California, Santa Barbara. At Saint Mary's 1983–1987; since 1991.

Frank J. Murray, Jr.

Associate Professor of Performing Arts; B.A., Williams College; M.A.T., University of Massachusetts; Ph.D., Stanford University. At Saint Mary's since 1988.

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Assistant Professor of Psychology; B.A., McGill University; M.Sc. and Ph.D., Brown University. At Saint Mary's since 2005.

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B.A. History and Asian Studies, U.C., Berkeley, 1995.
M.A. Modern Chinese History, U.C., San Diego, 2001
Ph.D. History (Modern Chinese History), U.C., San Diego, 2004

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Paul Zarnoth

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PROFESSORS EMERITI

Chester Aaron, M.A.

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Daniel D. Cawthon, Ph.D.

Professor of Performing Arts

Wilber A. Chaffee, Jr., Ph.D.

Professor of Politics

John S. Correia, Ph.D.

Professor of Chemistry

John Dwyer, Ph.D.

Professor of Theology and Religious Studies

Valerie M. Gomez, Ph.D.

Professor of Modern Languages

Joan U. Halperin, Ph.D.

Professor of Modern Languages

Sandra Hellman, D.P.H., M.B.A.

Professor of Health Services Administration

Ronald Isetti, Ph.D.

Professor of History

Brother T. Brendan Kneale, FSC, M.S., M.A.

Associate Professor of Mathematics and Computer Science

Joseph Lanigan, B.A., Ph.D.

Professor of Philosophy and in the Integral Program

Rafael Alan Pollock, Ph.D.

Professor of English and in the Integral Program

Brother Dominic Ruegg, FSC, Ph.D., L.H.D.

Professor of Classics and Theology and Religious Studies

Norman Springer, Ph.D.

Professor of English

Phyllis Stowell, Ph.D.

Professor of English

John F. Waddell, M.S.

Associate Professor of Physics and Astronomy

Maureen Simonne Wesolowski, Ph.D.

Professor of Modern Languages



The following scholarships are available to full-time, traditional undergraduate students. To apply for scholarship funding, see Applying for Aid, p. 19.

ANNUAL SCHOLARSHIPS

Cathedral Alumni Annual Scholarship

An annual award provided by a Cathedral/Saint Mary's College alumnus to benefit a deserving student from Cathedral High School in Los Angeles.

Brother Dominic Berardelli Annual Scholarship

An annual scholarship named in honor of Brother Dominic Berardelli, FSC.

Richard J. and Margaret M. Callahan Annual Scholarship

An annual scholarship fund established by Richard Callahan in honor of his parents, Richard J. and Margaret M. Callahan to assist students with financial need.

James W. Coffroth Memorial Annual Scholarships

A fund has been made available from the will of the late James W. Coffroth for students in need of aid to continue their education.

Brother Cornelius Art Scholarship Internship

A scholarship named in memory of Brother F. Cornelius Braeg, a Saint Mary's College art professor. The recipient, chosen by a committee through an application process, will perform an internship at the Hearst Art Gallery in addition to receiving scholarship funds.

Albert B. Costa Annual Scholarship

An annual scholarship established by Albert B. Costa, to assist a student with financial need and majoring in environmental studies, environmental science or health science.

John A. Dennis Annual Scholarship Fund

An annual scholarship fund named in honor of the late Dr. John A. Dennis, professor and director of the High Potential Program to assist students in the program with financial need.

William Garcia Memorial Annual Scholarship

A scholarship fund established by the Garcia family in honor of William Garcia, class of 1932.

JEC Foundation Scholarship

A scholarship funded by a grant from the JEC Foundation of South Pasadena, California, to assist deserving students.

Lazof Family Foundation Scholarships

Four scholarships provided by The Lazof Family Foundation for students with financial need who maintain a 3.0 grade point average and are on track to completing their degrees in four years.

The Bonnie O'Flaherty Memorial Annual Fund

A scholarship fund to assist a freshman student of demonstrated need who has maintained a "B" average or better in high school. The scholarship was established by family and friends in memory of Bonnie O'Flaherty.

Genevieve Grace Owens Memorial Scholarship

A scholarship created by the parents and friends of the late Genevieve Owens, class of 1994, to assist an undergraduate student. An essay is required.

President's Annual Scholarships

A partial tuition scholarship, depending upon the need of the student, is awarded to an eligible graduate of each of the following institutions: Cathedral High School, Los Angeles; Christian Brothers High School, Sacramento; De La Salle High School, Concord; Justin-Siena High School, Napa; La Salle High School, Milwaukee, Oregon; La Salle High School, Pasadena; Sacred Heart High School, San Francisco; Saint Mary's College High School, Berkeley; San Joaquin Memorial High School, Fresno.

Saint Mary's College Guild Annual Scholarships

These scholarships are awarded under the following conditions: that the student have a superior academic record and be in financial need.

Saint Mary's EastBay Scholarship Fund, Inc.

East Bay alumni have created and supported a fund, the income from which is made available annually for partial tuition scholarships for qualified students from Alameda and Contra Costa Counties.

George H. Sandy Foundation Scholarship

A scholarship provided by the George H. Sandy Foundation of San Francisco to benefit deserving students.

SMC San Ramon EMBA Class of 2008 Annual Scholarship

An annual scholarship fund established by the EMBA class of 2008, to be awarded to an undergraduate business student, preferably a senior.

Arthur Harnett Sherry Annual Scholarship Fund

A scholarship fund established in memory of the late Arthur H. Sherry, class of 1929, by his family and friends, to benefit deserving students pursuing pre-legal studies. Mr. Sherry headed studies of California's criminal codes that still have influence.

Raymond J. Syufy Annual Scholarship Fund

A scholarship fund established by the late Raymond J. Syufy, alumnus of the class of 1940, to benefit deserving students at the College.

Carmen Turre Annual Scholarship Fund

An annual scholarship fund established by Carmen Turre to benefit deserving students.

Fred D. Whelan Annual Scholarship

A scholarship in memory of the late Professor Fred D. Whelan, member of the Saint Mary's College faculty, 1959–1973.

Raymond J. White Memorial Annual Scholarship Fund

A scholarship fund established by friends and co-workers of Raymond White for deserving students at Saint Mary's College. Vice President for Business and Finance at the time of his death in 1996, he had worked at Saint Mary's College for 30 years.

Wilder Trust Fund Promise Awards

An annual scholarship set up for students pursuing a degree in economics and business administration who have completed 18 course units at Saint Mary's College or their equivalent at another institution, and the number of required lower-division courses necessary to permit graduation from Saint Mary's College in two academic years. An essay is required.

ANNUAL ATHLETIC SCHOLARSHIPS

Frank and Anne Baumann Baseball Annual Scholarship Fund

An annual athletic scholarship fund established by long-time Gael supporters Frank and Anne Baumann to assist student athletes in baseball.

Frank and Anne Baumann Basketball Annual Scholarship Fund

An annual athletic scholarship fund established by long-time Gael supporters Frank and Anne Baumann to assist student athletes in basketball.

Paul Berger Memorial Annual Scholarship Fund

An annual athletic scholarship fund established in memory of Paul Berger by Mrs. Gretchen Berger to support student athletes.

Angelo Boschetto Memorial Annual Athletic Scholarship Fund

An annual athletic scholarship established by the family in memory of Angelo Boschetto '43 for a deserving student athlete.

Meryn L. Brenner Foundation Annual Scholarship Fund

An annual athletic scholarship fund established to assist student athletes in men's basketball.

Arthur D. & Beverly Bridges Foundation Annual Scholarship Fund

An annual athletic scholarship fund established to support student athletes in women's basketball.

Mr. and Mrs. Allen Chung Annual Scholarship Fund

An annual athletic scholarship fund established by Mr. and Mrs. Allen S. Chung to assist student athletes.

Clougherty Family Annual Scholarship Fund

A scholarship fund established in memory of Bernard Clougherty, class of 1931, by members of his family, to assist a needy student athlete.

DeMatteo Family Scholarship Fund

An annual athletic scholarship fund established by John and Jeanne DeMatteo to support student athletes.

Garaventa Family Annual Scholarship Fund

An annual athletic scholarship fund established by Mr. and Mrs. Sil Garaventa to assist student athletes in men's soccer.

W. Thomas Hudson Annual Scholarship Fund

A scholarship donated by Tom Hudson, class of 1964, to assist a student athlete competing for Saint Mary's College.

Kelly Family Annual Scholarship Fund

An annual scholarship fund established by Peter Kelly, class of 1967, and his wife Sally, to support baseball.

Kiwanis Club of Moraga Valley Annual Scholarship Fund

A scholarship donated by Kiwanis Club to assist a student athlete at Saint Mary's College.

Lee Family Annual Scholarship Fund

An annual athletic scholarship fund established by the Lee Family to support student athletes in women's basketball.

Moore Family Annual Scholarship Fund

An annual scholarship fund established by Nicolas Moore, class of 1963, to support men's basketball.

Scholarships

Bernard Orsi Annual Scholarship Fund

An annual athletic scholarship fund established by Mr. and Mrs. Bernard Orsi to assist student athletes.

Pearlstein Family Annual Scholarship

An annual athletic scholarship fund established by Mr. and Mrs. Pearlstein to support student athletes in men's and women's tennis.

Mr. and Mrs. James Rosenkranz Annual Scholarship Fund

An annual athletic scholarship fund established by Mr. and Mrs. James Rosenkranz to support student athletics.

SMC Tennis Association Scholarship Fund

An annual scholarship fund established to support student athletes in men's and women's tennis.

Michael C. Stead Annual Scholarship Fund

An annual athletic scholarship fund established by Michael Stead to support student athletes.

Syufy Family Scholarship Fund

An annual athletic scholarship fund established by Mr. and Mrs. Raymond W. Syufy to support student athletes.

Tsukahara Family Annual Scholarship

An annual athletic scholarship fund established by Theodore Tsukahara, class of 1962, and his wife Victoria, to support women's basketball.

Brian Vargas Memorial Scholarship Fund

An annual athletic scholarship fund established in memory of Brian Vargas by family and friends, to support student athletes in men's basketball.

Westbrook Family Annual Men's Basketball Scholarship

An annual athletic scholarship established by alum Ross Westbrook to support men's basketball.

Gene Wilson Annual Scholarship Fund

An annual athletic scholarship fund established by Gene Wilson to support student athletes in men's basketball.

George Wilson Memorial Annual Scholarship Fund

An annual athletic scholarship fund established by Mrs. Marie Wilson in memory of her husband, George Wilson, to benefit a student baseball player at Saint Mary's College.

Mike and Bonnie Zumbo Annual Scholarship Fund

An annual athletic scholarship fund established by Mike and Bonnie Zumbo to support student athletes in men's basketball.

ENDOWED ACADEMIC SCHOLARSHIPS

Henry Frank Abrahamson Endowed Scholarship Fund

An endowed scholarship fund established in memory of Henry Frank Abrahamson by Peter and Kirsten Bedford to benefit a student studying music.

Edward S. and Marjorie D. Ageno Endowed Scholarship Fund

An endowment fund created by the late Edward S. and Marjorie D. Ageno to provide scholarship aid to the most needy students who would otherwise be unable to attend Saint Mary's College.

Michael Ageno Memorial Endowed Scholarship

An endowed scholarship established by Mr. and Mrs. Edward S. Ageno and Mrs. Michael Ageno in memory of their loving son and husband, Michael Ageno, of the class of 1963.

Antonio and Clara Alberti Memorial Endowed Scholarship

An endowed award provided by Dr. Maurice A. Alberti, of the class of 1951, in memory of his parents.

Alumni Lasallian Endowed Scholarship Fund

An endowed scholarship fund established by the Alumni Association to benefit deserving children of Saint Mary's College alumni.

Gerald and Wendi Alves Endowed Scholarship Fund

An endowed scholarship fund established by Gerald and Wendi Alves to assist a student with financial need.

Brother Mel Anderson Endowed Scholarship Fund

An endowed scholarship fund established by friends of Brother Mel Anderson, FSC, President of Saint Mary's College from 1969 until 1997, to be used to assist deserving students at the College.

Brother Kyran Aviani, FSC, Memorial Endowed Scholarship Fund

The Ernest Aviani Family has established, in cooperation with faculty and friends, an endowment fund, the income of which is available for tuition scholarships in memory of the late Brother Kyran Aviani, associate professor of art.

John G. Bannister Endowed Scholarship Fund

An endowed scholarship fund established through the estate of John Bannister, alumnus of the class of 1935, to help deserving students attend Saint Mary's College.

Edmond J. Barrett Endowed Scholarship Fund

An endowed scholarship fund established in memory of Dr. Edmond J. Barrett, class of 1918, to benefit needy students.

The W. F. and Marie A. Batton Foundation Endowed Scholarship Fund

An endowed scholarship established by the W. F. and Marie A. Batton Foundation for an undergraduate student. The recipient shall be expected to meet with the board of the Foundation at least once each academic year.

Stephen D. Bechtel Endowed Scholarship Fund

An endowed scholarship fund established by Peter and Kirsten Bedford honoring the memory of Stephen Bechtel, Sr., to benefit a student planning a career in the construction industry.

The Leonie S. and Pierre S. Bedoura Endowed Scholarship Fund

An endowed scholarship fund created through the bequest of the late Leonie S. Bedoura to assist students with financial need.

Paul and Stasia Bernardis Endowed Scholarship Fund

An endowed scholarship established by the late Paul Bernardis, class of 1948, and his wife, Stasia, and family to be used to assist deserving students to attend Saint Mary's College.

Ruth Resing Borges Endowed Scholarship Fund

An endowed scholarship fund for needy students established by the late Jose F. Borges in honor of his wife, Ruth Resing Borges.

Michael and Joan Brent Memorial Endowed Scholarship Fund

An endowed scholarship fund established by the Brent Family Trust in memory of Michael and Joan Brent.

Remie J. Callens Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Remie Callens of Oxnard, to assist visual and hearing-impaired students to attend Saint Mary's College.

Stella J. Camara Endowed Scholarship Fund

An endowed scholarship fund established to assist deserving students to attend Saint Mary's College.

Joseph David Cardoza Endowed Scholarship

An endowed scholarship established by the late Joseph David Cardoza to enable a male student of Portuguese descent to complete a four-year college course at Saint Mary's College of California. Please contact the financial aid office if you meet these requirements.

Thomas M. Carlson Memorial Endowed Scholarship Fund

An endowed scholarship fund established in memory of the late Thomas M. Carlson. Recipients of the scholarships are selected by the College's scholarship committee on the basis of academic record and financial need. Preference will be given to residents of Contra Costa County and to pre-law majors.

Cassin Family Endowed Scholarship Fund

An endowed scholarship resulting from the Cassin Challenge program to benefit deserving students in need.

Virgil V. Cattalini Endowed Scholarship Fund

An endowed scholarship fund established by the Virgil V. Cattalini Trust in memory of one of the first of many Cattalini Gaels.

Lionel and Lorraine Chan High Potential Endowed Scholarship Fund

An endowed scholarship fund established by Lionel Chan and his wife, Lorraine Chan. The purpose is to benefit High Potential Program students who have shown strong evidence of both leadership and achievement, especially in family, community or church activities.

Linus F. Claeys Endowed Scholarship Fund

An endowed scholarship fund donated by alumnus Linus F. Claeys, the proceeds of which are to be used for scholarships for student financial aid.

Class of 1950 Millennium Endowed Scholarship Fund

An endowed scholarship fund created and funded by members of the College's class of 1950 in commemoration of their 50-year class reunion during the year 2000 to assist current and future Saint Mary's College students.

Class of 1951 Endowed Scholarship Fund

An endowed scholarship fund created and funded by members of the College's class of 1951 to assist current and future Saint Mary's College students.

Clougherty Family Endowed Scholarship Fund

An endowed scholarship fund established in memory of Bernard Clougherty, class of 1931, by members of his family, to help a deserving student attend Saint Mary's College.

The Thomas I. and Katherine T. Coakley Endowed Scholarship Fund

An endowed scholarship fund established through the generosity of Thomas, class of 1928, and Katherine Coakley, with preference given to sons and daughters of those who have held public office in Mariposa County, California.

William D. Coldiron Endowed Scholarship Fund

An endowed scholarship fund donated by William Coldiron to benefit a deserving student.

Brother Bertram Coleman Endowed Scholarship Fund

An endowed scholarship fund created by Dr. Joseph Sciarra, class of 1962, and his wife Nancy in honor of Brother Bertram Coleman and his many years of service to the students of Cathedral High School in Los Angeles.

Alfred P. and Ruth Collins Endowed Scholarship Fund

An endowed scholarship fund made available through the estate of Alfred, class of 1926, and Ruth Collins, to assist deserving students to attend Saint Mary's College.

John P. Collins, Sr., Memorial Endowed Scholarship Fund

An endowed scholarship fund established through the estate of John P. Collins, Sr., to assist worthy students attending Saint Mary's College.

Al and Rita Compaglia College-County Endowed Scholarship Fund

An endowed scholarship fund established by the College-County Scholarship Fund in memory of Al and Rita Compaglia.

The Edward P. Coughlan Memorial Endowed Scholarship Fund

An endowed scholarship fund established by Gary Coughlan, class of 1966, in loving memory of his father, to be used to benefit deserving students from the Fresno area.

C. Joseph Crane Endowed Scholarship

An endowed scholarship fund established by family, friends and colleagues of C. Joseph Crane, class of 1953, and Regent of the College, honoring his retirement as president of Union Safe Deposit Bank of Stockton. The fund is to assist graduates of St. Mary's High School of Stockton to attend Saint Mary's College.

Daniel J. Cullen Family Endowed Scholarship Fund

An endowed scholarship fund established by Daniel J. Cullen, the interest only to be used for scholarship purposes.

Richard A. DeSousa Memorial Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Richard DeSousa, class of 1934, to assist worthy students to attend Saint Mary's College.

Disney Endowed Scholarship Fund

An endowed scholarship fund established by the Roy Disney Family Foundation to assist needy students.

Frank J. Edoff Endowed Scholarship Fund

An endowed scholarship fund established by the late Frank J. Edoff to be used in such fields of education as the College Board of Trustees may deem appropriate.

Elfenworks Endowed Fund for Student Relief at President's Discretion

An endowed fund for student relief established by the Elfenworks Foundation LLC. The President's Office shall be responsible for selecting scholarship recipients on the basis of the following qualifications, an undergraduate student demonstrating sufficient need to receive emergency aid to complete his or her studies at Saint Mary's College.

Emerson Family Foundation Endowed Scholarship

An endowed scholarship established through the estate of Bemyce M. Spencer, long-time friend of Saint Mary's College, to assist deserving students.

Leo T. Englert '38 Endowed Scholarship Fund

An endowed scholarship fund established in honor of Leo T. Englert, class of 1938 and former Regent of the College, to assist students with financial need. Preference will be given to an undergraduate student identifying him/herself as Catholic.

Jeanine Shahna Fela Endowed Scholarship Fund

An endowed scholarship fund established by Gene and Patricia Fela in honor of their daughter. This endowment provides funds for a student exchange program between Saint Mary's College and University College, Galway, Ireland.

Kathleen M. Ferroggiaro Endowed Scholarship

An endowed scholarship fund has been established by Fred A. Ferroggiaro in the name of his wife, Kathleen.

Frank and Olivia Filippi Scholarship Fund

An endowed fund established through the generosity of Frank and Olivia Filippi to assist entering students whose GPA is 3.5 or better and who maintain a 3.25 GPA while at Saint Mary's College. Preference will be given in the award of this scholarship to sons and daughters of attorneys employed by the firm of Mullen and Filippi.

Scholarships

The Frank J. Filippi and Olivia C. Filippi Scholarship Fund for Academic Excellence

The income of this fund shall be used to pay at least 50 percent of the tuition of each undergraduate who is awarded a scholarship. Scholarships shall be awarded on the basis of demonstrated academic achievement. At least one half of the money awarded from the fund shall be awarded to students in the second, third or fourth years at the College, and the remainder to first-year students. Each scholarship will be paid for a period of one year, but may, at the discretion of the College, be renewed from year to year upon satisfactory academic performance. The College may consider the financial needs of all student applicants but should be cognizant of the great burden which college education places even upon middle-income families.

Jerry and Dolores Fitzpatrick College-County Endowed Scholarship Fund

An endowed scholarship fund established by the College-County Scholarship Fund in honor of Jerry Fitzpatrick.

Foley Estate Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Charles and Marian Foley to benefit needy students.

Ursil R. Foley Endowed Scholarship Fund

An endowed scholarship fund, income from which will provide a partial-tuition scholarship for a student majoring in economics and/or business administration, first preference being given to students from the counties of Alameda and Nevada. This scholarship is in honor of Ursil R. Foley, class of 1924, and is made possible by his son, Donald Foley.

Manuel T. and Maria Bettencourt Freitas Memorial Endowed Scholarship

An endowed scholarship fund established in memory of the parents of Carlos R., Louis G., and Manuel T. Freitas, all of San Rafael, to be used for tuition scholarships.

Monsignor Eymard Gallagher Endowed Scholarship Fund

An endowed scholarship fund established by the estate of Monsignor Eymard Gallagher, class of 1944, to assist deserving students at Saint Mary's College.

Victor B. Gaul Endowed Scholarship Fund

An endowed scholarship fund established by the late Victor B. Gaul for scholarships to worthy students.

Carl and Celia Berta Gellert Memorial Endowed Scholarship

Established by the Board of Directors of the Carl Gellert and Celia Berta Gellert Foundation in honor of its founders, the late Celia Berta Gellert and Carl Gellert. Funds will be used to supplement tuitions for deserving students in need of financial aid who have demonstrated accomplishments and the desire to excel in scholastic endeavors.

A. P. Giannini Endowed Scholarship Fund

The A. P. Giannini Scholarship Foundation has made available funds for scholarships in memory of A. P. Giannini.

George and Lucy Gordon College-County Endowed Scholarship Fund

An endowed scholarship fund established by the College-County Scholarship Fund in memory of George and Lucy Gordon.

Thomas Griffin Endowed Scholarship Fund

An endowed scholarship fund established for undergraduate students in memory of Thomas Griffin.

James M. Guyette Family Endowed Scholarship Fund

An endowed scholarship fund created by James Guyette, class of 1967, to assist students with need who have demonstrated a commitment to community service, leadership and self-motivation.

Mabel Eugenie Hale Memorial Endowed Scholarship Fund

An endowed scholarship fund for deserving students established by the Crescent Porter Hale Foundation in memory of Mabel Eugenie Hale.

Hallerberg Endowed Scholarship Fund

An endowed scholarship fund established by Lee and Ann Hallerberg, the income of which is to be used annually to benefit students demonstrating a need for financial assistance to complete their course of studies at Saint Mary's College.

Handlery Endowed Scholarship Fund

An endowment established by Paul and Ardyce A. Handlery to be used for a student in the School of Business who demonstrates scholastic achievement, financial need and campus involvement.

Thomas A. Hanrahan Memorial Endowed Scholarship Fund

An endowed scholarship established in memory of the late Thomas A. Hanrahan by his daughter, the late Katharine Hanrahan, to be awarded to deserving graduates of Sacred Heart Cathedral Preparatory in San Francisco who enroll at Saint Mary's College. The recipients of the scholarship shall be selected by the principal of Sacred Heart Cathedral Preparatory with the advice and consent of the president of Saint Mary's College.

Larry Hargadon Memorial Endowed Scholarship Fund

An endowed scholarship fund established by family and friends of Larry Hargadon, a former student of Saint Mary's College, to benefit needy students.

William Randolph Hearst Endowed Scholarship Fund

An endowed fund established by the William Randolph Hearst Foundation, the income of which is to be used for student financial aid.

Alan B. Holloway Endowed Scholarship Fund

An endowed scholarship fund established by the family and friends of Alan B. Holloway in honor of his years as vice president for finance at Saint Mary's College. The fund is to be used to assist deserving students at Saint Mary's.

Elmer and Ruth Homrighausen Endowed Scholarship Fund

An endowed scholarship fund established by Dr. Richard Homrighausen, campus physician, in memory of his parents, to provide scholarships for needy students to attend Saint Mary's College.

James Irvine Foundation Endowed Scholarship Fund

Income from this endowed scholarship fund to be used annually to provide two tuition scholarships. Selection of the recipients will be at the discretion of the College based upon generally accepted criteria. All recipients must be bona fide residents of the state of California with preference given to students from the San Francisco Bay Area.

Georgeanna Jorgensen Scholarship Fund

An endowed scholarship fund established to assist a student with financial need to attend Saint Mary's College.

Brother Josephus Endowed Memorial Scholarship

This endowed memorial scholarship has been established by Dr. and Mrs. Edmond J. Barrett. Dr. Barrett is a former pupil of Brother Josephus.

June D. and Thomas F. Joyce, Jr. Endowed Scholarship

An endowed scholarship established by Mr. and Mrs. Thomas F. Joyce, Jr., awarded annually, to benefit a student pursuing a degree in Business Administration.

William R. Kaelin Memorial Endowed Scholarship Fund

An endowed scholarship fund created by the trust of the late William R. Kaelin to assist needy students at Saint Mary's College.

Monsignor Daniel J. Keenan Endowed Scholarship

An endowed tuition scholarship in memory of Monsignor Daniel J. Keenan of Huron, for his assistance in providing a Catholic education for many California students; awarded annually on the basis of need and academic standing.

Ray Kelsch Endowed Scholarship Fund

An endowed scholarship fund established through the generosity of Ray Kelsch, class of 1931, to assist deserving students at Saint Mary's College.

Kunny Endowed Scholarship Fund

An endowed scholarship fund established by Paul Kunny to assist an undergraduate student in the School of Business and Economics with financial need.

Malcolm W. Lamb Endowed Scholarship Fund

The income from this endowment is to be awarded annually to student(s) of demonstrated academic ability. The award is based on ability and character, and preference will be given to those who without some financial assistance might not otherwise be able to attend Saint Mary's College.

Elwood "China" and Mavis Lang Memorial Endowed Scholarship Fund

An endowed scholarship established by the family and friends of Elwood "China" Lang, class of 1935, and his wife, Mavis Leeson Lang, to benefit deserving students enrolled in the School of Liberal Arts and/or the School of Science.

Kathryn La Voie Memorial Endowed Scholarship Fund

Established to provide financial assistance to qualified students by William B. La Voie in memory of his mother.

Gilbert and Dorothy Lazzareschi Endowed Scholarship

An endowed scholarship established by the estate of Gilbert Lazzareschi to assist students with financial need.

Richard L. Logan Endowed Scholarship Fund

An endowed scholarship fund established by Peter Bedford in memory of Richard L. Logan.

Andrew J. Lynch Memorial Endowed Scholarship Fund

Business associates have made available funds for endowed tuition scholarships in memory of Andrew J. Lynch for his years of service to the College.

Edward Michael Lynch Memorial Endowed Scholarship Fund

An endowed scholarship fund established by Mr. and Mrs. Raymond Lynch in memory of their son Edward, class of 1971. This fund is to be given to deserving students at Saint Mary's College.

Brother Carl Lyons Memorial Endowed Scholarship Fund

An endowed scholarship fund created by members of the class of 1962, other alumni and friends in memory of Brother Carl Lyons, FSC, to provide scholarship support to students in need.

Netti Marchini Memorial Endowed Scholarship Fund

An endowed scholarship fund established by Louis Guisto, class of 1916, in memory of his sister, Netti Marchini, to assist needy students.

Neville and Juanita Massa Endowed Scholarship Fund

An endowed scholarship fund established through the class of 1939, and Juanita Massa to help students in need.

Robert and Adelina McAndrews Family Endowed Scholarship

An endowed scholarship fund created by three generations of McAndrews to honor Addie and Bob on the 75th anniversary of Bob's graduation from Saint Mary's College in 1932. The scholarship is to be awarded to an undergraduate student from Southern California or San Francisco who exhibits financial need.

John A. McCarthy Memorial Endowed Scholarship Fund

An endowed scholarship fund established by the John A. McCarthy Foundation in memory of its founder, John A. McCarthy, to be used for scholarships for worthy students.

Lizz McElligott Memorial Endowed Scholarship Fund

A memorial fund established by the alumni of Saint Mary's College in recognition of the many years of dedicated service provided by Lizz McElligott as a nurse on the Saint Mary's College campus. The income from this fund is to benefit needy students in the pre-medical or nursing programs.

Gertrude and George V. McKeever Endowed Scholarship Fund

George V. McKeever, class of 1949, and his wife Maire, have made available a scholarship fund, the income from which is awarded to qualified students.

Reverend Brother V. Ralph McKeever and Edward W. McKeever Endowed Scholarship

This endowed scholarship, established by Mary McKeever Brusatori in memory of her brothers, to be awarded by the Trustees of Saint Mary's College to a worthy and needy graduate of Sacred Heart High School of San Francisco.

Joseph P. McTigue Memorial Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Joseph McTigue, class of 1930, to assist worthy students to attend Saint Mary's College.

Saint Brother Miguel Endowed Scholarship Fund

An endowed scholarship fund established by the SMC Brothers Community, and named in honor of a member of the Brothers of the Christian Schools who was raised to sainthood in 1984, to be used for the education of needy Roman Catholic seminarians, priests, nuns and brothers.

Francis Cullen Miller Endowed Scholarship Fund

An endowed scholarship fund established by the late Mary J. Miller to benefit students in the field of pre-legal education.

Father Edmund Moss Memorial Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Father Edmund Moss, class of 1932, to benefit deserving students.

Mother of Perpetual Help Endowed Scholarship

An endowed scholarship fund established by the late Honorable Roy G. Pucci, class of 1943, and his sister, Alma Pucci Rose, in memory of their parents, Esther and George Pucci, to assist deserving students.

Arthur J. and Loya H. Mott Minority Student Endowment

An endowed scholarship fund established through the generosity of the late Arthur J. Mott, class of 1936, and his wife Loya H., to assist deserving minority students at Saint Mary's College.

James P. Mulcahy Endowed Scholarship

An endowment established through the estate of James P. Mulcahy to benefit students with financial need.

Daniel J. Murphy Endowed Scholarship Fund

An endowed scholarship fund established by Daniel J. and Isobel B. Murphy, benefactors of Saint Mary's College, to benefit a worthy student from the state of Nevada.

Nativity Preparatory Student Endowed Scholarship Fund

An endowed scholarship fund established by Phil Lebherz and family to assist an undergraduate student who attended and graduated from Nativity Preparatory School in San Diego, California and who meets all the admission requirements of Saint Mary's College.

Scholarships

Noonan Family Endowed Scholarship Fund

An endowed scholarship fund established by Frank and Lois Noonan to assist students with financial need.

Northern Nevada Endowed Scholarship Fund

An endowed scholarship fund established by Reno businessmen to assist needy and deserving students from northern Nevada.

Noce Family Endowed Memorial Scholarship

An endowed scholarship established by George and Lillian Noce and Clare Marie Noce to honor the following members of their family: Assunta Olivia Noce, Lillian Mary Catherine Noce, George J. Noce, Clara M. (Lena) Noce, Daniel Noce, and Lt. Gen. David H. Noce (USA), Angelo Noce, and James J. Noce.

Tom O'Neil Jr. Endowed Scholarship Fund

An endowed scholarship fund established to honor Tom O'Neil, Jr., the purpose of which is to provide scholarship support for graduates of Christian Brothers High School in Sacramento.

Orange County Alumni Endowed Scholarship Fund

An endowed scholarship fund created in 2001 by the transfer of assets from the Orange County Alumni Scholarship Foundation to the College. Annual grants will benefit students coming to Saint Mary's College from high schools in Orange County, California.

Orsi Family Endowed Scholarship

An endowed scholarship fund provided by S&P Company recognizing the association of the Bernard Orsi family with Saint Mary's College. Scholarship restricted to students maintaining a GPA of 3.5 or better. It has no need-based component.

Vern F. Oswald Endowed Scholarship Fund

An endowed scholarship fund established in memory of Vern F. Oswald, class of 1983, by classmates, family and friends to assist a student in need with major in finance or accounting.

Amelia Deniz Parreira Endowed Scholarship Fund

An endowed scholarship fund, the net income therefrom to be employed for establishing and maintaining scholarships for needy students of high scholastic standing.

Giacomo and Ida Pegolotti Endowed Scholarship Fund

This endowed scholarship fund is established by Antone L. and James Pegolotti and Dolores Hamilton, children of Giacomo and Ida Pegolotti, in memory of their parents. Interest from this fund to be used each year to assist needy college students with first preference to students from Humboldt, Del Norte, or Trinity counties in the state of California.

Brother S. Albert Plotz-SMC Guild Memorial Endowed Scholarship Fund

An endowed scholarship fund established by the SMC Guild in memory of Brother Albert.

Brother Michael Quinn Endowed Scholarship Fund

An endowed scholarship fund established by alumni in honor of Brother Michael Quinn for deserving undergraduate students.

Brother U. Albert Rahill Memorial Endowed Scholarship Fund

An endowed scholarship fund established by the Sabatte family in the name of the former president and longtime aide to the president of Saint Mary's College, to be used to assist needy students.

Brother U. Albert Rahill-Moraga Rotary Endowed Scholarship Fund

An endowed scholarship fund established by the Rotary Club of Moraga, in honor of Brother U. Albert Rahill, FSC, the income of which will be used to benefit needy students.

Christine W. Reis Endowed Scholarship Fund

A scholarship established by Mr. and Mrs. J. F. Reis for tuition scholarships for eligible students at the sole discretion of the Board of Trustees.

Helen M. and Anthony L. Resetar Endowed Scholarship Fund

An endowed scholarship fund established by the Anthony L. Resetar and Helen M. Resetar 1971 Living Trust for student scholarships.

Mary Anne Reynolds Endowed Scholarship Fund

An endowed scholarship fund established by Mary Anne van der Linden to honor her mother. This fund will assist deserving students at Saint Mary's College, with preference given to children and grandchildren of graduates of Immaculate Heart College in Los Angeles.

John and Karen Ryan Endowed Scholarship Fund

An endowed scholarship fund established by John and Karen Ryan, to assist students with financial need.

John A. and Mary M. Sabatte Endowed Scholarship

An endowed scholarship fund established by the Sabatte family in memory of their parents, John and Mary. The scholarship is awarded annually to deserving and needy students.

SMC Brothers' Community Endowed Scholarship Fund

An endowed scholarship fund established by the SMC Brothers' Community to assist needy continuing students, primarily seniors and juniors, who have exhausted all other sources of financial aid, and who would otherwise be forced to withdraw from Saint Mary's College.

Teresa Doris Satmary Endowed Memorial Scholarship

An endowed scholarship fund established by John Rengel, class of 1970, in memory of his goddaughter, Teresa Satmary. Preference for the annual award will be given to graduates of Tahoe-Truckee High School, on the basis of need and academic standing.

Ilo Scatena Memorial Endowed Scholarship Fund

An endowed scholarship fund established by the Scatena Family Trust for deserving students from Kern County, California.

Armando J. Seghetti Memorial Endowed Scholarship

An endowed scholarship established by Miss Rose Seghetti in memory of her brother, Armando J. Seghetti, class of 1930, to assist needy and deserving students.

The Schaeffer Endowed Scholarship

An endowed scholarship established by the Schaeffer Foundation for an undergraduate student with significant financial need who has been involved in community service while attending Saint Mary's College.

Henry G. Sheehy Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Henry G. Sheehy to be used to assist needy students.

Anna Marie Siler Endowed Scholarship Fund

An endowed fund created by two generations of the extended Siler family to honor the mother and grandmother of 12 SMC alumni and relative of six more. The scholarship will assist students in need.

Kurt W. Simon Speech and Debate Club Endowed Scholarship

An endowed scholarship fund established by the family of Kurt W. Simon. The Macken Speech and Debate Club coach and the financial aid office shall be responsible for the selection of a deserving student who is a member of the Macken Speech and Debate Club at Saint Mary's College.

Sidney A. Snow Endowed Scholarship Fund

An endowed scholarship fund established in memory of Sidney A. and Virginia G. Snow. Income from this fund is to be awarded to one worthy candidate annually to finance an education in applied science at Saint Mary's College.

Y. Charles and Helen C. Soda Endowed Scholarship Fund

A fund established by the late Chet and Helen Soda, and supported by the foundation that bears their names, the income from which provides financial assistance to needy students during their four years at Saint Mary's College.

John and Hester Sousa Endowed Scholarship Fund

These partial-tuition scholarships are intended to assist students from large families, who have been unable to qualify for other forms of financial aid. Eligibility is based on demonstrated academic promise and financial need.

Father Harold Speetzen Endowed Scholarship Fund

An endowed scholarship fund established by Father Harold Speetzen to assist a deserving student.

Spirit of '59 Memorial Endowed Scholarship Fund

An endowed scholarship fund to support students in need, created by members, families and friends of the class of 1959 in memory of all deceased classmates.

Robert W. Summers and Beverly Summers Endowed Scholarship Fund

An endowed scholarship fund established by the estate of Robert W. Summers in honor of Robert W. Summers and Beverly Summers, to assist students with financial need pursuing degrees in the area of medicine or journalism.

Gladys Carroll Tehaney Memorial Endowed Scholarship Fund

This endowed scholarship fund was established by Peter J. Tehaney in memory of his wife, to be awarded to a student selected by the Saint Mary's College Admissions Office.

Harold and Codessa Terrell Endowed Scholarship Fund

An endowed scholarship fund established by Reginald Terrell, class of 1981, in honor of his parents, to assist minority students to attend Saint Mary's College.

Albert Thille Memorial Endowed Scholarship Fund

An endowed scholarship fund established by the Albert Thille Foundation in memory of Albert Thille, benefactor of Saint Mary's College, to benefit needy students.

Kevin Valdez Memorial Endowed Scholarship Fund

An endowed scholarship fund established by Bernard Valdez, M.Ed., 1982, in memory of his son, Kevin, class of 1978, M.Ed., 1987, to benefit disabled students attending Saint Mary's College.

Rudy Valencic Memorial Endowed Scholarship Fund

An endowed scholarship fund established by Ms. Valeria Valencic Castellan, Ms. Maria Valencic Garavello, and Ms. Albina Valencic Welschke, in memory of their deceased brother, Rudy Valencic, a long-time employee at Saint Mary's College. This endowed fund will be used to assist needy and deserving students at the College.

Spike Van Cleve Endowed Scholarship Fund

An endowed scholarship fund established in memory of the late Spike Van Cleve, by his wife, to benefit needy students in the field of liberal arts.

Vashell Endowed Scholarship Fund

A scholarship fund established to assist a student with financial need to attend Saint Mary's College.

Leonard Vernazza Memorial Endowed Scholarship Fund

Friends have made available endowment funds for a scholarship in memory of Leonard Vernazza, class of 1964.

Sister Clare Wagstaffe Endowed Scholarship Fund

An endowed scholarship fund established by the estate of Sister Clare Wagstaffe, who was named an honorary Christian Brother for her 24 years of service to the College. Preference will be given to a female student in need.

Walla Walla, Washington Endowed Scholarship Fund

This is an endowment fund established in memory of the late Mr. and Mrs. J. J. Mangan and the Christian Brothers who taught in Saint Patrick's School in Walla Walla, Washington. Proceeds from this fund will be used for tuition scholarships.

Warta Family Endowed Scholarship Fund

An endowed scholarship fund created by John and Georgiana Warta to assist students coming to Saint Mary's College from LaSalle High School in Milwaukie, Oregon.

Eli P. Welch Memorial Endowed Scholarship Fund

An endowed scholarship fund established through the estate of Eli P. Welch, class of 1937, to assist deserving students at Saint Mary's College.

Raymond A. White Endowed Scholarship Fund

An endowed scholarship fund established by Raymond A. White, class of 1949, to help fund scholarships for needy students.

Theodore A. Wickland Endowed Scholarship Fund

An endowed scholarship fund provided in the estate of Theodore A. Wickland to be used to supplement tuition needs of deserving students.

Glenn Wildenradt Memorial Endowed Scholarship Fund

An endowed scholarship fund established in memory of Glenn Wildenradt, class of 1974, by his parents, the late Herbert and Margaret Wildenradt, and classmates. Awards from the fund are to be granted based upon academic merit and economic need.

Virginia Mosher Williams Memorial Endowed Scholarship Fund

An endowed scholarship fund established by Arthur P. Williams, class of 1941, in memory of his wife, Virginia Mosher Williams, the income of which will be used to benefit needy students.

The Zocchi Family Scholarship Fund

The Zocchi Family Scholarship will be awarded to students with financial need who matriculate from Carondelet or De La Salle high schools of Concord, California.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

In addition to scholarships offered through the College, other grants are available from various organizations. These grants may be used at Saint Mary's College. Information about such scholarships may be obtained from the high school principal or senior advisor. Examples of such scholarships are Cal Grants, National Merit Scholarships, and those of various industrial, fraternal, and service organizations.

Scholarships

ENDOWED ATHLETIC SCHOLARSHIPS

Cobo Family Endowed Tennis Scholarship Fund

An endowed scholarship fund established by David Cobo, to support men's tennis.

DeLong Family Men's Basketball Endowed Scholarship Fund

Established by D. F. DeLong, class of 1951, in memory of his parents, Clarence and Mayme DeLong, to benefit the Saint Mary's College grant-in-aid program for basketball.

DeLong Family Men's Tennis Endowed Scholarship Fund

An endowed scholarship fund established by D. F. DeLong, class of 1951, in memory of his parents, Clarence and Mayme DeLong, to benefit the Saint Mary's College grant-in-aid program for men's tennis.

Robin and Lindy Driscoll Endowed Golf Scholarship

An endowed scholarship established by Robin Driscoll for a member of the golf team.

Art Fleuti Memorial Endowed Scholarship Fund

An endowed athletic scholarship fund established in memory of Art Fleuti by family and friends, to support student athletes in men's basketball.

Norman and Patricia Foster Crew Endowed Scholarship

An endowed scholarship fund established by Norman and Patricia Foster to support the men's and women's crew team.

Katie Frattone Women's Soccer Endowed Scholarship Fund

An endowed scholarship fund established to support women student athletes competing on the women's soccer team.

Geissberger Family Basketball Endowed Scholarship Fund

An endowed scholarship fund created by Dr. Louis Geissberger, class of 1953, his wife Norma, and their four sons, all Saint Mary's College alumni, to benefit student athletes competing in the men's basketball program.

Elizabeth R. Grossman Softball Endowed Scholarship

An endowed scholarship established by Elizabeth Rice Grossman for the sport of softball.

Louis Guerrieri Endowed Athletic Scholarship Fund

An endowed scholarship fund established to commemorate Louis Guerrieri for his lifelong commitment to Saint Mary's College and its athletic programs. The fund will provide scholarships for deserving student athletes.

Alison Huber/Diane Whipple Memorial Endowed Women's Lacrosse Scholarship

An endowed scholarship established by the friends and families of Alison Huber and Diane Whipple in their memory, for women's lacrosse.

Korth Family Endowed Basketball Scholarship

An endowed scholarship established by Regent Emeritus Howard Korth, and his wife Geraldine Korth, to assist a student athlete in men's basketball.

Korth Family Endowed Tennis Scholarship

An endowed scholarship established by Regent Emeritus Howard Korth, and his wife Geraldine Korth, to assist a student athlete in tennis.

John Leykam Athletic Endowed Scholarship Fund

The John Leykam Athletic Endowed Scholarship Fund was established in December 2005 by his friends and colleagues to honor John for his many years of loyal and dedicated service to Saint Mary's College of California. The fund will benefit student athletes.

Ida and Donald McShane Endowed Scholarship Fund

An endowed scholarship fund in memory of Donald McShane, class of 1928, and his wife, Ida, to be divided equally between the men's basketball and baseball teams.

Brother U. Albert Rahill Endowed Athletic Scholarship Fund

An endowed scholarship fund established in memory of Brother U. Albert Rahill, FSC, by friends and alumni of Saint Mary's College to benefit deserving student athletes.

Mollie Flint Rosing Women's Basketball Endowed Scholarship Fund

An endowed scholarship fund established to support woman student athletes competing on the women's basketball team.

Saint Mary's College Alumni of Southern California Endowed Athletic Scholarship Fund

An endowed scholarship fund created by a Southern California alumnus of the College to provide financial assistance to student athletes. Preference will be given to graduates of Santa Margarita High School in Rancho Santa Margarita, California, and then to students from other Catholic high schools in Orange County, California.

Saint Mary's College Endowment for Student Athletes

A fund established to provide financial aid to qualified student athletes.

Smead Family Endowed Athletic Scholarship Fund

An endowed scholarship fund created by John Smead, class of 1972, to provide financial assistance to student athletes. Preference will be given to graduates of Notre Dame High School in Sherman Oaks, California, and then to students from other high schools in Southern California.

Frank L. Smith Endowed Basketball Scholarship

An endowed scholarship established by the son of Frank L. Smith for the men's basketball program.

Stanley Eugene and Gladys Rosalyn Smith Endowed Athletic Scholarship

Established by Ralph Smith, class of 1958, in memory of his parents. The fund will benefit a deserving student athlete active in either baseball, men's basketball, rugby, men's soccer, men's tennis, or golf.

Johnny Vergez Baseball Endowed Scholarship Fund

A grant-in-aid benefiting baseball student athletes, established by players who competed for Coach Johnny Vergez in the late 1940s and the early 1950s.

Ken and Patricia Vincent Endowed Baseball Scholarship Fund

A fund established by Ken Vincent, class of 1952, and his wife, Patricia, to benefit student athletes competing in the baseball program.

Robert H. Walthour Endowed Athletic Scholarship

An endowed scholarship fund established by a friend to honor Robert Walthour, class of 1952, long-time teacher and coach in the Monterey/Carmel area. The fund is to be used for general athletic support until such time as Saint Mary's College establishes an intercollegiate aquatics program. The fund at that time will benefit a student athlete in that program.

Brother Jerome West Athletic Endowed Basketball Scholarship Fund

A scholarship established in memory of former Vice President Brother Jerome West FSC, to support student athletes pursuing a degree in Business Administration.

George Wilson Memorial Endowed Athletic Grant-In-Aid for Baseball

A grant fund established by Mrs. Marie Wilson in memory of her husband, George Wilson. Grant benefits a baseball player at Saint Mary's College.

In addition to those scholarships listed above, there may be other endowed athletic scholarships not included. For additional information, please contact the Advancement Office at (925) 631-8685.

KALMANOVITZ SCHOOL OF EDUCATION

Dee Cobo Endowed Kalmanovitz School of Education Scholarship Fund

An endowed scholarship fund established by Mr. David Cobo in honor of his wife, Dee Cobo. The recipients shall be selected on the basis of financial need and progress toward degree.

Lee Ann Langley Memorial Endowed Scholarship

A scholarship established to assist a student with financial need who is pursuing a teaching credential at Saint Mary's College Kalmanovitz School of Education.

Karen Ann Lippstreu Memorial Endowed Scholarship Fund

An endowed scholarship fund established in the memory of Karen Ann Lippstreu, class of 1985. This scholarship is to be awarded to a Kalmanovitz School of Education student enrolled in an elementary or secondary credential program based on academic merit and who is passionate about teaching.

The J.M. Long KSOE Endowed Scholarship

A scholarship established to assist a student with financial need who is pursuing a credential from one of the nine offered programs at Saint Mary's College Kalmanovitz School of Education.

The Thomas J. Long KSOE Endowed Scholarship

A scholarship established to assist a student with financial need who is pursuing a credential from one of the nine offered programs at Saint Mary's College Kalmanovitz School of Education.

Donald J. and Helen Wood Endowed Scholarship Fund

A scholarship established to assist a student with financial need who is pursuing a special education credential or master's at Saint Mary's College Kalmanovitz School of Education.

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This catalog has been prepared for students, faculty, and officers of Saint Mary's College of California, and others wishing to know more about

the College's programs and activities. The information contained herein is accurate as of the date of publication (May 2009). However, Saint Mary's

College of California reserves the right to make from time to time and without prior notice such changes in its operations, programs, and activities

as the Trustees, College president, administrators, and faculty consider appropriate and in the best interest of Saint Mary's College of California.

