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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 at (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 SFO/Millbrae – 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 2010

**August 29** SUNDAY  Residence Halls open for returning students

**August 30** MONDAY  CLASSES BEGIN

**November 24 – 28**  Thanksgiving Recess

**December 6 – 9**  Final Exams

**December 10 – January 2**  Christmas and New Year’s Recess

JANUARY AND SPRING TERMS 2011

**January 3** MONDAY  January Term CLASSES BEGIN

**January 17** MONDAY  Martin Luther King, Jr. Holiday

**January 28** FRIDAY  Last day of January Term

**January 29 – February 6**  Spring Recess

**February 7** MONDAY  Spring Term CLASSES BEGIN

**April 16 – April 25**  Easter Recess

**May 16 – 19**  Final Exams

**May 21** 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 bring 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 Christianarum, 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.
The College

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.

1949  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 & Civic Studies Program; the Master of Arts in Leadership and in Kinesiology; Sports Studies; a Master of Fine Arts in Creative Writing; and two B.A. degree completion programs, one in the Performing Arts and one in Leadership & Organizational Studies.

The School of Science offers the degree of Bachelor of Science in seven major fields. There is a 3+2 program in engineering, in conjunction with a number of universities, 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.
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.), Bachelor of Arts degree-completion program in Leadership & Organizational Studies (BALOS), 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 Leadership & Organizational Studies (BALOS), please contact Louise Goekel (lag4@stmarys-ca.edu) or Sue Norton Costa (snc4@stmarys-ca.edu) or phone (925) 631-8715.

For information on the bachelor degree-completion program for arts professionals, write L.E.A.P. Program, P.O. Box 4700, St. Mary’s College, 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. 92. 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. 137.
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 in the three disciplines is discussed thoroughly and systemically, and in a way that challenges students to approach problems critically and to solve them efficiently. 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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 & Civic Studies Minor for Bachelor of Arts Degree:
    Montessori Thought
  American Montessori Society Early Childhood Credential
  American Montessori Society Elementary Education Credential
  Master of Arts Degree
  Master of Education Degree

MULTIPLE SUBJECT
  Preliminary Multiple Subject Credential
  Master of Arts in Teaching
  Master of Education in Applied Developmental Education

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 ACT scores to 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
Saint Mary’s College undergraduate applicants apply using the Common Application. It is available at https://www.commonapp.org/ CommonApp/default.aspx or via the Saint Mary’s Admission website at www.smcadmit.com. Application procedures are also available via these sites.

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 35–40 first-year students are welcomed into 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. Through collaborative programming with select faculty, the Academic Advising Center, tutorial support 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. Students wishing to apply through the High Potential Program should contact the Office of Admissions for additional information or call the High Potential Office at (925) 631-4165.

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 1 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.

HONORS PROGRAM

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. For information about the Honors Program, contact the Office of Admissions or the Honors Program at (925) 631-4903.

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 two years of high school algebra (Algebra I and Algebra II) 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).

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/tuition.

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 their 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 (Fall through Spring). Students who live in College residence halls are required to contract for meals. Students living in College townhouses may voluntarily elect to purchase 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, have it mailed to the address on file, or directly deposited to their checking or savings account. 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 unless the student has selected to be refunded by direct deposit. 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 documented. The waiver to provide proof of coverage is found online at www.stmarys-ca.edu/tuition. The waiver must be completed prior to the start of each academic year in order to receive the credit. All international students are required to purchase the school health insurance. No waiver is available to international students.

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

PART-TIME ENROLLMENT
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, (Fall through Spring), 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/tuition for more information regarding billing and payment.
### Tuition and Fees

#### Tuition

**STUDENTS**
- Full-time (7.00 to 9.50 courses per year) $35,280
- Part-time (less than 7.00 courses per year, per course) $4,412
- Additional courses
  - (more than 9.5 courses per year, with advisor approval) $3,924
- Open Enrollment (per course) $2,632
  (No more than 4 courses per year — 2 per term only)

#### Room and Board
- Room—Double $6,770
- Room—Single $7,520
- Room—Triple $5,410
- Room—Townhouse (includes $50 flex for year) $7,730
- Room—Townhouse Triple (includes $50 flex for year) $6,950
- Carte Blanche (includes $75 flex) per year $5,580
- 14 meals per week (includes $75 flex) per year $5,430
- 10 meals per week (includes $150 flex) per year $5,290
- 8 meals per week (includes $150 flex) per year $5,000
- 5 meals per week (includes $100 flex) per year $3,600
  (Available only to Townhouse residence or commuting students)

#### 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 students) $250
- Late payment fee (monthly service charge) $25
- Student activity fee (required of all full-time students) $150
- Medical insurance fee (required, see above) TBA
- Commencement activities fee $115
- Late registration fee $175
- Transcript of record $5
- Laboratory fees (see description of courses in course catalog)

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 is effective July 1, 2010 and 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).

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 state grant programs. Forms are available in high school and college counseling centers, online at www.caegrants.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 notification of financial aid awards available on GaelXpress are emailed 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.)

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)
SEOG awards of $500 – $1,000 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 full-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 full-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 most 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, Brother Urban Gregory 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, Sodexo 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 offices 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)**
Federal 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 the federal Direct Loan Program or 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. The interest rate is 4.5% beginning July 1, 2010.

**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 and the Direct PLUS is a fixed 7.9 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 or the Direct Loan PLUS Program.

**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.smcm.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. 17.

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 4100, Moraga, CA 94575-4100. 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

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 High Potential Program, the Honors Program, and the Catholic Institute for Lasallian Social Action. The vice provost oversees the implementation of the Academic Honor Code, undergraduate commencement, the publication of the Undergraduate Catalog, and oversight of student grievances on academic issues. 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 provost and 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

DIRECTOR OF FACULTY DEVELOPMENT
The director 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
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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, Student Disability Services, and faculty academic advising coordination. The Dean of Academic Advising and Achievement is also responsible for oversight of academic probation, academic disqualification, and 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.

Additional advising exists through the coordinators of Black Student Achievement, Asian Pacific American Student Achievement, and Latino Student Achievement.
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.

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.

CATHOLIC INSTITUTE FOR LASALLIAN SOCIAL ACTION (CILSA)
Founded in 1999, CILSA is the academic center at Saint Mary's College for promoting a culture of service and social justice education consonant with Catholic social teaching and integrating the three traditions of the college: Catholic, Lasallian, and liberal arts. The goal of CILSA is to support students, faculty, staff, campus units, and community partners to work together to promote intellectual inquiry and student leadership and development through action in academic, co-curricular, and community settings to foster personal and social responsibility for the common good.

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 include one-time and ongoing volunteer experiences, engaged courses, and year-long programs including the Bonner Leader Program and Jumpstart. CILSA assists with advising for post-baccalaureate placements such as AmeriCorps, Peace Corps, and Lasallian Volunteers.

SOCIAL JUSTICE AND ENGAGED COURSE DESCRIPTIONS
With the support of CILSA, Saint Mary’s offers courses in social justice, service learning and community-based research. These courses provide a specific form of teaching and learning in which students engage in purposeful actions that address community goals. Through critical reflection students integrate the action with academic objectives to develop civic responsibility and an understanding of social justice.

Saint Mary's College provides Engaged Course Designation to five types of courses that educate for social justice:

1. social justice across the curriculum (SJ)
2. service-learning (SL)
3. community-based research (CBR)
4. service-learning/social justice across the curriculum (SL-SJ)
5. community-based research/social justice across the curriculum (CBR-SJ)

Designated courses exist to provide students invested in engaged learning with helpful information as they plan their academic programs, promote quality teaching and learning and ensure best practices, further integrate the common good and community engagement into the Core Curriculum, and contribute to the college’s national standing as a recipient of the Carnegie Foundation Community Engagement Classification Award and President’s Higher Education Community Service Honor Roll Award.

For more information on social action opportunities, stop by the CILSA first floor Ferroggiaro office, or call (925)631-4975 to schedule an appointment. CILSA staff will assist you in finding a service opportunity that matches your interests.

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.
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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.

The library, incorporating the College archives, also has several special collections including the Albert T. Shirer, 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 SMCnet, the College intranet site, www.stmarys-ca.edu, the official Saint Mary's College website, 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 Bragg, 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.

GLOBAL LIVING LEARNING COMMUNITY

The Global Living Learning Community at Saint Mary’s College is a residential community for those interested in exploring new cultures and international travel, especially study abroad. Located in Ferdinand and Camille Agena Hall, first floor, the Global Living Learning Community is a safe and engaging space where both international and domestic students can learn skills important in cross-cultural communication and living globally. Residents of the Global Living Learning Community must be enrolled in one globally designated course during the academic year (see Center for International Programs for course list). In addition to global coursework, students living within the Global Living Learning Community will participate in service projects with internationally-focused non-profit organizations, share in international dinners, view and discuss foreign films, and participate in cultural competency workshops. The Global Living Learning Community is sponsored by the Center for International Programs and in partnership with the Office of Residence & Community Life. For more information, contact the Center for International Programs by phone at (925) 631-4352 or email at studyabroad@stmarys-ca.edu.

HONORS THEME LIVING LEARNING COMMUNITIES

Assumption Hall Honors Living and Learning Community

Incoming, first-year Honors Program students have the opportunity to apply for the Honors Living and Learning Community in Assumption Hall. Residents of the First-Year Honors Living and Learning Community

• have access to free tutoring from live-in, upper-division mentors versed in the sciences and humanities and benefit from increased support in common first-year courses.
• are eligible to participate in formal and informal community activities, including field trips, study groups, meals with faculty, trips to Bay Area music, theatre and athletic events.
• have access to a full kitchen, a spacious study, and a recreation lounge.

If you are a first-year Honors Program student and wish to participate in this community, indicate your interest on the Honors Program Questionnaire you will receive in May after you have confirmed your enrollment at Saint Mary’s College. For more information, contact Mary Volmer, Director of the Honors Program, at mvolmer@stmarys-ca.edu or by phone at (925) 631-8157.

South Claey’s Honors Living and Learning Community

All sophomores, junior, and senior Honors Program students are eligible to apply for Honors Housing in South Claey’s Hall. Residents of this community:

• benefit from a community of similarly motivated peers who wish to enhance their studies through active participation in student leadership and service,
• enjoy a primary role in the maintenance and development of Saint Mary’s College organic “Legacy Garden,”
• participate in a variety of formal and informal events organized by students, for students, in and around the San Francisco Bay Area. If you are a transfer student or a continuing student and would like more information about this community, or about the Honors Program, please contact Mary Volmer, Director of the Honors Programs, at mvolmer@stmarys-ca.edu or by phone at (925) 631-8157.

The Honors Living and Learning Communities invite students with a commitment to academic and civic excellence to live and work in an inclusive and supportive cohort. The first-year Honors Community in Assumption Hall eases honors students’ transition into college by acquainting them with faculty and by providing tutoring and a variety of recreation and service activities. The second-, third-, and fourth-year Honors Community in South Claey’s Hall appeals to students who wish to enhance their studies by engaging in leadership and service opportunities on campus. Both communities are built around the concept that neither personal potential, nor a true respect for human difference, can be reached in the absence of shared experience.

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 residential community with peers who are taking calculus, chemistry, physics or biology, and who are committed to an atmosphere where there is quiet time for studying at night find this option attractive. In addition to the opportunity 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
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enrichment activities such as going to the San Francisco Symphony, Bay Area museums, or other cultural activities. 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.
Student Life

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.

The Office of New Student & Family Programs and the Office of Residence Life function as a unit. As experts on transition, these offices provide an engaging residential experience and focus on the development of personal and social responsibility.

RESIDENCE LIFE
The Office of Residence Life creates an on-campus home for residential students by developing a safe, engaging, and inclusive environment that supports growth and learning and emphasizes personal and social responsibility. The atmosphere is supported by a dynamic team of residential staff, the student programming body (the Residence Hall Association —RHA), and a variety of campus partners who support our Living Learning Communities. Through intentional connection with the academic community, the Office of Residence Life carefully assesses the holistic learning of students in the context of the residential community.

COMMUNITY LIFE
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 disciplinary process. The process is intended to educate students about appropriate conduct and the potential consequences of their actions and choices. It articulates learning, personal responsibility, self discipline, respect for others and self, and supports the educational values of our community.

The Undergraduate Student Handbook can be found online at www.struyns.ca.edu/studenthandbook. The Undergraduate Student Handbook communicates important information regarding the Undergraduate Student Code of Conduct, the Academic Honor Code, Alcohol & Other Drugs policy, and other Community & College 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 by engaging them through programs, outreach and publications. Summer Orientation, Weekend of Welcome and the First-Year Experience offer new students opportunities to connect 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 engagement opportunities such as 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.

LEADERSHIP INVOLVEMENT, AND DIVERSITY
Leadership, Involvement and Diversity includes the areas of Student Involvement and Leadership, 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,
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 40 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 through 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 and resources.

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, M.A.
Assistant Dean of Students
Director of Residence and Community Life
Maisha Bessley, M.A.
Director of New Student & Family Programs
Joan Iva Fawcett, M.A.
Director of 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.

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 and 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

Student Life
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 Academic Affairs 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. 137 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 an audit fee. Students enrolled in the Open Enrollment Program (part-time enrollment) must pay an audit fee.
REGISTRATION

REGISTRATION PROCESS
Late in every fall and spring term, returning students register 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 registration can be made until the day prior to the start of term. Some courses appearing on the schedule may not be offered in that term because of low enrollments.

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 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 department. 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 January Term.

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

COURSES FROM OTHER COLLEGES
Some students may choose to enroll in coursework at other accredited local colleges while they are attending Saint Mary’s during the regular academic year, or they may take summer work elsewhere. Prior to any such enrollment for transfer credit, students should secure the approval of the Registrar’s Office to have that credit accepted toward the degree at Saint Mary’s. At the end of each term at the transfer college, the student should immediately have 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.

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 beginning of the senior year, each student must complete an Application for Commencement. These forms are available online using GaelXpress. The Registrar’s Office reviews all such petitions, checks the prospective graduate’s record of completed coursework, and notifies students of their eligibility to participate in the commencement ceremony. Seniors who will not have completed all degree work by commencement may participate in commencement exercises provided they have no more than 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.
Academic Requirements

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; Seville, 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 Br. Jerome West 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.

The CLEP examinations in general psychology, history, government and economics, accounting principles, American government, English composition, American history, English literature, French, German, Spanish, and Latin are available to all students. The CLEP examination in mathematics is available only to students whose major or program of study will further the student’s educational and personal goals.
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 (withdrawn from course) 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 the 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) 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.

**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 prompted 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 (see p. 15).

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 Avani Award (Department of Art)
Margaret Mead 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)
John Dennis Award (High Potential Program)
Henry George Award (Department of History)
Saint Thomas Aquinas Award (Integral Program)
Dag Hammarskjold (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 Miliken 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 Vice Provost of Academic Affairs.
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 re-admission.

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 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 of academic advising 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 of academic advising. 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.
Academic Requirements

SPECIAL ACADEMIC PROBATION
Special Academic Probation may be granted at the discretion of the Academic Probation Review Board, whose members are 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 of academic advising 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 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 2010–2011 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.
**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.
Program of Study

INSTRUMENTAL GOALS
The curriculum challenges students to demonstrate the ability to:

• Define concepts, distinguish ideas, reason inerrationally, 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 equivalent to that achieved by completion of three terms of college-level 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.

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.
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*, *English 4*, or *English 5* based on entrance examination scores.

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

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 prerequisite 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 3*, *English 4*, or *English 5* 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 Faculty 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:
   a) by completing three years of the same language (modern or classical) in secondary school with a grade point average of 3.0 or higher.
   b) by scoring at least a 3 on the College Entrance Examination Board Advanced Placement (CEEB AP) exam in language.
   c) by achieving a TOEFL score of at least 527 (197) (for international students who are non-native speakers of English).
   d) by achieving an intermediate level score on an oral and written proficiency exam to be arranged through the Department of Modern Languages.
   e) 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 level 3; a score of 4 gives credit for courses level 3 and level 4; a score of 5 gives credit for courses level 4 and level 10. For those students who have taken the AP exam in literature, please consult the Language Coordinator of the Department of Modern Languages for appropriate placement.

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. 173. 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 of Academic Affairs to do so.)

9. 17 upper-division courses.
Program of Study

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. 122.

IV. INTEGRAL PROGRAM
See program description and requirements in this catalog under Integral Program, p. 111.

V. 3 + 2 ENGINEERING PROGRAM
For the special requirements of the 3 + 2 Engineering Program see in this catalog, p. 92.

VI. PRE-PROFESSIONAL CURRICULUM

For pre-law students, and for students intending to enter the medical professions, are described under the heading pre-professional curricula (p. 155). 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. 137.
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 Bileci, (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 the 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.
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.
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. In contemplation of the new 150-hour requirement to sit for the California Uniform CPA examination, our program has plans to add a fifth year to the accounting program.

**LEARNING OUTCOMES**

**GOAL 1:** Graduates will be effective accountants.
- **OBJECTIVE 1:** Students will demonstrate a deep understanding of the fundamental principles of financial accounting.
- **OBJECTIVE 2:** Students will demonstrate a beginning understanding of the fundamental principles of managerial accounting.
- **OBJECTIVE 3:** Students will demonstrate a deep understanding of the fundamental principles of auditing.

**GOAL 2:** Graduates will have a comprehensive awareness of the business environment.
- **OBJECTIVE 1:** Students will demonstrate a beginning understanding of taxation.
- **OBJECTIVE 2:** Students will demonstrate a beginning understanding of business law.
- **OBJECTIVE 3:** Students will demonstrate an awareness of ethical issues.

**GOAL 3:** Graduates will be effective communicators.
- **OBJECTIVE 1:** Students' written work will convey content with appropriate clarity and organization free from spelling and grammatical errors.
- **OBJECTIVE 2:** Students' oral presentations will convey content with appropriate clarity and organization in a professional manner.

**GOAL 4:** Graduates will have Information literacy.

**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**

- BusAd 131 Organization Theory

Required Courses in the Major:

- 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)
- Acct 191 Accounting Information Systems
- Acct 194 Financial Statement Analysis
- BusAd 120 Law and Business

**ELECTIVES**

Choose ONE 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
- 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.

Students may not transfer more than two upper-division courses from another institution for credit in the accounting major (or minor).

**MINOR REQUIREMENTS**

A student may earn only one minor in the School of Economics and Business Administration. The requirements for a minor in accounting are: Accounting 1 and 2, Economics 3 and 4, Intermediate Accounting 160 and 161, Accounting 194 Financial Statement Analysis and one additional upper-division accounting course.
**Accounting Curriculum**

**PREREQUISITE GRADE**

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

**SUGGESTED ACCOUNTING MAJOR PROGRAMS — OPTION A**

For students who elect to major in accounting during freshman year. Most courses are only offered in one term per 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.

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<td>SUGGESTED ACCOUNTING MAJOR PROGRAMS — OPTION B</td>
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For students who elect major in accounting during sophomore year. Most courses are only given in one term per 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.

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**COURSES**

**LOWER DIVISION**

1. **Financial Accounting**

Introduces students to the basic structure of financial accounting. Topics include the accounting model, the adjustment process, accounting for elements of the income statement and balance sheet, statement of cash flows, and interpretations of financial statements. The course presents both a preparer’s as well as a user’s perspective. The course is offered in a computer classroom using a general ledger accounting program.
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 1.

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 1.

161 Intermediate Accounting II
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. Prerequisites: 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 1 and 2. It is recommended that this course be taken no later than the junior year.

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 auditing and financial systems. In addition, contemporary information technology issues are discussed, such as file processing, data-management concepts, LAN technology and system design, implementation, operation and control. Students are exposed to spreadsheet programs, database and accounting package software using cases and examples. Prerequisites: Accounting 1 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 studies human life in a comparative, cross-cultural, holistic perspective, and is the only social science to do so. The discipline traditionally has been divided into four subfields: cultural and social anthropology (the comparative study of the range and variability of cultures), archaeology (the study of the human past through material artifacts), linguistics (the origin and development of languages and their use in social contexts), and physical or biological anthropology (encompassing primatology and human evolution). Although we are a small department, we are able to offer a four-field approach and also include applied anthropology courses.

Anthropology is also distinct in its insistence that the foundations for theorizing and the comparison of cultures be based on firsthand ethnographic fieldwork. Originally, the focus was on nonliterate peoples of the past and present, but anthropological theories and methods are increasing applied to the populations of literate, complex societies. Current faculty in the department have conducted fieldwork in China, the Philippines, Hawaii, American Samoa, Colombia, Ecuador, Peru, Bolivia, Italy, and the Napa Valley, California. Faculty have also led January Term study trips to China, Hawaii, the Cook Islands, Ecuador, Guatemala, Las Vegas, Nevada, and San Francisco, California.

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

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

Students can also take advantage of a course exchange program to enroll in anthropology and archaeology courses at Mills College, the University of California, Berkeley, and California State University East Bay, Hayward.

FACULTY
Lynn M. Meisch, Ph.D., Professor, Chair
James Allan, Ph.D., Lecturer
Dana Herrera, Ph.D., Associate 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 lives in social and cultural contexts and assess how their lives are affected by the specific time and place in which they live.
• UNDERSTAND anthropological theory and methods and how they are applicable in and beyond academia.
• EMPLOY critical reading, writing and thinking skills that will allow them to understand and contribute to an increasingly complex, multicultural, and interdependent world.
• EXPRESS themselves with confidence and clarity in both oral and written communication. This includes an understanding of the difference between primary and secondary sources and how to properly cite and reference those sources.

MAJOR REQUIREMENTS
The anthropology major comprises 13 lower- and upper-division courses. Students are exposed to all four of the traditional sub-disciplines of anthropology while having the choice of majoring in anthropology or anthropology with an archaeology concentration.

A grade of C– or higher is required for coursework 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.

REQUIRED LOWER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR (13 CREDITS TOTAL)
Anth 001, Anth 005, Bio 007 Introduction to Biological Anthropology
(The course description is included in the School of Science Biology listings.)

REQUIRED UPPER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR
Anth 100, Anth 105, Anth 121, Anth 130, Anth 132 and five electives.
REQUIRED LOWER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR WITH AN ARCHAEOLOGY CONCENTRATION (13.5 CREDITS TOTAL)

Anth 001, Anth 005, Bio 007: Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings), and two .25 credit Anth 011 Conservation of Materials Archaeology labs.

REQUIRED UPPER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR WITH AN ARCHAEOLOGY CONCENTRATION

Anth 100, Anth 105, Anth 121, Anth 127, Anth 129, Anth 130, Anth 132 and two electives.

REQUIRED LOWER-DIVISION COURSES FOR ANTHROPOLOGY MINOR (6.25 CREDITS TOTAL)

Anth 001, Anth 005 or Bio 007, and one .25 credit Anth 011 Conservation of Materials Archaeology lab.

REQUIRED UPPER-DIVISION COURSES FOR ANTHROPOLOGY MINOR

Anth 100, Anth 121 and two electives

REQUIRED LOWER-DIVISION COURSES FOR ARCHAEOLOGY MINOR (6.50 CREDITS TOTAL)

Anth 001, Anth 005 or Bio 007, two .25 credit Anth 011 Conservation of Archaeological Materials labs

REQUIRED UPPER-DIVISION COURSES FOR ARCHAEOLOGY MINOR

Anth 100, Anth 127, Anth 129 and one elective

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

COURSES

LOWER DIVISION

Anth 001 Introduction to Social and Cultural Anthropology

The course examines the nature of culture and the diversity of societies worldwide. It focuses on cultures in Asia, Oceania, Africa and the Americas, and introduces the beginning student to some of the main topics of anthropology including kinship, gender, the world system, fieldwork, magic and religion, race and ethnicity, social change, and the political system of societies throughout the world.

Anth 005 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 011, but it is NOT required.

Anth 011 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

Anth 100 Principles of Anthropology

This course provides majors with an introduction to the methods and theories of traditional American anthropology. It is an important transition course for majors who have completed their Lower-Division requirements and are preparing for their Theory and Methods courses. The course will focus on research and writing as well as providing students with a basic history of the development of American anthropology, and students will become familiar with some of the major debates in the discipline. Students are strongly advised to take this course during their sophomore year. Offered once a year.

Anth 105 Linguistic Anthropology

This course introduces students to the major areas of study in anthropological linguistics including ethnolinguistics, historical linguistics, descriptive linguistics and sociolinguistics. Offered once a year.

Anth 111 Kinship, Marriage and Family

For more than a century anthropological research has focused on households, kinship relations, childhood and families across cultures and through time. The anthropological record shows us that concepts such as “marriage,” “childhood, and “family” have been understood in radically different ways, and this course provides students with a historical and theoretical perspective on the anthropological study of kinship as it relates to different issues connected to the state of marriage, family, and childhood throughout the world. May be repeated for credit as content varies.

Anth 112 Global Perspectives on Race

This course examines the theoretical underpinnings of “race” and “ethnicity” as culturally constructed models. Ethnographic case studies from a variety of international geopolitical regions, including the United States, supplement lectures on such topics as scientific racism and eugenics.
Anth 114 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. Taking the city as a subject of investigation, students explore the historical conditions that brought about cities and the subsequent developments that have given us megacities. The course explores how the city functions as a site to negotiate cultural diversity and utopian ideals. Drawing from ethnographic cases throughout the developed and developing world, the course examines the complex structural and cultural forces that shape the lives of those who dwell in cities, and how urban culture is produced and reproduced under the influences of industrialization, colonialism, and globalization.

Anth 117 Religion
This course examines religious beliefs and spirituality in global cultures. It takes a comparative approach to Western and non-Western beliefs, including spirituality, beliefs in the supernatural, religious specialists, rituals, faith healing, and the intersection of faith and socio-political forces in contemporary life. The exact focus of the course varies, with such topics as New Religious Movements and the Internet alternating with Religion, Ritual, Magic, and Healing, and the Anthropology of Death. May be repeated for credit as the content varies.

Anth 118 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.

Anth 119 Cultures of the Americas
This course examines the traditional lifeways and contemporary social issues of different North, Central, and South American ethnic groups. While addressing the past, the emphasis is on the contemporary period, with the course focusing on the social, cultural and historical experiences of different ethnic groups. Among the topics covered are assimilation and resistance, the social and political power structure, ethnic identity, family systems and cultural values, labor and migration, the role of religion, and status of women. May be repeated for credit as content varies.

Anth 120 Visual Anthropology
Film and photography are powerful media for the representation (or misrepresentation) of social and natural worlds. Because we live in an image-saturated society, this course aims to help students develop a critical awareness of how visual images affect us, and how they can be used and misused. The course examines photographic and cinematic representations of human lives with special emphasis on the documentary use of film and photography in anthropology. The course has historical, theoretical, ethical, and hands-on components, and students will learn to use photos, PowerPoint and video to produce a coherent and effective presentation.

Anth 121 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 region or country, for example, Central and South America, the Middle East, Asia, and sub-Saharan Africa, Mesoamerica, Western Europe, India, China, Polynesia, the Philippines, etc. May be repeated for credit as content varies.

Anth 122 Museum Studies
Museum Studies is offered in cooperation with Saint Mary’s Hearst Art Gallery and Museum, and as part of the Archaeology/Art and Art History split major. In this course students study the history of museums and the ethical issues involved in the collecting and exhibiting of cultural artifacts. The course gives students hands-on experience researching artifacts for inclusion in an exhibition, designing an exhibition at the Hearst Gallery, and designing and writing the explanatory wall text, posters, and brochures for a show. Students also learn to serve as docents and to convey information about museum exhibitions to different audiences. Offered occasionally when an exhibition appropriate for student involvement is scheduled at the Hearst Art Gallery and Museum.

Anth 125 Gender and Culture
While sex is biological, gender refers to the set of cultural expectations assigned to males and females. This course takes a four-field anthropological approach to understanding gender, investigating such topics as third and fourth gender diversity, gender among non-human primates, gender roles in prehistory, and the sociolinguistics of gender usage. Special attention is paid to the ways in which gender articulates with other social practices and institutions such as class, kinship, religion, and subsistence practices.

Anth 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.

Anth 127 Topics in Archaeology
This course introduces students to a major area of contemporary archaeological thought. Possible topics include cultural resource management, mortuary archaeology, the archaeology of culture contact, gender archaeology, historical archaeology, material culture and ethnicity, an in-depth study of the archaeology of a particular time period (e.g., the Neolithic). and archaeological methods. Please note: Successful completion of Anth 005 is recommended, but NOT required. May be repeated for credit as content varies.

Anth 128 Food and Culture
Food touches every aspect of life. It can be a symbol of love, sex, community, and national, ethnic, and gender identity. The cultural complexities behind the symbolic meaning of “food” in a cross-cultural context are vast. Furthermore, the political and economic ramifications of consumption, as well as the production and distribution of food, is fraught with significance about what it means to be a responsible human being in an increasingly global world. This course exposes students to the myriad roles that food plays in all cultures, while critically engaging our own cultural attitudes and assumptions about food.
Curriculum Anthropology

Anth 129: Ancient Civilizations
Ninety-nine percent of human cultural development took place before the advent of written records, and therefore archaeology is the primary source of knowledge of these cultures. This course focuses on the practices of prehistoric people, such as how they made stone tools, decorated cave walls, organized their villages, domesticated plants, and built monuments like Stonehenge. Special attention is given to topics such as gender, kinship, religion, and art. Students also learn how cross-cultural comparisons of ancient civilizations have led to insights regarding the emergence of cultural complexity, city life, social classes, and other modern social phenomena. Please note: Successful completion of Anth 005 is recommended, but NOT required.

Anth 131: Cultural Geography
Cultural geography studies the way people shape and give meaning to their environment, and allows us to look at the fascinating variety of human activity in the world—the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to such social science topics as agricultural patterns and practices, ethnic traditions and conflicts, gender, health, migration, political economy, poverty, religion, resource utilization, social change and urban planning.

Anth 130: Anthropological Theory
This course is Part I of the senior capstone-course sequence for anthropology majors. Through close reading and in-depth discussion of primary theoretical texts, students gain an understanding of the history of American anthropological theory from the 19th century to the present. Students must be in their senior year or receive permission of instructor to enroll.

Anth 132: Anthropological Research Methods
This course is Part II of the senior capstone-course sequence for anthropology majors. Students master specific qualitative and quantitative methodologies that are utilized in the completion of an original research project. Students must be in their senior year or receive permission of instructor to enroll.

Anth 134: Issues in Globalization
Globalization, which can be characterized as the increased speed and frequency by which commodities, people, ideologies, cultural productions, and capital cross national borders, has reorganized the world in fundamental ways not seen since the Industrial Revolution. This class examines the numerous issues and problems that stem from globalization, including transnational migration, food policy, and gender relations. Through reading ethnographies about different world regions, students will explore the changing shape of local cultures in relation to larger processes of globalization, and analyze such issues as cultural imperialism, cultural homogenization, and resistance. May be repeated for credit as the content varies.

Anth 135: Special Topics
Special topics in anthropology include such issues as criminology, sexuality, international terrorism, popular culture etc. May be repeated for credit as content varies.

Anth 136: Applied Anthropology
Anthropologists increasingly are employed in a variety of jobs outside of academia. Applied anthropology involves the practical application of anthropological theory and methods to such areas as business, the environment, medicine, education, social and economic development, and the preservation of cultural heritage. The course introduces students to the methods, theories and roles anthropologists have in the workplace including issues of ethics, analysis, and report writing, enabling students to use their anthropological training in their post-baccalaureate careers.

Anth 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.

Anth 196: Senior Thesis
Honor students undertake individual research, culminating in the senior project and a presentation. This course should be taken in the senior year.

Anth 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.
Curriculum Art and Art History

FACULTY
Anna Novakov, Ph.D., Associate Professor of Art History, Women’s Studies
Peter Freund, Ph.D., Associate Professor of Media Arts, Chair
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 Schmalz, 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 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
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 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 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

COURSES

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.
**Curriculum Art and Art History**

30 **Beginning Drawing**
This course is an introduction to the basic materials and techniques of drawing. Using still-lifes, 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 20th-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.
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 will be a short video piece. 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.
Curriculum Biochemistry

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
Vidya Chandrasekaran, Ph.D., Assistant 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, 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

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

1 Required for students with more of a biological interest and chemistry students who wish to take Biology 105: Genetics
2 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

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-Kubiczek, 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 skilfully 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.
Curriculum Biology

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 I Organisms: 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.

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

62
COURSES

LOWER DIVISION

1 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 introductory 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 concurrently enrolled in Biology 1L.

1L Introductory Biology for Majors: Cell and Molecular Biology Laboratory
Laboratory to accompany Biology 1L. One laboratory per week for four hours. Must be concurrently enrolled in Biology 1L. 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 1L, with a grade of C- or better. Must be concurrently enrolled in Biology 2L. Laboratory fee $185 (includes lab manual).

2L Evolution and Organisms Laboratory
Laboratory to accompany Biology 2L. One laboratory per week for four hours. Must be concurrently 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 for 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.

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. Fills 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. Fills 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.
113 Marine Biology
Examines marine life in terms of physiological, evolutionary, systematic and ecological principles. Topics covered include: marine procaryotes, 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 adaption 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 area 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.
Curriculum Biology

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/field period 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.

LEARNING OUTCOMES

GOAL 1: Graduates will be effective business analysts.
- OBJECTIVE 1: Students will demonstrate an understanding of the techniques of financial analysis.
- OBJECTIVE 2: Students will be able to conduct a marketing assessment of a firm’s practices.
- OBJECTIVE 3: Students will be able to identify, evaluate, and make recommendations about operational or process problems in a firm.
- OBJECTIVE 4: Students will demonstrate an ability to analyze a company’s overall strategy.

GOAL 2: Graduates will practice effective business communication.
- OBJECTIVE 1: Students will be able to produce business writing that meets professional standards.
- OBJECTIVE 2: Students will be able to deliver a professional oral presentation.

GOAL 3: Graduates will be ethically conscious business people.
- OBJECTIVE 1: Students will be able to recognize and analyze an ethical issue in a business context and be able to make and defend an ethical choice based on this analysis.
- OBJECTIVE 2: Students will demonstrate an understanding of the issues concerning the social responsibility of business.

GOAL 4: Graduates will have an understanding of the impact of globalization on business.
- OBJECTIVE 1: Students will be able to recognize and analyze the additional complexity of business decision-making introduced by international operations.

GOAL 5: Graduates will have an understanding of leadership and team theory that allows them to exercise influence and authority in organizations.
- OBJECTIVE 1: Students will be able to analyze organizational situations in order to identify how influence and authority should be exercised to accomplish organizational goals.
- OBJECTIVE 2: Students will be able to recognize behaviors that contribute to and detract from the performance of a team.

FACULTY
Eric J. Kolhede, Ph.D., Professor, Chair
Jyoti Bachani, Ph.D., Assistant Professor
Norman S. Bedford, Ph.D., Professor
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., Associate Professor
William Halpin, J.D., Adjunct Professor
Jo Ann Heydenfeldt, Ph.D., Lecturer
Patrick Hogan, J.D., Lecturer
Yung Jae Lee, Ph.D., Associate Professor
Zhan Li, Ph.D., 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
Andrew Wilson, Ph.D., Assistant Professor
Diana Ting Liu Wu, Ph.D., Professor
Michelle Zak, Ph.D., Adjunct Professor
Curriculum Business Administration

MAJOR REQUIREMENTS
Business Administration majors must take Accounting 1 and 2, Economics 3 and 4, Math 1 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.

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 1 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 BusAd 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.

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)
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 course, 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 chair of the Department of Business Administration for further information or to apply for admission.

### INTERNATIONAL CONCENTRATION

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 course, 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 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.


Curriculum Business Administration

COURSES

LOWER DIVISION

20 Introduction to Business

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. Prerequisite: Mathematics 3 or 27 or the sequence of Math 13–14.

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 on 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.

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
This course addresses the special issues companies face when conducting business globally. Intercultural differences are dealt with, as are differences in legal and economic systems and the role of the international payments system. The course treats strategies for global success in areas such as marketing, human resources, finance, etc. Examples are taken from countries around the world, with special emphasis on rapidly-developing countries in Asia, Latin America, and Africa.

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.
Curriculum Chemistry

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., 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).

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), 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.

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, 38. Each major has additional lower-division requirements as follows: For the standard chemistry major, Mathematics 39 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).

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.
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.

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 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. Four lectures per week. Prerequisite: one year of high school chemistry.

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 (38 preferred). 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.
Curriculum Chemistry

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.
CLASICAL 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
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.

COURSES

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.)

**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.)

**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 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., 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 Gardiner, 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
Dana Herrera, Ph.D., Associate Professor, Anthropology

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.
COURSES

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 Cato, Life of Mark Antony
Genesis, I–VI
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, Nichomachean 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
Galilea, 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. Touring, 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.
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
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.

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.
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.

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.

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. Prerequisite: 2, 3, 10. Transfer students need permission of the chair.

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 [Application]
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-theory 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 [Application]
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 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.

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.

Economics minors are 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.

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.

CURRICULUM

Economics Faculty

William C. Lee, Ph.D., Professor, Chair
Roy E. Allen, Ph.D., Professor
Ravi Bhandari, Ph.D., Associate Professor
Kara T. Bozman, 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., Associate Professor
Asbjorn Moseidjord, Ph.D., Professor
Donald W. Snyder, Ph.D., Professor
Theodore Tsukahara, Ph.D., Professor

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, 120 and 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.

COURSES

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 on 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). Generally offered in alternate years.
Curriculum Economics

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 a historical perspective on the origins of current economic issues. Generally 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. Generally 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. Generally 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. Generally offered in alternate years.
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?
Generally 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.
Generally 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 countries, as well as developed countries, China, Russia, Latin America, the Middle East, and Africa. The course also examines the newly globally integrated economy, based significantly on the U.S. model, and how it impacts various regions of the world.
Generally 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.
Generally 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.
Generally offered in alternate years.

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.
Generally offered in alternate years.

190 International Economics
This course utilizes rigorous economic analysis to address key issues facing the global economy, such as international trade, direct foreign investment, and the interaction of macroeconomic policies across borders. Students who are majoring or minoring in economics and/or planning a career in economics or business should be familiar with international economic issues. This course will give the student a firm foundation in international trade and finance and the ability to apply it in a practical context.
Generally 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.
Generally 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.
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.

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. 122.

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
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.
COURSES

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. Placement 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.

Education Curriculum
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 logico-mathematical 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 curriculum. 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.
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

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.
Curriculum 3 + 2 Engineering Program

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 St. 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
Jeanne Foster, 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. Gorsc, 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
Carol S. Lashof, Ph.D., Professor Emerita
Hilda H. Ma, Ph.D., 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, Ph.D., 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 the ability to choose appropriate methods of inquiry and to formulate clear questions.
• APPLY a variety of reading strategies, combining critical detachment with the intellectual, imaginative, and emotional engagement necessary for appreciation.
• WRITE clear, well-reasoned prose in a variety of situations (academic, professional, social) for a variety of audiences and support their arguments with appropriate, thoughtfully analyzed evidence.
• CONVERSE articulately about texts and interpretations, understanding that interpretation is often a dialogic, collaborative process.

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 in literary theory, chosen from the following:
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 English major provides a broad foundation in the discipline. Students who desire to focus on a specific area of interest may do so by choosing electives within the major that meet the following requirements:

• Creative Writing Emphasis:
  – English 25 (preferably freshman or sophomore year)
  – Any three upper-division creative writing classes: English 102 (poetry, fiction, non-fiction, dramatic writing, screenwriting)
  – Two semesters of English 26 (25 credit)

• Literary Theory and History Emphasis
  (preparation for graduate study)
  – One additional course in literary criticism or theory
  – One additional pre-1900 course
  – English 198 (honors thesis) in the fall semester of the senior year
  – English 200, the graduate-level course in modernism (undergraduates must apply to enroll in this course)

• Dramatic and Film Arts Emphasis
  – English 125 or 126 (Film)
  – Any three of the following:
    English 102: Dramatic Writing or Screenwriting
    English 182: The Drama
    English 183: Topics in Drama
    English 184: Contemporary Drama
    English 185: Individual Dramatists
  – Other English and upper-division January Term courses with film or drama-based content may also apply to the emphasis.
Curriculum English

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.

The department recommends the study of foreign languages. Especially those students who plan to do graduate work should consult their advisors about work in other languages (e.g., German, 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.

SPECIAL NOTE:
Students who successfully complete two years in the Integral Program before declaring an English major are exempt from the department’s Shakespeare, pre-1800, and pre-1900 requirements.

MINOR REQUIREMENTS

ENGLISH MINOR
A minor in English requires English 19, 25, 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 also excellent preparation 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.

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; 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.

COURSES

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. Enrollment in each section limited to 10 to allow individualized instruction. 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.

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 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.)
27  The English Department Book Club  (25)
This class meets for one hour a week or two hours every other week to discuss works chosen jointly by an instructor and interested students. Its focus will vary from semester to semester, but may include such topics as books and the films based on them, fantasy fiction, memoir, or detective fiction.

29  Issues in Literary Study  
An introduction to the disciplinary concerns relevant to the study of English and American literature. Through readings in theory and literature, class discussion, and writing, students engage with the following topics: diverse interpretative approaches, the role of the reader and canon formation. Prerequisite: English 19. This course is a prerequisite for English 167, 168 and 170.

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, creative nonfiction, and dramatic writing. 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. Writers studied may include Pope, Blake, Wordsworth, Austen, Keats, Mary Shelley, Dickens, Woolf, Yeats, and T.S. Elliot. 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, Gothic 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; Praise 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; Gothic Fiction; 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. 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 Literatures
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; Feminist Theory. 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.

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.

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 10 courses, including intensive writing workshops, craft seminars and literature courses.

COURSES

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 20th 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 World War II, 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-WWII 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/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 or 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.
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., Professor of Chemistry (Atmospheric Chemistry, Environmental Chemistry)
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)
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., 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.

Environmental Science and Studies Programs  Curriculum
Curriculum  Environmental Science and Studies Programs

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 Phys 1–2 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

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 Phys 1–2 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
**Environmental Science and Studies Programs Curriculum**

**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 110 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

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**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
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.

**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.
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.

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 of 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.
Curriculum  Ethnic Studies

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., Associate Professor of Anthropology
Gretchen Lemke-Santangelo, Ph.D., Professor of History
Alvaro Ramirez, Ph.D., Professor of Modern Languages
Scott Schönfeldt-Aultman, Ph.D., Associate Professor of Communication
Lysley Tenorio, M.F.A., Associate 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 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 below are representative of the types 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 below are representative of the types 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 program 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

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.
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:

FACTORY
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.

COURSES
Description of courses can be found in corresponding catalog of descriptions of these programs:
Biological
Chemistry
Kinesiology
Mathematics
Psychology
Curriculum History

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.

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.

FACULTY
Myrna Santiago, Ph.D., Associate Professor, Chair
Carl J. Guarneri, Ph.D., Professor
Brother Charles Hilken, FSc, Ph.D., Professor
Ronald Isetti, Ph.D., Professor Emeritus
Gretchen Lemke-Santangelo, Ph.D., Professor
Katherine S. Roper, Ph.D., Professor
E. Elena Songster, Ph.D., Assistant Professor

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 prerequisites 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 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.

COURSES

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 (0.25)
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, 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.

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 perspectives, 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 the 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.
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 Integral 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
Elizabeth Burns, Ph.D. Candidate, History of Science
Brother Kenneth Cardwell, FSC, Ph.D., Rhetoric
Theodora Carlile, Ph.D., Dramatic Art
Steven Cortright, M.A., Philosophy
Alexis Doval, Ph.D., Theology
Albert Dragstedt, M.A., Classics and Philosophy
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.
Curriculum Integral Program

COURSES

SEMINARS

11–12 Freshman Seminar
Homer, Aeschylus, Herodotus, Sophocles, Euripides, 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

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, Thucydid, 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

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 the multidisciplinary study of a world region. The course of study integrates several academic disciplines, language proficiency, cultural literacy, independent research, and residential experience abroad.

The IAS major is geared toward students who want to focus their major program of study on a geographical regional interest instead of a single academic discipline. This interdisciplinary approach best facilitates the student’s gain in cultural literacy, language acquisition, and the ability to understand and analyze critically a selected world region from multiple academic perspectives. The IAS major requires maturity and a sense of adventure and is designed for those who appreciate and look forward to living in a larger, more globalized world.

This is a highly individualized program, aimed both at satisfying students’ interests and at preparing them for positions requiring a strong international background. Students work closely with a faculty advisor throughout their program who help them organize the details of their personalized program.

FACULTY ADVISORY BOARD
Ronald 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
Helga Lénárt-Cheng, Ph.D., Adjunct Professor of Modern Languages (French and Spanish)
Alvaro Ramirez, Ph.D., Professor of Modern Languages (Spanish)
Maria Luisa Ruiz, Ph.D., Assistant Professor of Modern Languages (Spanish)

LEARNING OUTCOMES
Graduates of the International Area Studies Program will demonstrate.
• APPRECIATION of their place as a citizen in global society.
• UNDERSTANDING of the political, economic, and cultural interconnectedness that constitutes our world today.
• ABILITY TO COMMUNICATE at a basic functional level of proficiency in a language other than English specific to their geographical region of study.
• ABILITY TO ANALYZE specific social aspects of a geographical region employing in a competent and creative way the appropriate conceptual and theoretical tools of the following disciplines: anthropology, economics, history, literature and art, and politics.

MAJOR REQUIREMENTS

REGION SELECTION
Students select a region of the world in which they have a particular interest and will concentrate their studies. 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
Students must complete the following six courses:
IAS 100 Cultural Geography and Global Societies
IAS 196 Independent Study—Senior Thesis
One each from the following four disciplines according to regional concentration:

<table>
<thead>
<tr>
<th>East Asia</th>
<th>Europe</th>
<th>Latin America</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>ANTH 121: China</td>
<td>ANTH 121: Europe</td>
</tr>
<tr>
<td>History</td>
<td>HIST 160, 161, 162</td>
<td>HIST 110, 115, 116, 117</td>
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Literature and Art
check with Director for appropriate courses
ENG 103, 104, 144, 160, 161; FREN 121, 122, 123; SPAN 120, 121, 122, 127, 160 or MODL 187; MODL 186

Politics
POL 144
POL 146
POL 145

SPAN 140, 141, 143, 145; MODL 188, 189

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, IAS majors must complete the requirements of a minor area of study chosen from anthropology, economics, history, modern languages, or politics. The choice of minor provides a key focus for the student and aids in their preparation for the senior thesis, which generally is written in that field. In addition, students often pursue a graduate degree in their minor field.

LANGUAGE
Students must complete the equivalent of level four (4) 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 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 studies 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 studies, or in their minor field. Most major universities have graduate 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 1.
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, and to write and think critically about salient issues related to their chosen minor and region. Sponsorship by an IAS faculty advisory board member (associated with the student’s minor) and approval by the program director is required. This course should be taken in the senior year.
This course may only be completed at Saint Mary’s College.
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 meet 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., Associate Professor, Business Administration
Julia Odom, Registrar
Michelle Shulman, Ph.D., Associate Professor, Chemistry
Denise Witzig, Ph.D., 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.
HOW BAKING WORKS: A TASTY WAY TO EXPLORE SCIENCE
This course is designed for students who have an interest in the interface that exists between science and the craft of baking. The course will begin with an introduction to history of baking as one of the oldest human activities and then progress into the principles of baking science. The function of the following raw ingredients on baking will be explored both in lecture and the bakeshop (food science laboratory): (1) starch and sugar, (2) yeast and bacteria, (3) salt, (4) water, and (5) protein and gluten (grains). During the first two weeks, students will evaluate the function of key ingredients in the baking process. One such evaluation will be of the unique nature of gluten, one of the main structure builders in baked goods. They will work in small groups in the bakeshop to determine the amount of gluten in different flours (vital wheat gluten, high-gluten, bread, pastry, cake, whole wheat, white, rye) and the qualities (elasticity, strength and cohesiveness) of gluten from different flour types. In these initial studies, students will use their readings of course materials to account for their observations in the context of baking science. During the latter two weeks, students will devise a project in which they explore the function of an additional raw material(s) on a baked good of their choosing and share their findings with the class during a final session in the bakeshop.

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 11 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
James Farris, M.S., Lecturer
Sue Johannessen, M.A., Lecturer
Craig Johnson, Ph.D., Associate Professor
Deane Lamont, Ph.D., Professor
Derek Marks, Ph.D., Associate Professor
Steve Miller, Ph.D., Associate Professor
Mark Nagel, Ed.D., Lecturer
Sharon Otto, Ph.D., Lecturer
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**

**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**
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

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.

COURSES

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 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. Prerequisites: 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 neurophysiological 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).

122 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 prerequisite 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.
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 and Coordinator of L&CS
Robert Gardner, M.A., Adjunct Professor, L&CS and Collegiate Seminar

GOVERNING BOARD OF THE
LIBERAL & CIVIC STUDIES PROGRAM
Gerald J. Brunetti, Education
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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.

COURSES

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 permission of instructor.

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
Chris Jones, Ph.D., Associate Professor, Chair
Charles R. Hamaker, Ph.D., 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
Kathryn F. Porter, Ph.D., Professor
Jane R. Sangwine-Yager, Ph.D., Professor Emerita
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.
Curriculum Mathematics and Computer Science

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 is equivalent 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, precalculus, 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.

111–12 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.
**Curriculum Mathematics and Computer Science**

**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.

**COURSES**

**LOWER DIVISION**

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, and a passing score on the Placement Exam. 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.

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 French, Spanish, 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.

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 and French, the placement exam should be taken online at www.stmarys-ca.edu/orientation prior to attending orientation. For other languages offered at SMC, including Italian, German, 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.
Curriculum Modern Languages

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 four out of nine upper-division courses must be taken on campus.

For the French and the Spanish majors, there are two options for upper-division coursework. Option A requires nine upper-division courses and is a program of study for students who wish to study Spanish or French whether or not they plan to continue their studies in graduate school. This option allows French or Spanish as a second major. Option B requires 10.25 upper-division courses and is an honors major program for students intending to continue the study of Spanish or French at the graduate level. This major requires the student to maintain a GPA of at least 3.5 in the major and be recommended in writing by two professors in the language of study. This option must be declared by the end of the sophomore year. See course listings 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 MINOR

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 two 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.
**Courses**

**Lower Division**

**French**

1. **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.*

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.

**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 compositions 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.
Curriculum Modern Languages

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.

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 Pèiade.

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 philosophers of the Age of Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau. The theater of Mignaux and Beaumarchais; preromanticism in the novel.

Modern Languages Curriculum
**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.

**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. 20th-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.

**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.

175 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 Chicoan literature, Hispanic theater in the United States.
**Curriculum Modern Languages**

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 interaction 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.

**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.

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<th>LOWER DIVISION</th>
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<tr>
<td>French 4, 10, 11 (or equivalent), 15</td>
<td>A total of nine courses distributed as follows: 101, and eight courses in language, literature and culture.</td>
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**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.

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<tr>
<td>Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent)</td>
<td>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.</td>
</tr>
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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 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.

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<tr>
<td>French 4, 10, 11 (or equivalent), 15</td>
<td>A total of 10.25 courses distributed as follows: two language courses (100, 101); eight literature and culture courses, including Modern Languages 170.</td>
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**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.

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<tr>
<td>Spanish 4; Spanish 9 or 10, and Spanish 11 (or their equivalent)</td>
<td>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.</td>
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2+2 PRE-NURSING PROGRAM

The 2+2 Pre-Nursing Program is an innovative partnership program with Samuel Merritt University 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 University 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

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: 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.

ADMISSION CRITERIA: TRANSFER STUDENTS

(IN ADDITION TO REGULAR SMC ADMISSION CRITERIA)

- Completion of the following UC transferable courses with at least a B in Anatomy and Physiology (course repeats will not be accepted)
  - Introduction to Biology with lab
  - Anatomy with lab
  - Physiology with lab
  - General Psychology
  - English Composition
- At least a 3.5 GPA in the above courses
- If above criteria have been met, students must take and pass the TEAS test for final acceptance

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.
## Curriculum 2+2 Pre-Nursing Program

### 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 science, psychology, English and communication courses). If lower than a C–, only one of these courses may be repeated once (except Introduction to Biology). 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 University
Each semester, twenty (20) qualified students are guaranteed admission to Samuel Merritt University. To qualify students must have:
- completed the 2+2 Pre-Nursing curriculum
- satisfactorily passed an entrance exam (TEAS) as specified by Samuel Merritt University
- fulfilled all financial obligations
- 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 University

If the number of qualified students exceeds 20, candidates for admission to Samuel Merritt University 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.

### Table: Course Requirements

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- Colleague Seminar 2D—Greek Thought
- English 4—Composition
- Biology 10/11—Intro. to Biology
- Psychology 10—Intro. to Psychology

- Biology 15/16—Human Anatomy
- Math 4—Intro. to Probability & Statistics
- Elective or Educ. 173
- Psychology 139—Human Life Span
- Biology 12—Nutrition (3 course credit)

- Collegiate Seminar 21—Roman Early Christian & Medieval Thought
- English 5—Argument & Research
- Chemistry 2/3—Principles of Chemistry
- Biology 40/41—Intro. to Microbiology

- Biology 25/26—Human Physiology
- Religious Studies
- Collegiate Seminar 122 Renaissance Education 173 or Elective
Performing Arts: Dance, Music, and Theatre Curriculum

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.
CURRICULUM  Performing Arts: Dance, Music, and Theatre

FACULTY
Lino Rivera, D.M.A., Associate Professor, Chair
Linda Baumgardner, M.F.A., Production Coordinator, Resident Dance Designer, Lecturer
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 Engel, M.A., Adjunct
Dana Lawrence, 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 “Popw” Ackah, B.A.
Rosana Barragán, M.A.
Jim Brosnahan, B.A.
Janice Garrett, M.F.A.
Jennifer Smith, M.F.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
Louis Lebherz, B.A., voice; chamber music
Adam Luftman, B.M., trumpet
John Maltester, M.A., jazz band
Tony Striplen, B.M., clarinet
Mike Williams, M.A., jazz guitar
Renee Witon, M.M., class piano; Department Accompanist
Sharon Yun Lee, M.A., Assistant Choral Director

THEATRE
Domenique Lozano, M.F.A, Voice for the actor
Dave Maier, Stage combat
Matthew Royce, M.F.A, Lighting design

LEARNING OUTCOMES
When they have completed the Performing Arts Program, students will be able to:
• EMPLY 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.
Performing Arts: Dance, Music, and Theatre Curriculum

MAJOR REQUIREMENTS

DANCE
Perfa 1 Perceiving the Performing Arts
Perfa 14 World Music and Dance
Perfa 22 Dance Technique and Movement (.25 x 3)
Perfa 115 Music in Performance
Perfa 121 Dance History I: Ballet
Perfa 122 Dance Technique and Movement (.25 x 4)
Perfa 123 Dance History II: Modern and Contemporary
Perfa 125 Dance and Performance
Perfa 126 Dance Production (3x)
Perfa 135 Theater in Performance: Bay Area Theatre
Perfa 198 Senior Project
Beginning and Advanced Choreography Class (2). Bio 15/16 recommended for Area B

MUSIC
Perfa 1 Perceiving of the Performing Arts
Perfa 11 Music Fundamentals
Perfa 12 Applied Music®
(25 x 2; including 2 Beginning and Intermediate Piano)
Perfa 19 Performing Ensembles® (25 x 6)
Perfa 110 Medieval and Renaissance Music (.5)
Perfa 111 Symphonic Music
Perfa 112 Private Music Instruction Lab® (25 x 6)
Perfa 114 Music Theory/Ear Training
Perfa 115 Music in Performance
Perfa 117 Form and Analysis
Perfa 118 Twentieth Century Composers
Perfa 119 Music and the Enlightenment (.5)
Perfa 125 Dance in Performance
Perfa 135 Theater in Performance: In Bay Area Theater
Perfa 198 Senior Project
*Does not satisfy an Area requirement.

TECHNICAL THEATRE AND DESIGN TRACK
LOWER DIVISION
Perfa 1 Perceiving the Performing Arts
Perfa 30 Foundations of Theatre I
Perfa 33 Acting I: Principles of Performance
Perfa 36 Theatre Masterpieces (5 x 2)
Perfa 37-02 Theatre Lab – Tech/Design (25 x 4, a total of 1.0 units)
Perfa 38 Stagecraft (.5)

UPPER DIVISION
Perfa 115 Music in Performance
Perfa 125 Dance in Performance
Perfa 130 Foundations of Theatre II
Perfa 132 Performing Arts in Production (once for 1.0, once for .5)
Perfa 136 Theatre: Special Studies
Perfa 138 Stage Lighting (.5)
Perfa 139 Design for the Stage (.5)
Perfa 140 Stage Management (.5)
Perfa 197 Internship
Perfa 198 Senior project

MINOR REQUIREMENTS

DANCE
Perfa 1 Perceiving the Performing Arts
Perfa 22/122 Dance Technique and Movement (.25 x 4)
Perfa 121 Dance History I: Ballet
Perfa 123 Dance History II: Modern and Contemporary
Perfa 125 Dance Production
Perfa 136 Theatre Special Studies
Perfa 137 Acting III (.5)

A choice of EITHER
Perfa 138 Stage Lighting Design (.5) or
Perfa 139 Design for the Stage (.5) or
Perfa 140 Stage Management (.5)
Perfa 198 Senior project

And one upper-division elective (approval required)

MUSIC
Perfa 1 Perceiving the Performing Arts
Perfa 10 Rock to Bach: Introduction to Music
Perfa 11 Music Fundamentals
Perfa 114 Music Theory and Ear Training
Perfa 112 Private Music Instruction Lab® (25 x 2)
Perfa 113 Jazz and Blues in America
Perfa 115 Music in Performance
Perfa 118 20th century – composers

A choice of EITHER
Perfa 12 Applied Music (25 x 2) or
Perfa 112 Private Music Instruction Lab® (25 x 4)

A choice of EITHER
Perfa 14 World Music and Dance or
Perfa 136 Theatre Special Studies

A choice of EITHER
Perfa 111 Symphonic Music or
Perfa 115 Music in Performance or
Perfa 118 20th Century—Composers

Minors are strongly encouraged to audition for Perfa 101 ensembles.
Curriculum Performing Arts: Dance, Music, and Theatre

THEATRE
LOWER DIVISION (3.0 units total):
Perfa 1 Perceiving the Performing Arts
Perfa 30 Foundations I
Perfa 36/38 Masterpieces of Drama (5) and Stagecraft (5)

AND FOUR ADDITIONAL UNITS (4.0 units total)

Acting (1 unit)
Production/design (1 unit)
Theatre theory/history/criticism (1 unit)
Elective – approval required (1 unit)

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.

COURSES

DEPARTMENTAL

1 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 1 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

20/120 Dance and Movement Electives
Beginning through advanced studio instruction in Western styles: jazz, hip-hop, tap, ballroom/social dance; World traditions: African dance, Ballet Folklorico, Latin dance, Persian dance; Somatic studies: pilaates and yoga.
*Does not satisfy an Area requirement.

22/122 Dance Technique, Repertory, and Choreography
Dance technique: beginning through advanced studio instruction in ballet and modern dance; Repertory: dance company rehearsals, faculty pieces, and guest artist rehearsals; Choreography: basic movement invention, solo and group work, site specific choreography.
*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 Dance
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 1

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.

141 Production Management and Design for Dance
In this class you will be taught the basics of lighting dance and the fundamental elements of managing and producing a dance concert. Students will learn to communicate with lighting designers, stage managers, and production crews; understand the elements of a dance production including budgeting, marketing and publicity, and curating a concert; and develop and execute lighting and costume designs. This course culminates in an all-student mainstage dance concert.

*Makes nates in an all-student mainstage dance concert.

*Makes not satisfy an Area requirement.

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)
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.

Perfa 19 Performing Ensembles (.25)
NightinGaels (chorus), Jazz Band, Chamber Musicians, Orchestra or Wind Symphony. Admitted by audition. May be repeated for credit every semester.

110 Medieval and Renaissance Music (.5)
An examination of various aspects of music from the Middle Ages through the 16th century, with a focus on musical forms, vocal and instrumental technique, and 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, minors, or students enrolled in Perfa 101 receive private instruction in any orchestral instrument, piano, voice, classical guitar or jazz guitar. Each student participates in a weekly master class. May be repeated for credit every semester.

*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 1.

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. Prerequisite: 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.
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
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.

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 on 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]
The Philosophy Department 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.

**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.

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**PHILOSOPHY**

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**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
Curriculum Philosophy

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.

COURSES

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
Rises 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.
Curriculum Physics and Astronomy

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 industry 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 Schroedinger 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, optics, 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 a historical approach, this course studies how humankind has come to understand the origin and structure of the universe. The course begins with studies of ancient cosmologies, such as those from Egypt, Ancient Greece, Pre-Columbian America, and the Orient. This sets the stage for the revolution in understanding brought about by Copernicus, Kepler, Galileo and Newton. This fascinating journey is carried through to the present by studying modern astrophysics including topics such as relativistic 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 photoelectric 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. Laboratory fee 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 department chair is required.

197 Special Study
Independent study or research of topics not covered in listed courses. Permission of the department chair is required.

199 Special Study — Honors
Independent study or research for majors with at least a B average in physics. Permission of the department chair is required.
Curriculum Politics

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
Melinda R. Thomas, J.D., Associate Professor, Chair
Hisham Ahmed, Ph.D., Professor
Ronald Ahnen, Ph.D., Associate Professor
David Alvarez, Ph.D., Professor
Patrizia Longo, Ph.D., Professor
Miriam Murase, Ph.D., Lecturer
Jack R. Rasmus, Ph.D., Lecturer
Stephen Sloane, Ph.D., Associate Professor
Susan C. Weissman, Ph.D., Professor

Learning Outcomes
Students who graduate with a politics major will be able to:
• demonstrate knowledge of institutions, principles and theories of American constitutional democracy.
• demonstrate substantive knowledge of:
  a) political theory and structure, b) dynamics of political conflict, and c) historical and cultural contexts of political events.
• produce clear and effective analysis of significant political issues.
• demonstrate understanding of, and proficiency in, use of standard research techniques relevant to political science issues.
• develop a commitment to civil 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 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.

COURSES

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 role 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.
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 landmark opinions of the United States Supreme Court in the context of the constitutional and political structures of American democracy. Significant topics of traditional and contemporary concern covered include the tension between authority of the federal government and states’ rights, politics of the Supreme Court, issues arising out of the balance or imbalance of powers among branches of government, the right of judicial review, government regulation, and protections and limitations on civil rights. Legal analysis and legal reasoning are taught as well as case analysis and application.

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 Agency 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
Although the phenomenon of conflict and war has been the primary focus of international relations, the global political system remains lacking in organization and stability. Interstate violence and involvement of non-state actors and sub-state actors in armed conflict seems to be on the rise. On the other hand, attempts at political, economic, social, and environmental co-operation among states also continue, albeit at a slower pace. The course addresses this complex and mixed nature of modern international relations. The course examines schools of thought that have impacted analysis of international relations, including realism, liberalism, constructivism, and feminism. The course explores theoretical frameworks of international relations in an attempt to understand how, why, and where the national interests of some actors collide and others coalesce.

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.
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*
An examination of the historical evolution and present state of political systems in Mexico, Central America, and Southern Cone countries. Alternative theoretical explanations of democratization, democratic consolidation, and the links between public policy and socio-economic development are emphasized. Major themes of the course include measuring and explaining the quality of democratic governance, institutional variations, social justice, human rights, ideologies, and US policy toward the region.

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 believes fundamental to the subsequent attainment of legal competence. The College’s pre-law advisor is located in the Career Development Center. Ferroggiaro Hall. Information on, and advice about, specific law schools through close consultation with his or her academic advisor and the Pre-Law advisor in the School of Science.

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 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), 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).

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.

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.
Curriculum Pre-Professional Curricula

OCUPATIONAL 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 Curriculum

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.

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, 100, 103, 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. 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, and 3 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 104, 105 or 106; Psychology 126, 127 or 128; and one course each from three 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 113 or 115; any two of the following: Psychology 104, 105 and 106; and any two of the following: Psychology 126, 127 and 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 141, 142, 144; any one of the following: Psychology 104, 105, or 106; and any one of the following: Psychology 147, 148, 165, 174 or Anthropology 113. A field study (Psychology 195) is strongly recommended.

Adolescent/Adult track, a sequence of upper-division courses which must include Psychology 142; 143; any one of the following: 104, 105, 106; 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 127 or 180; either 104, 105, or 106; 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 127 or 147; either 104, 105, or 106; 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 sets of options, no two of which are from the same set: Psychology 110, 115, 126, 127 or 128; Psychology 140, 141, 142, 143, 144, 147 or 148; Psychology 150 or 152; Psychology 172 or 180; Psychology 160 or 163. 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 psychology course other than Psychology 1, 2, or 10 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.
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.

103 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.

104 Special Topics in Assessment and Testing
This course will offer an examination of testing topics such as norms, reliability, validity and item analysis within the context of an applied area of psychology such as forensic, counseling or cross-cultural. Special attention will be given to the use of tests and the role of testing in society. Course may be repeated for credit as content varies. Prerequisites: Psychology 3, 103.

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. Prerequisites: Psychology 3, 103. Does not satisfy an Area B requirement.

106 Experimental Laboratory Research
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. Prerequisites: Psychology 3, 103. 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. Prerequisites: Psychology 1, 2. Does not satisfy an Area B requirement.

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. Prerequisites: Psychology 1, 2, or Psychology 10; or Psychology 1, Biology 15 or 25.

126 Sensation and Perception
Examines the cognitive and physiological processes responsible for the acquisition and mental representation of sensory information. Prerequisites: 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 neuroanatomy and physiology. Prerequisites: 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. Prerequisites: 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.
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. 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 Curriculum

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., 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 overall protection of the community. The course has three main parts: a theoretical look at how we have ended up with the justice system that we have today; the practice of justice through field studies on police, courts, and prisons; and an in-depth investigation into an area of criminal justice of current relevance (such as “three strikes,” the expansion of prisons, or race and justice).

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.

139 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.

147 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.

157 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 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) SIMS 15 is required of all international students who have not completed their entire secondary education in the United States (see Program of Study).

FACULTY COMMITTEE
Mary Susie Miller-Reid, M.A., Director, Center of International Programs
Rosemary Graham, Ph.D., English
Lynn Meish, Ph.D., Anthropology
Charles Hunniker, Ph.D., Collegiate Seminar
Russ Tiberi, Academic Advising
Michael McKeown, Admissions

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

COURSES

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 SIS 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). 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 SIS 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 SIS 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.

SIS 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 Flanigan, Ph.D., Assistant Professor
David Gentry-Akin, Ph.D., 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., Lecturer
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 Colleague 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 Interpretation

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

MINOR IN THEOLOGY & RELIGIOUS STUDIES
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.

MINOR IN CATHOLIC TRADITION
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, preferably 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 Medieval Christianity
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, convoluted, 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.

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.

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 formulation 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, providentialism, 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.
Curriculum Women’s Studies

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 COMMITTEE
Molly Metherd, Ph.D., Director of Women’s Studies Program, English
Denise Witzig, Ph.D., Coordinator, Women’s Studies Program
Theo Carlile, Ph.D., Integral Program
Catherine Davalos, M.F.A., Performing Arts
Jan Doane, Ph.D., English
Jose Peito, Ph.D., Psychology
Margaret Field, Ph.D., Biology
Cynthia Ganote, Ph.D., Sociology
Sandra Grayson, Ph.D., English
Jennifer Heung, Ph.D., Anthropology
Jeannine King, Ph.D., English
Gretchen Lemke-Santangelo, Ph.D., History
Patrizia Longo, Ph.D., Politics
Phyllis Martineili, Ph.D., Sociology
Marie Paglierini, Ph.D., Religious Studies
Alvaro Ramirez, Ph.D., Modern Languages
Maria Ruiz, Ph.D., Modern Languages
Myrna Santiago, Ph.D., History
Scott Schönfeldt-Aultman, Ph.D., Communication

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.
- **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 January Term 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.


**Core Courses**

1. **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.)

2. **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 1 or permission of instructor.

3. **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 1 or permission of instructor.

4. **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 1; Women's Studies 100 and 177. Open to seniors 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**

1. **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.)

2. **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.)

3. **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.)

4. **New Immigrants and Refugees**
   Looks at the attitudinal and legal reactions to immigrants and refugees in the United States. Emphasis is placed on the new Americans, why they came, and how they differ from earlier migrants. Special attention is given to the impact of new immigrant groups in California. Prerequisite: Women’s Studies 1. (Cross-listed as Sociology 116.)

5. **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.)

6. **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.)

7. **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.)

8. **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.)

9. **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.)

10. **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.)

11. **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 172.)

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.
# APPROVED DIVERSITY COURSES

<table>
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<th>Course Code</th>
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<td>Survey of Asian Art</td>
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<td>Anthropology 001</td>
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<tr>
<td>Anthropology 111</td>
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<td>Anthropology 112</td>
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<td>Anthropology 113</td>
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<td>American Ethnic Writers and Oral Traditions</td>
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<td>Eng 154</td>
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<td>Religions of India</td>
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# 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.

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<td>Topics in Drama</td>
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<td>Sociology 120</td>
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<td>Womst 100</td>
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Jennifer Hanaseth, Softball

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Kai Edwards, Women's Soccer

Randy Rau, Men's and Women's Cross Country

Jedd Soto, Baseball

Nicole Younts, Women's Rowing

Paul Thomas, Women's Basketball

Lauren Uhr, Women's Lacrosse

Michael Wayman, Men's Tennis

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John Warta
Chairman and CEO, NextNet Ventures LLC

Carlo Zocchi; Parent of ’78, ’88
Builder/Developer, The Zocchi Company
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<td>Brother David Brennan, FSC</td>
<td>1983–1993</td>
<td>Ex-Officio as President</td>
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<td>Trustees Chair 2005–2007</td>
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<td>Trustees Chair 2007–2009</td>
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Lecturer in Communication; B.A., Saint Mary’s College; M.A., San Jose State University. At Saint Mary’s since 1998.

Christopher Sindt
Associate Professor of English; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Davis. At Saint Mary’s since 2004.

Kusum J. Singh
Professor of Communication; B.S., Syracuse University; M.A., Ph.D., University of Pennsylvania. At Saint Mary’s since 1982.

Stephen B. Sloane
Associate Professor of Politics; B.S., U.S. Naval Academy; M.P.A., Harvard University; M.A., Ph.D., University of California, Berkeley. At Saint Mary’s since 1986.

Gregory R. Smith
Professor of Biology; B.S., University of California, Davis; M.S., California Polytechnic State University, San Luis Obispo. At Saint Mary’s since 1981.

Virginia G. Smith
Adjunct in Accounting; B.A., Pennsylvania State University; M.B.A., California State University, Hayward; M.S., Golden Gate University; At Saint Mary’s since 1985.

Donald W. Snyder
Professor of Business Administration; B.A., University of New Mexico; Ph.D., Pennsylvania State University. At Saint Mary’s since 1990.

E. Elena Songster, Ph.D.

Lori Spicher
Associate Professor of Modern Languages; B.A., M.A., San Diego State University; Ph.D., University of Texas at Austin. At Saint Mary’s since 2004.

Sara K. Stampp
Professor of Psychology; B.A., M.A., Ph.D., University of California, Berkeley. At Saint Mary’s since 1974.

Grete A. Stenersen
Adjunct in Collegiate Seminar; B.A., Portland State University; M.A., Ph.D. candidate, Graduate Theological Union, Berkeley. At Saint Mary’s since 1990.

Alice Michiko Stevens
Adjunct in Mathematics; B.A., University of California, Berkeley; Ph.D., University of California, Davis. At Saint Mary’s since 2009.

Carole L. Swain
Professor of Education; B.A., M.A., Ph.D., University of California at Berkeley. At Saint Mary’s since 1988.

Frances Mary Sweeney
Professor of Modern Languages; B.A., Saint Mary’s College; M.A., Middlebury College; Ph.D., University of Texas, Austin. At Saint Mary’s since 1994.

Kathleen Taylor
Professor in School of Education; B.A., The Union Institute; M.P.H., San Diego State University; Ph.D., Union Graduate School. At Saint Mary’s since 1992.
James Alan Temple  
Professor of Psychology; B.A., University of California, Riverside; M.S., Ph.D., University of California, Santa Cruz. At Saint Mary’s since 1990.

Lysley Tenorio  
Associate Professor of English; B.A., University of California, Berkeley; M.F.A., University of Oregon. At Saint Mary’s since 2004.

Mary McMahan True  
Professor of Psychology; B.A., Indiana University; M.T.S., Franciscan School of Theology, Berkeley; M.A., San Francisco State University; Ph.D., University of California, Berkeley. At Saint Mary’s since 1995.

Theodore Tsukahara, Jr.  
Professor of Economics and Director, Integral Program; B.S., Saint Mary’s College; M.S., University of Southern California, MA and Ph.D., Claremont Graduate University. At Saint Mary’s since 1992.

Edward E. Tywoniak  
Associate Professor in Communication; B.S., Saint Mary’s College; M.F.A., Mills College; Ed.D., University of San Francisco. At Saint Mary’s since 1977.

Suneel Udpa  
Professor of Accounting; B.S., University of Bombay; M.S., Ph.D., Washington University in St. Louis. At Saint Mary’s since 1993.

Naoko Uehara  
Adjunct in Modern Languages; B.A., Kagoshima National University, Japan; M.A., San Francisco State University, Berkeley. At Saint Mary’s since 1996.

Cynthia L. Van Gilder  
Associate Professor of Anthropology; B.A., Wesleyan University; M.A., Ph.D., University of California, Berkeley. At Saint Mary’s since 2003.

Hoang Vu  
Professor of Psychology; B.A., M.A., Ph.D., University of Kansas. At Saint Mary’s since 2000.

Michael Walensky  
Lecturer in Collegiate Seminar; B.A., M.A., University of Chicago; Ph.D., University of California, Berkeley. At Saint Mary’s since 1990.

Penelope Washbourn  
Professor of Management; B.A., Nottingham University; S.T.M., Union Theological Seminary; M.B.A., Saint Mary’s College; Ph.D., Union Theological Seminary. At Saint Mary’s since 1984.

Susan C. Weissman  
Professor of Politics; B.A., Stanford University; M.P.H., Ph.D., University of Glasgow. At Saint Mary’s since 1992.

Roy Wensley  
Professor of Physics and Astronomy; B.S., Purdue University; M.S., Ph.D., University of Illinois. At Saint Mary’s since 1989.

Denise Witzig  
Adjunct in English; B.A., University of California, Berkeley; M.A., Ph.D., Brown University. At Saint Mary’s since 1989.

Stephen Brim Woolpert  
Professor of Politics; B.A., Grinnell College; M.A., Johns Hopkins University; Ph.D., Stanford University. At Saint Mary’s since 1981.

Diana Ting Liu Wu  
Professor of Business Administration; M.B.A., New York University; Ph.D., The Wright Institute, Berkeley. At Saint Mary’s since 1981.

Ben Xu  
Professor of English; B.A., Jiangsu Teachers College, China; M.A., Fudan University, China; Ph.D., University of Massachusetts. At Saint Mary’s since 1991.

Brother Martin Yribarren, FSC  
Lecturer in Collegiate Seminar and Tutor in Integral Program; B.A., Saint Mary’s College; M.A., California State University, Los Angeles; Ph.D., University of Southern California. At Saint Mary’s since 1995.

Paul Zarnoth  
Associate Professor of Psychology; B.A., Beloit College; M.A., Ph.D., University of Illinois, Champaign-Urbana. At Saint Mary’s since 2002.

PROFESSORS EMERITI

Chester Aaron, M.A.  
Professor of English

Fred E. Anderson, Jr., (EBA)  
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 Helm D.P.H., M.B.A.  
Professor of Health Services Administration

Ronald Isetti, Ph.D.  
Professor of History

Brother T. Brendan Knesle, 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

Carol Lashof, Ph.D.  
Professor of English

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

Jane Sangwine-Yaser, Ph.D.  
Professor of Mathematics

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. 20.

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.

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.

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.

The Carl Gellert and Celia Berta Gellert Foundation Scholarship
A scholarship funded by a grant from The Carl Gellert and Celia Berta Gellert Foundation for undergraduate students with financial need.

JEC Foundation Scholarship
A scholarship funded by a grant from the JEC Foundation of South Pasadena, California, to assist deserving students.

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 East Bay 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.

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.

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.

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.

Moore Family Annual Scholarship Fund
An annual scholarship fund established by Nicolas Moore, class of 1963, to support men’s basketball.

Bernard Orsi Annual Scholarship Fund
An annual athletic scholarship fund established by Mr. and Mrs. Bernard Orsi to assist student athletes.

Mr. and Mrs. James Rosenkranz Annual Scholarship Fund
An annual athletic scholarship fund established by Mr. and Mrs. James Rosenkranz to support student athletics.

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.

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.
Scholarships

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 endowed 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.

Stellas 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.

Carney Family Endowed Scholarship
An endowed scholarship established by Gene Carney with preference given to first generation college students from the East Bay.

Cassin Family Endowed Scholarship Fund
An endowed scholarship resulting from the Cassin Challenge program to benefit deserving students in need.

Virgil V. Cataliini Endowed Scholarship Fund
An endowed scholarship fund established by the Virgil V. Cataliini Trust in memory of one of the first of many Cataliini 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 alumni 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.

AI and Rita Compaglia College-County Endowed Scholarship Fund
An endowed scholarship fund established by the College-County Scholarship Fund in memory of AI 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 Bernyce 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.

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.

Ursul 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 Ursul 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 tution scholarships.
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.

Handley Endowed Scholarship Fund
An endowment established by Paul and Ardyce A. Handley 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 fund 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 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.

Kunzy Endowed Scholarship Fund
An endowed scholarship fund established by Paul Kunzy 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 Lazzireschi Endowed Scholarship
An endowed scholarship established by the estate of Gilbert Lazzireschi 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 Gusto, 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 scholarship 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 Marie, 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-legai education.

Father Edmund Mass Memorial Endowed Scholarship Fund
An endowed scholarship fund established through the estate of Father Edmund Mass, class of 1932, to benefit deserving students.

Mother of Perpetual Help Endowed Scholarship Fund
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. Most Minority Student Endowment Fund
An endowed scholarship fund established through the generosity of the late Arthur J. Most, class of 1936, and his wife Loya H., to assist deserving minority students at Saint Mary’s College.

James P. Mulcahy Endowed Scholarship Fund
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 Isabel 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.

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.

Richard Norton Memorial Endowed Scholarship Fund
An endowed scholarship fund established in memory of Richard Norton, to benefit one or more undergraduate students enrolled in a course of study with the School of Economics and Business Administration. Recipients are expected to maintain a cumulative grade point average of 3.3 or better.

Noce Family Endowed Memorial Scholarship
An endowed scholarship established by George and Lilian Noce and Clare Marie Noce to honor the following members of their family: Assunta Olivia Noce, Lilian 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.
Scholarships

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 Antonie 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.

Ilso 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.

Dr. Richard W. Smith Endowed Scholarship Fund
An endowed scholarship fund established by Joe and Eulalee Siler in honor of Dr. Richard W. Smith to assist deserving students.

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

Rudy Valencic Memorial Endowed Scholarship Fund
An endowed scholarship fund established by Ms. Valeria Valencic Castel-lani, 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.

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 Milwaukee, 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 Notre Dame High School in Sherman Oaks, 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.

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.

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

The following scholarships are available to students enrolled in the 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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